Educator Shortage

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National Landscape of New Teacher Supply
Data Sources

Available to AACTE members at https://aacte.org/resources/research-reports-and-briefs/
Long-term Trends in the Production of Teachers

Bachelor’s Degrees Awarded in Education

- All Bachelor's Degrees
- Men
- Women
# Teacher Education Program Completions

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Alternative, IHE-based</th>
<th>Alternative, not IHE-based</th>
<th>All programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-09</strong></td>
<td>178,777</td>
<td>17,870</td>
<td>24,792</td>
<td>221,439</td>
</tr>
<tr>
<td><strong>2018-19</strong></td>
<td>116,019</td>
<td>15,865</td>
<td>18,316</td>
<td>150,200</td>
</tr>
<tr>
<td><strong>Percentage change</strong></td>
<td><strong>-35%</strong></td>
<td><strong>-11%</strong></td>
<td><strong>-26%</strong></td>
<td><strong>-32%</strong></td>
</tr>
</tbody>
</table>
Education Programs are Shrinking

Institutions Granting 30 or Fewer Degrees and Certificates in Education, 2009-10 and 2018-19

- Public: 51 (2009-10), 106 (2018-19)
- All Institutions: 441 (2009-10), 532 (2018-19)
Degree Trends in High-Need Specialties

Change in Number of Bachelor’s and Master’s Degrees and Post-baccalaureate Certificates Conferred Between 2009-10 and 2018-19

- Special Education: -4%
- Science & Mathematics Education: -27%
- Foreign Language Education: -44%
- English as a Second Language: 17%
Teacher Candidates
<table>
<thead>
<tr>
<th>Diversity in Education vs. Other Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degrees conferred</strong></td>
</tr>
<tr>
<td>All fields</td>
</tr>
<tr>
<td><strong>Most Diverse Fields</strong></td>
</tr>
<tr>
<td>Homeland security, law enforcement, and firefighting</td>
</tr>
<tr>
<td>Public administration and social services</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td><strong>Least Diverse Fields</strong></td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Agriculture and natural resources</td>
</tr>
</tbody>
</table>
High School Students Cite Pay as #1 Reason for Disinterest

- Doesn't initially pay very well: 63%
- Not much opportunity for career development: 43%
- I wouldn't be good at it: 40%
- I don't like working with children: 33%
- Teachers do not get enough respect: 30%
- Too much pressure to "teach to the test": 28%

Source: ACT Research & Policy Brief: Encouraging More High School Students to Consider Teaching, 2018
# Borrowing by Undergraduate Education Students

<table>
<thead>
<tr>
<th></th>
<th>Percentage who Borrowed</th>
<th>Average Cumulative Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74%</td>
<td>$29,247</td>
</tr>
<tr>
<td>African American</td>
<td>91%</td>
<td>$31,337</td>
</tr>
<tr>
<td>Latinx</td>
<td>81%</td>
<td>$18,930</td>
</tr>
<tr>
<td>All Graduating Education Students</td>
<td>76%</td>
<td>$27,984</td>
</tr>
</tbody>
</table>

- Average starting salary for teachers = $38,700
- Affordable debt-to-income ratio at that income = 7%
- Estimated debt-to-income ratio for those borrowing average amount:
  - White: 9%
  - African American: 10%
  - Latinx: 7%
Key Takeaways

• At the bachelor’s level, education is one of the least diverse large fields. Other “helping professions” top the list of most diverse majors.

• Alternative programs are more diverse than traditional teacher preparation programs.

• Disinterest in teaching has numerous causes, but teacher compensation is high on the list.

• Managing student debt at a teacher’s salary is likely part of the financial concern. Education graduates do not borrow more than their peers, but at the average starting salary for a teacher, the average debt loads is considered unaffordable.
Key Takeaways

• In 2020 and 2021, 20% of AACTE members reporting declines in new undergraduate enrollment of 10% or higher

• 40% of members in each year saw enrollment drop by up to 10%.

• One-third of members reported staffing reductions in 2021, down from half in 2020.

• The budget situation is improved in 2021, likely due to increased federal funding and rebounding state budgets. Still, half of respondents experienced cuts of 1 to 10% and 15% saw even larger reductions.

• Most – but not all – members are maintaining program offerings despite enrollment, budget, and/or staffing reductions.
Special Educator Shortage: From Pipeline through Practitioner
Problem before COVID-19

• Even prior to the pandemic, special education was the field with the greatest shortage, with 48 states and DC reporting such shortages.

• Between 2005 and 2012 there was a 17% decline in the number of special education teachers and a simultaneous increase (by 400,000 students) in the number of students receiving special education services.

• High poverty schools are more likely than well-resourced schools to have teacher shortages, as well as unqualified and inexperienced teachers.
...and the Pandemic did not make things better

- Approximately 1 million education jobs have been lost due to the pandemic (as of November 2020).

- Nearly 1 in 4 teachers indicated that they were likely to leave their jobs in the 2020-21 school year. Prior to the pandemic, the number was 1 in 6.

- In the 2021-22 school year, 44% of U.S. public schools indicated a full- or part-time teaching vacancy. Of those vacancies, 45% were special education positions, and 61% were explicitly identified as resulting from the COVID-19 pandemic.
What is needed?

• Without significant intervention, by the 2025-26 school year, there is projected to be a shortfall of roughly 200,000 public school teachers.

• Based on Bureau of Labor Statistics projections, between 2020 and 2030, 37,600 new special education teachers are required to keep up with demand.
  • From 2010 to 2020, the number of students who receive special education services increased by approximately 800,000 students.

• In 2018, there were one-quarter fewer Black and Latinx teacher candidates enrolled in teacher preparation programs than were enrolled in 2010.
What is happening?

• In order to meet the demand, states have increasingly turned to the use of long-term substitutes for special education teachers, some with only a high school diploma and most with no teacher training at all.

• In the 2020–21 school year, **16% of new teachers were individuals who were not fully prepared** — a nearly 80% increase since 2014–15.

• At least 25,243 special education teacher positions were filled by individuals who were not fully qualified for those positions in 2018-19 including
  • In the state of Nevada 20.44% of those serving as special education teachers were not fully qualified; in Louisiana 18% and in Oklahoma 15% were not fully qualified; in Texas 5800 individuals serving as special education teachers were not fully qualified to do so.
Un/Under Prepared

• Those prepared through alternate pathways that require less coursework and student teaching experiences are 25% more likely to leave their teaching positions and the profession than those who are well prepared.
  • High poverty schools are more likely than well-resourced schools to have unqualified and inexperienced teachers

• The turnover of practicing special education teachers is reported to be about twice that of general education teachers, as much as 15% per year.

• Teacher turnover has significant negative effects, particularly for students with disabilities.
  • For example, a GAO report found a positive relationship between the percent of inexperienced teachers and the likelihood that students would receive a range of disciplinary consequences, including suspension, expulsion, and referral to law enforcement
Full Preparation Matters and we must Invest in the Pipeline

- The pipeline of teachers is insufficient with 340,000 fewer students enrolled in teacher preparation programs in 2019 than in 2010.

- A shortage of special education faculty in higher education contributes to the special education teacher shortage and further limits the capacity of higher education to address this significant problem.

- Between 2009 and 2018, there was a 19% reduction in the number of special education doctoral programs.

- Data from 2018 showed that the number of special education doctoral programs, 79 nationwide, dropped to the lowest level in decades.

- With this decline, the number of doctoral graduates available to assume special education faculty and other leadership positions has also dropped to a level lower than in 1998, with a 17% reduction between 2021 and 2017.

- In states which have more teacher preparation programs, there is less of a shortage of special education teachers
Member of Congress are Urged to:

• Invest $300 million in IDEA Part D personnel preparation (Sec. 662)
• Invest $300 million to the Augustus F Hawkins Center for Excellence Program
• Invest $1 billion for Teacher Quality Partnerships