

Special Education Personnel Shortages

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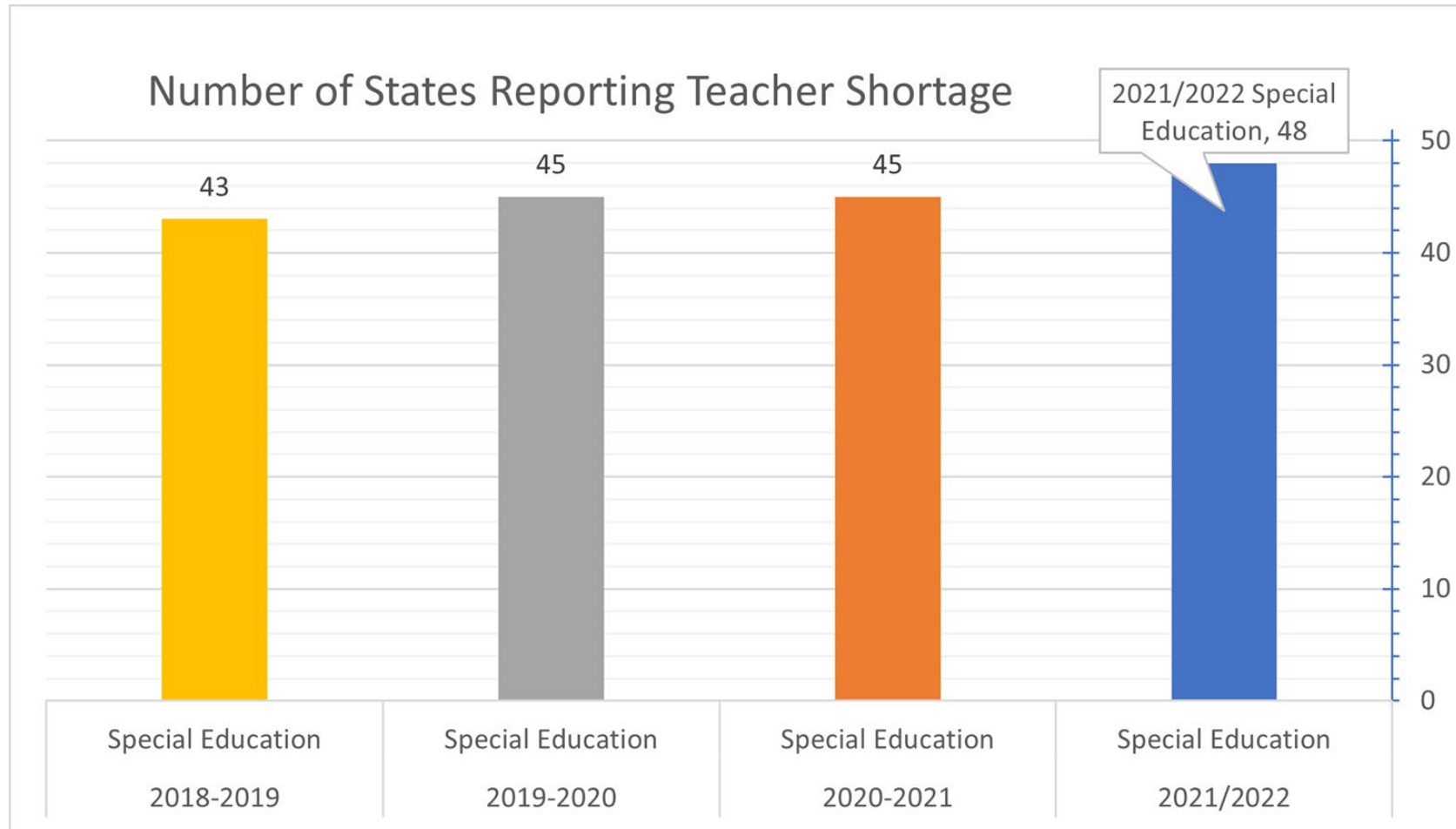
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 @hobteachson

Agenda:

- National Shortage Data
- Impact of the Pandemic
- Specific Personnel Needs
- State and Local Response (COVID-19 Relief Funding)
- Context for “Asks”

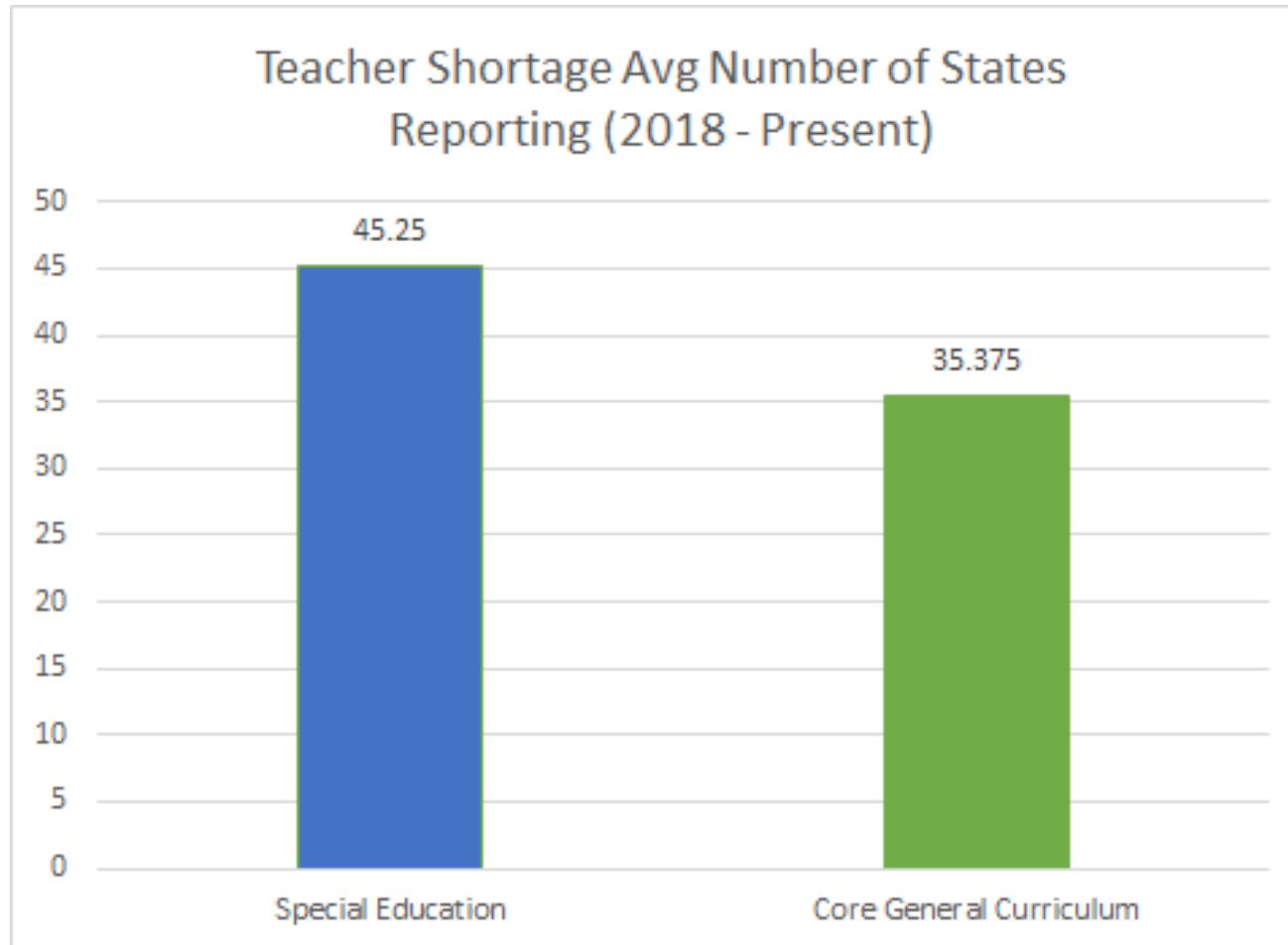
National Data



- 48 of 48 (100%) states (including D.C.) that have reported to this database have identified shortages for this upcoming school year. (California, New Hampshire, New Mexico have not reported thus far)
- 41 of the 48 states (including D.C.) have reported shortages to be K-12 wide.

Source: U.S. Department of Education, Teacher Shortage Areas, tsa.ed.gov

Shortages Compared to General Education



- Core Subjects (Math, Science, Reading, Social Studies)
- Although General Education also has difficulty with shortages (specifically in Science and Math), Special Education shortages are more widespread.

Source: U.S. Department of Education, Teacher Shortage Areas, tsa.ed.gov

Furthering the problem...

- A 2021 national teacher survey found that due to the pandemic K-12 educators experienced:
 - stress (63%)
 - burnout (54%)
 - high levels of anxiety (47%)
- Survey results indicate almost 4 in 10 educators are considering leaving their job due to the working conditions of the pandemic. (Potential for increase in attrition)

Source: Steiner, E. D. & Woo, A. (2021). [Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey](#). Santa Monica, CA: RAND Corporation, 2021.

Need: Qualified Personnel

- 2018 - 2019 state data reporting on qualified special education teachers (SET) indicated employing an average of about 500 unqualified teachers to fill positions (**6.39% of total SET**)
- The largest reported percentage of uncertified teachers in a single state was 20.44% (~833 SET not fully certified)
- 10% of overall SET was uncertified in thirteen states.

Source: [IDEA Section 618 Data Products: State Level Data Files](#), Personnel

Need: Diverse Personnel

- Recently, Teachers of color make up more of the total workforce. (12% to 20% over the last 30 years)
- The next generation of teachers continue to be more diverse.
- Although this growth is happening, the **rate of growth** is not matching the current student and future student population. (20% teachers, 40% population, 50% students)
- While TOC numbers have grown, the number of Black and Native American teachers indicate a decline.

Source: Carver-Thomas, D. (2018). [Diversifying the teaching profession: How to recruit and retain teachers of color](#). Palo Alto, CA: Learning Policy Institute

How are SEAs/LEAs managing shortages?

- State ARPA Plans (COVID-19 Relief Funds)

Examples:

“Finally, the NDE continues to bolster its Educators Rising program to strengthen “grow your own” initiatives across the state.” (Nebraska)

“Paid Student Teaching – The OSDE will invest approximately \$12,675,000 in state set aside federal relief dollars to compensate pre-service teachers for their work as student teachers. The program will equitably fund Oklahoma student teachers annually, beginning in school year 2021-22 and continuing through school year 2023-24.” (Oklahoma)

“The Louisiana Department of Education developed Achieve! Compensation Guidance. This guidance provides school systems with role- and demand-based compensation examples to guide school system planning of needs that were triggered by the COVID-19 pandemic. It also includes guidance for implementing additional compensation models, including career pathways for teachers, demand-based compensation, and one-time stipends.” (Louisiana)

“Based on public input, the SCDE will encourage LEAs to develop residency partnerships with high-quality teacher preparation programs to address the need for additional qualified educators to meet the needs of PK–12 learners.” (South Carolina)

- Your state information with additional data from the state ARPA plans can be found inside the state leader folders. This is to be considered for supplemental use and to acknowledge/provide context for the use of these emergency funds.

Providing context for \$\$\$...

- Long-term sustainability
- Evidence-Based Practices
 - [IDEAs That Work: Attract, Prepare, Retain: Effective Personnel For All](#)
- Evaluate current policies and practices
 - What is working? What isn't? Barriers? Pathways?
 - Example: Do our current pathways create opportunities or inhibit? (Recruit, Diversify)
- Adequate preparation (Qualified personnel)
- Continued support for ALL teachers (Retain)

*After SELS - > State and local representatives!

Infants, Toddlers, Children & Youth With Disabilities

Special
Education
Legislative
Summit **2021**
July 19-20, 2021



Regina Frazier
Virginia Commonwealth University

#SELS2021



Impact of Quality Teaching on Student Achievement

- Research suggests that teacher licensure and teacher knowledge of the content they teach are significantly related to student outcomes.
- Teachers are the most valuable resource in improving student outcomes & what teachers do in the classroom has the strongest impact on student achievement.
- Understanding the content, methods of presentation for maximum learning is in fact a science.
- There is a CLEAR research-based relationship between a teacher's classroom practice and academic outcomes of students.

Importance of High-Quality Teachers

- Students with disabilities performed more than three years below their nondisabled peers. This achievement gap suggests that students with disabilities still have limited access to the instruction needed to succeed in school.
- The quality of the teacher contributes more to student achievement than any other factor, including class size, class composition, or student background.
- District administrators report thousands of vacant positions annually that are left vacant or filled by substitutes each year because qualified candidates cannot be found.

What Makes Special Education Teachers Special?

- Students with disabilities whose teacher is certified in special education have greater achievement in both math and reading than similar students whose teacher is not special-education certified.
- Special education boosts the achievement of students with disabilities.
- Licensed teachers are better than emergency licensed teachers on several dimensions such as planning and preparation, classroom environment, and instruction.
- Properly prepared special education teachers outperform their veteran colleagues in reading instruction.

Federal Accountability

- ***Accountability-based policies focused on reporting achievement gaps are not enough to strengthen academic outcomes.***
- Providing data alone is not the key to improvement!
- We will improve our education system for infants, toddlers, and school aged youth when we successfully attract, prepare and retain teachers in the pipeline.

CEC SPECIAL EDUCATION LEGISLATIVE SUMMIT 2021

A five-alarm fire: Special education teacher shortages

Grounding Our Conversation

Well prepared special education teachers:

1. Are less likely to turn over, which matters for student achievement.
2. Are better prepared to use a variety of instructional methods.
3. Boost achievement for students with disabilities.



California's Special Education Teacher Shortage

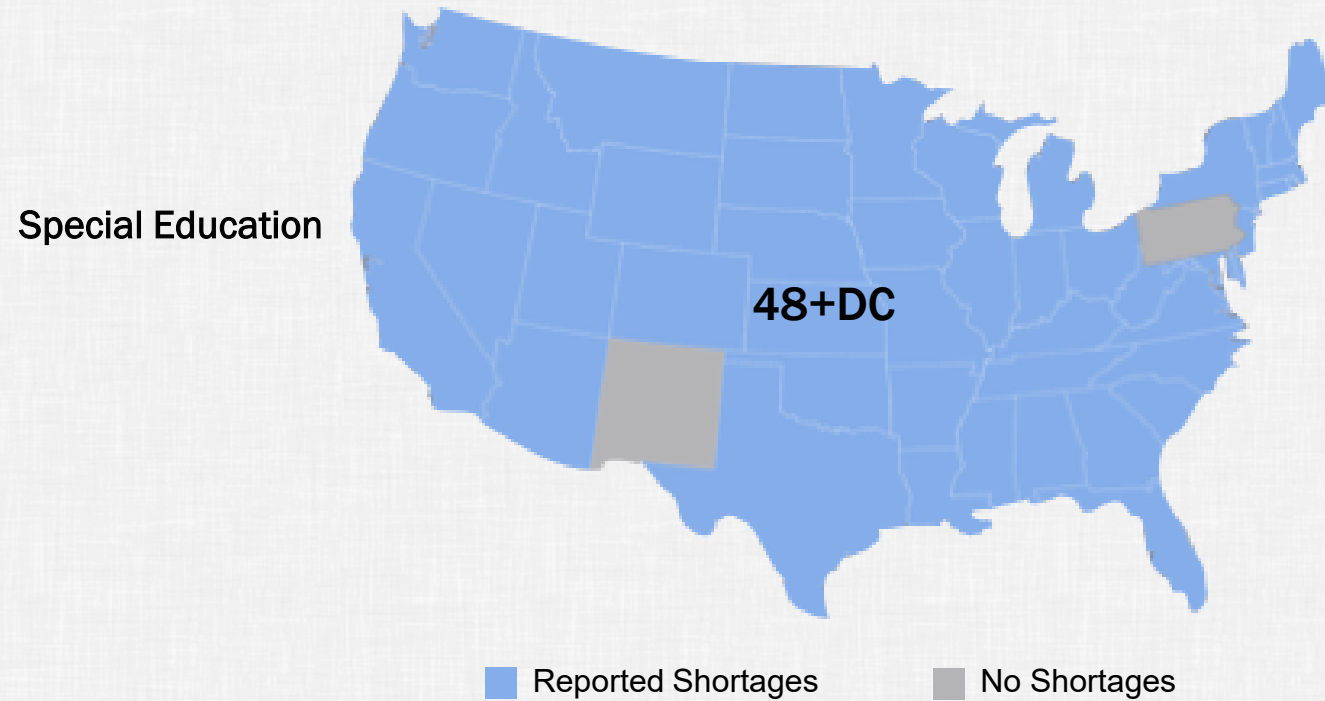
Naomi Ondrasek
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Caitlin Scott
Linda Darling-Hammond



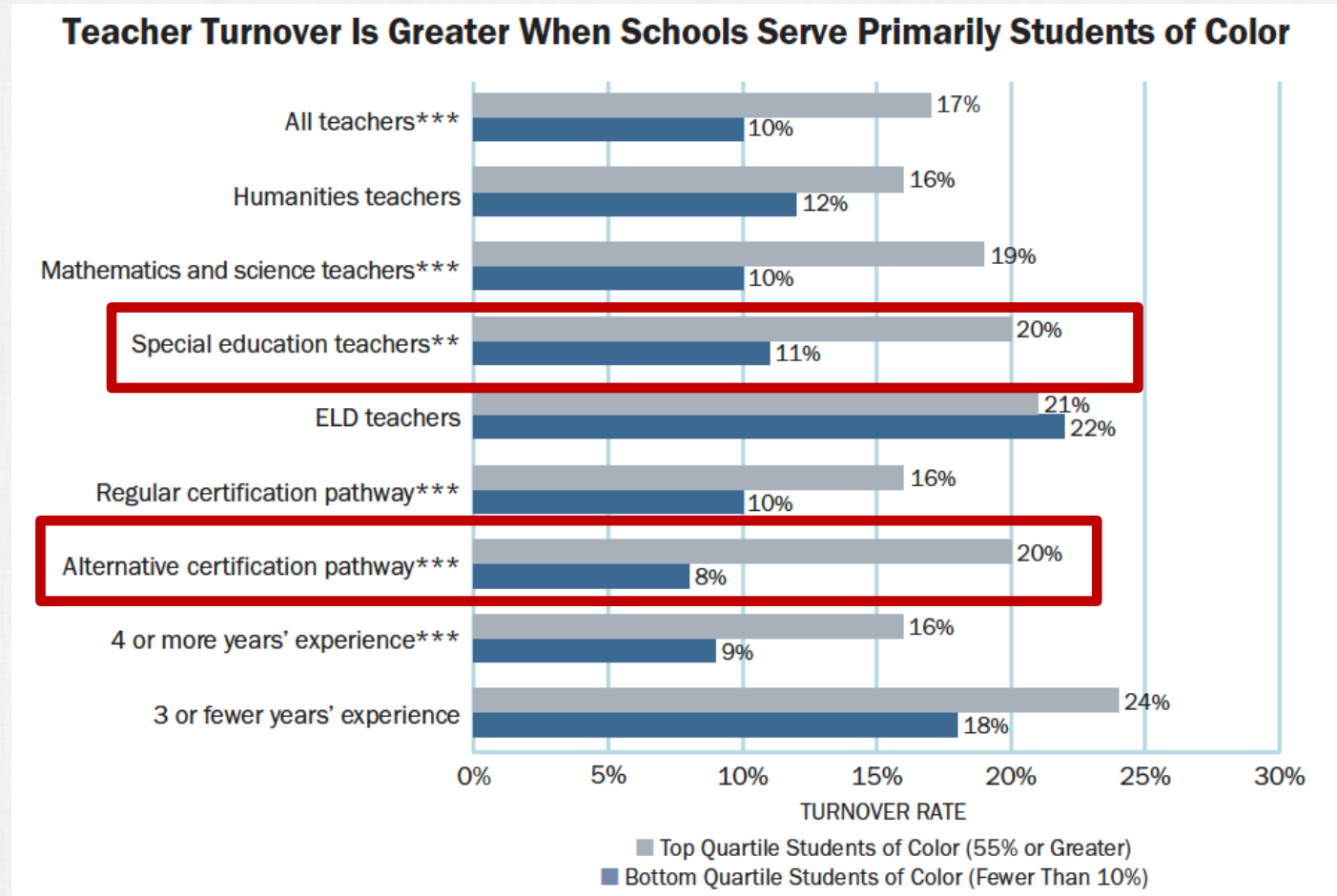
California is in the midst of a severe special education teacher shortage that threatens the state's ability to improve outcomes for students with disabilities, who often have the greatest needs but receive the least expert teachers. To help policymakers address the shortage, the Learning Policy Institute conducted an analysis of the special education teacher workforce to provide an update on the shortage and its causes. We also reviewed the factors that may be contributing to special education teacher attrition, based on prior research and the perspectives of current special education teachers in California. We conclude with suggestions for evidence-based policy strategies aimed towards resolving the shortage.

February 2020

Pre-COVID: Widespread Shortages



Turn over rates are higher in schools with more students of color



Implications for diversifying the workforce

- Most teachers of color work in high-minority schools
- Teachers of color are more likely to enter through alternative certification pathways, which are associated with higher turn over





What factors are driving
these shortages?

Takeaway #1:

Preparation and professional learning impact attrition

- ▷ Underprepared teachers are **2 to 3 times** more likely to turn over
- ▷ **90% of teacher demand** is driven by teachers who leave the profession
- ▷ Intensive preparation and professional learning can help improve **both teacher retention and efficacy**



Takeaway #2: Working conditions impact teacher attrition

- ▷ **High caseloads** cause significant stress
- ▷ **Support from colleagues and administrators** impacts special educators' decisions to remain in the field



Takeaway #3:

Financial supports impact recruitment and retention

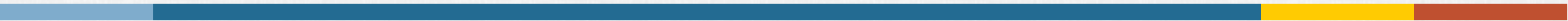
- ▷ **Student debt** deters candidates from pursuing teaching careers
- ▷ Special education teachers cite **low salaries** as a reason for leaving

“I graduated from a great university, I’ve been teaching in my district for eight years with a master’s degree, and I just broke \$60,000. You want to talk about support? I need to **make enough money to live** in [my community]. And that is one of the things driving people out [of teaching].”

– California Special Education Teacher

Strategies to strengthen and stabilize the pipeline

- ▷ Strengthen the pipeline using incentives that recruit candidates into high retention pathways
- ▷ Improve quality of and access to preparation
- ▷ Expand and strengthen professional development
- ▷ Improve working conditions
- ▷ Increase compensation



How can federal policy help address special educator shortages?

25



Federal Policy Levers: COVID-19 Relief Funding


- ▷ \$176B to states and districts through the two most recent rescue packages
- ▷ Funds are very flexible and can be used to support educator preparation and ed prep programs
- ▷ Examples
 - **Minnesota** GEER Funds → \$5M to [support teacher candidates and programs](#)
 - **Tennessee** SEA ESSER Funds → \$2M for [Grow Your Own Competitive Grant Program](#)
 - **Illinois** SEA ESSER Funds → \$6.5M to support [induction programs](#) for educators whose training was interrupted by COVID



\$9,000,000,000

For the Pipeline in the American Families Plan



 **\$2.8 billion**
in Grow Your Own and Teacher Residency Programs ([Teacher Quality Partnership \(TQP\) Grant Program](#))

 **\$2 billion**
To support programs that leverage teachers as leaders ([Expanding Opportunities for Teacher Leadership Development Program \(new\)](#))

 **\$1.6 billion**
To provide educators with opportunities to obtain additional certifications in high demand areas ([Supporting In-Demand Credentials for Teachers Program \(new\)](#))

 **\$900 million**
For the development of special education teachers ([IDEA Part D](#))

 **\$400 million**
For teacher preparation at HBCUs, TCUs, and MSIs ([Augustus F. Hawkins Program](#))

 **\$8,000 (x2)**
For [TEACH Grants](#) per year

Recap

1. Students need access to a well-prepared, diverse, experienced, and stable special educator workforce
2. Special education teacher shortages are widespread and severe
3. Underprepared teachers are more likely to turn over
4. Workplace conditions, student debt, and compensation matter
5. Federal policy can help support and stabilize the pipeline



For more information

Sign up for updates

<https://learningpolicyinstitute.org/mailling-list/register>

Educator quality: Recruitment and retention

<https://learningpolicyinstitute.org/topic/educator-quality-recruitment-retention%E2%80%8B>

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How Can States and Districts Use Federal Recovery Funds Strategically?

Supporting the Educator Pipeline

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), enacted in December 2020, and the American Rescue Plan Act (ARPA), enacted in March 2021, provide states and local educational agencies (LEAs) with \$176.3 billion through the Elementary and Secondary School Emergency Relief Fund (ESSER II and ESSER III). These laws provide great flexibility for both states and LEAs (including districts) in the use of funds. LEA funds can be spent on any educational expense allowed under

- the Elementary and Secondary Education Act (ESEA),
- the Individuals With Disabilities Education Act (IDEA),
- the Perkins Career and Technical Education Act, and
- other specific allowable uses (Section 313(c)–(d); Section 2001(d)–(e)).

ARPA requires that 20% of LEA funds and 5% of state funds be allocated to address learning recovery and that states must also set aside 1% of funds each for after-school programming and summer enrichment, while CRRSAA added funding to the Governors' Emergency Education Relief (GEER) program, targeted to COVID-19 responses including LEA activities authorized under ESSER. States and LEAs have until September 30, 2023, and September 30, 2024, to obligate CRRSAA and ARPA funds, respectively, and at least 120 days after those deadlines to spend the funds. States and districts have the opportunity to use CRRSAA and ARPA funds not only to meet short-term needs but also to make longer-term investments to close opportunity and achievement gaps.

Investments in the Educator Workforce Address Urgent and Long-Term Student Needs

Teacher shortages were widespread even before the pandemic, with more than 100,000 positions left vacant or staffed by underqualified individuals in 2017–18 alone. COVID-19-related burnout and workloads have raised concerns about increased turnover, and in the 2020–21 school year more than 40 states reported shortages of teachers in high-need areas, such as math, science, and special education. All this comes on top of a long decline in annual enrollment in educator preparation programs (EPPs), which has fallen by more than 30% over the past decade (see Figure 1), largely due to concerns about cost, student loan debt, and the lack of competitive compensation for teachers.



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EDUCATION DIVISION**
OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

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**YOUR STORY
MATTERS.
TELL IT.**

Your Voice at the Table

- ▶ Your story matters.....and how you tell it might matter a little more.
 - ▶ Urgency of the shortage/ impact it is having
 - ▶ State/University Profile of shortage/enrollment
 - ▶ Story of impact of Personnel Prep funding
 - ▶ How more funding/ new policy would impact the shortage and enrollment
 - ▶ Don't just present a problem, present a solution.
- ▶ Relationship Building + Follow Up
 - ▶ State and Federal Offices
 - ▶ Thank you, thank you, thank you
 - ▶ Be a resource and share good news

The Federal Role: SELS Priorities

Investing in high quality full preparation

Promote policies to attract, prepare retain diverse well qualified staff

Student financial aid - TEACH Grants, Pell Grants, Public Service Loan Forgiveness, Teacher Loan Forgiveness

Federal Role - program investments in preparation



- ▶ Funding to support critical programs to address the special educator and specialized instructional support personnel shortage.
 - ▶ IDEA Part D
 - ▶ Teacher Quality Partnership Grants
 - ▶ Augustus F. Hawkins Centers of Excellence under the Higher Education Act

Three Trains Moving



- ▶ FY 2022 Appropriations Bills (President's Budget Proposal)
- ▶ Bipartisan Infrastructure Framework (American Jobs Plan)
- ▶ Budget Resolution with Reconciliation Instructions (American Families Plan)

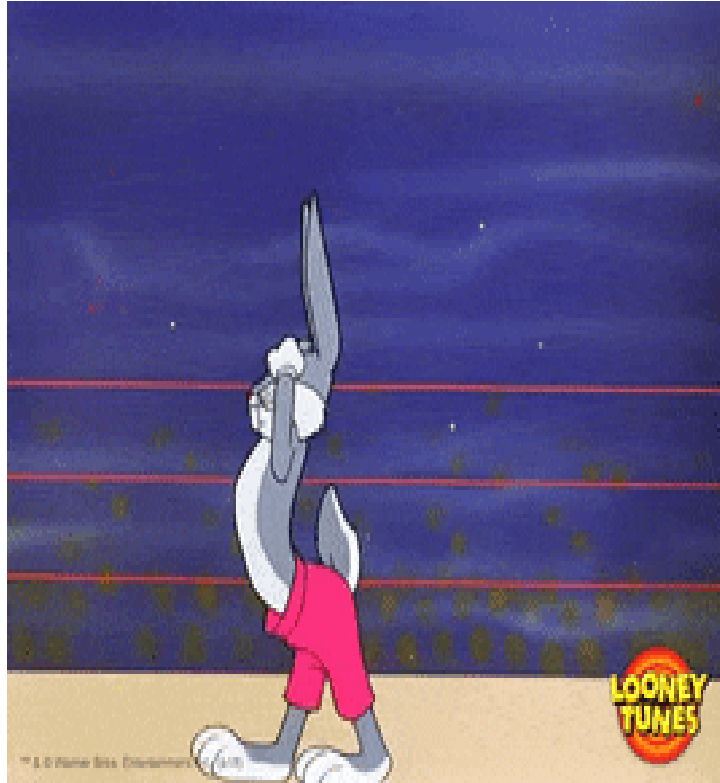
FY 2022 Appropriations Bills

- ▶ House Bill adopted by Committee July 15
 - ▶ 41% increase for education as recommended in President's budget proposal
 - ▶ a \$29.3 B increase; Dept would receive \$102.8 B
 - ▶ Biggest appropriations bill EVER for education
- ▶ Next step: pass on the House floor in July
- ▶ Senate not yet begun marking up bills
- ▶ Continuing resolution very likely for some period of time
- ▶ Will take big advocacy push to secure FY 22 education funding increases

What's in the House FY '22 Appropriations Bill for Educator Preparation

- ▶ \$250 M for Personnel Prep IDEA part D (\$160M increase)
- ▶ \$132 M for Teacher Quality Partnership Grants increase of (\$80M increase)
- ▶ \$20 M for Augustus Hawkins program to improve diversity in teacher pipeline (\$20 M increase)





TED, HECSE, CEC, AACTE Sign on letter to Congress

- ▶ 38 national organizations signed on to letter asking Congress for:
 - ▶ \$250 million for Personnel Preparation Part D IDEA (currently \$90 million)
 - ▶ \$132 million for Teacher Quality Partnership Grants Title II HEA (currently \$52 million)
 - ▶ \$20 million for Augustus Hawkins program (currently 0)

Reconciliation Bill on the Horizon

Will be second infrastructure bill

Drawn from Biden's American Families Plan

Includes \$9 Billion for teachers- addressing shortages, strengthening training and support for teachers, and boosting diversity

Your Visits with Congressional Offices

BE THE VOICE OF THE PIPELINE

- ▶ Shortage, lack of diversity and enrollment data for your state/institution
- ▶ Demonstrate the need
- ▶ Show the impact of Personnel Prep Grants (the solution)

ASKS

- ▶ **\$300 million for Personnel Prep (\$250 million in House bill/currently \$90 m) - what would the impact be?**
- ▶ Other possibilities: Teacher Quality Partnership funding; Hawkins funding; TEACH grants, loan forgiveness; \$9 B in reconciliation bill





REMEMBER

If you're not at the table....
You're probably on the menu