

Special  
Education  
Legislative  
Summit **2022**  
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# Educator Shortage

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# National Landscape of New Teacher Supply

# Data Sources



## Colleges of Education: A National Portrait

Second Edition

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**DEGREE  
TRENDS  
IN HIGH-  
DEMAND  
TEACHING  
SPECIALTIES:  
2009-10 TO  
2018-19**

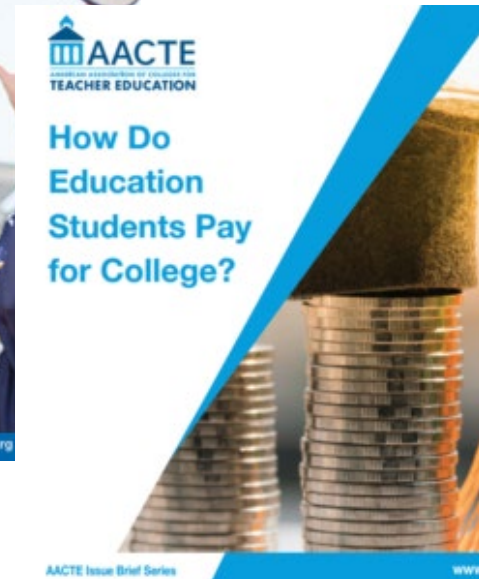
AACTE Issue Brief Series



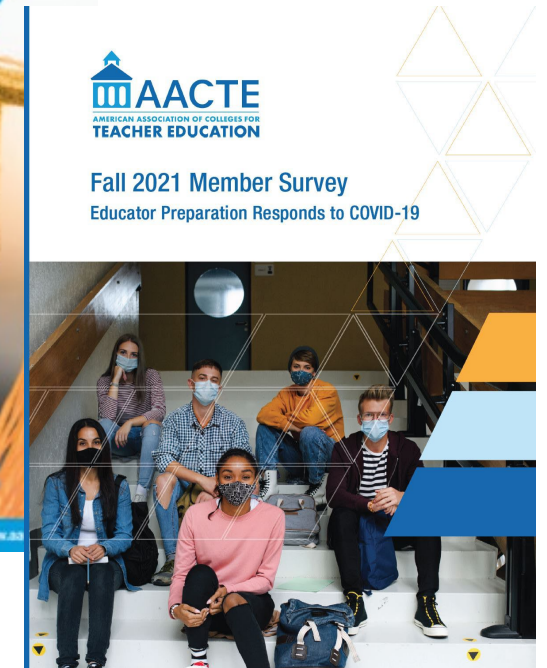
## Institutions Offering Degrees in Education: 2009-10 to 2018-19

AACTE Issue Brief Series

Available to AACTE members at  
<https://aacte.org/resources/research-reports-and-briefs/>



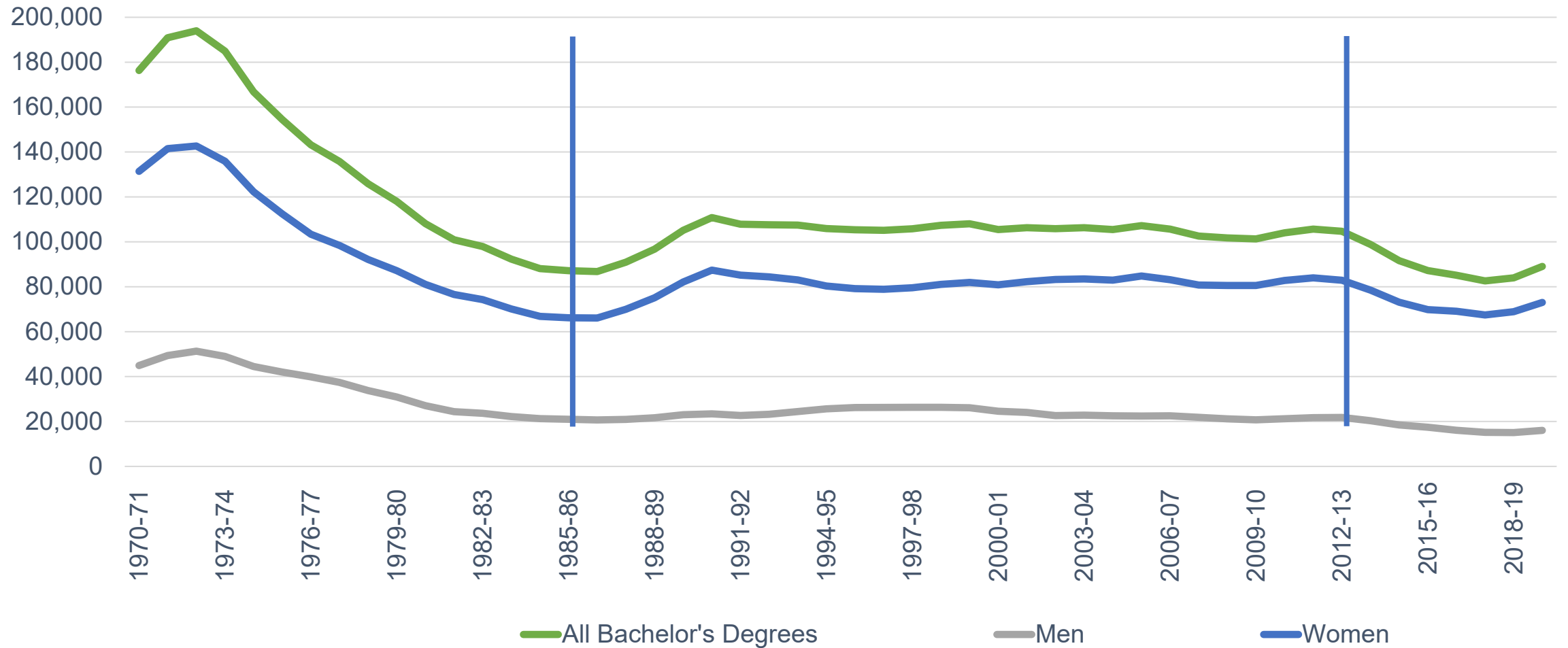
AACTE Issue Brief Series



## Fall 2021 Member Survey Educator Preparation Responds to COVID-19

# Long-term Trends in the Production of Teachers

## Bachelor's Degrees Awarded in Education

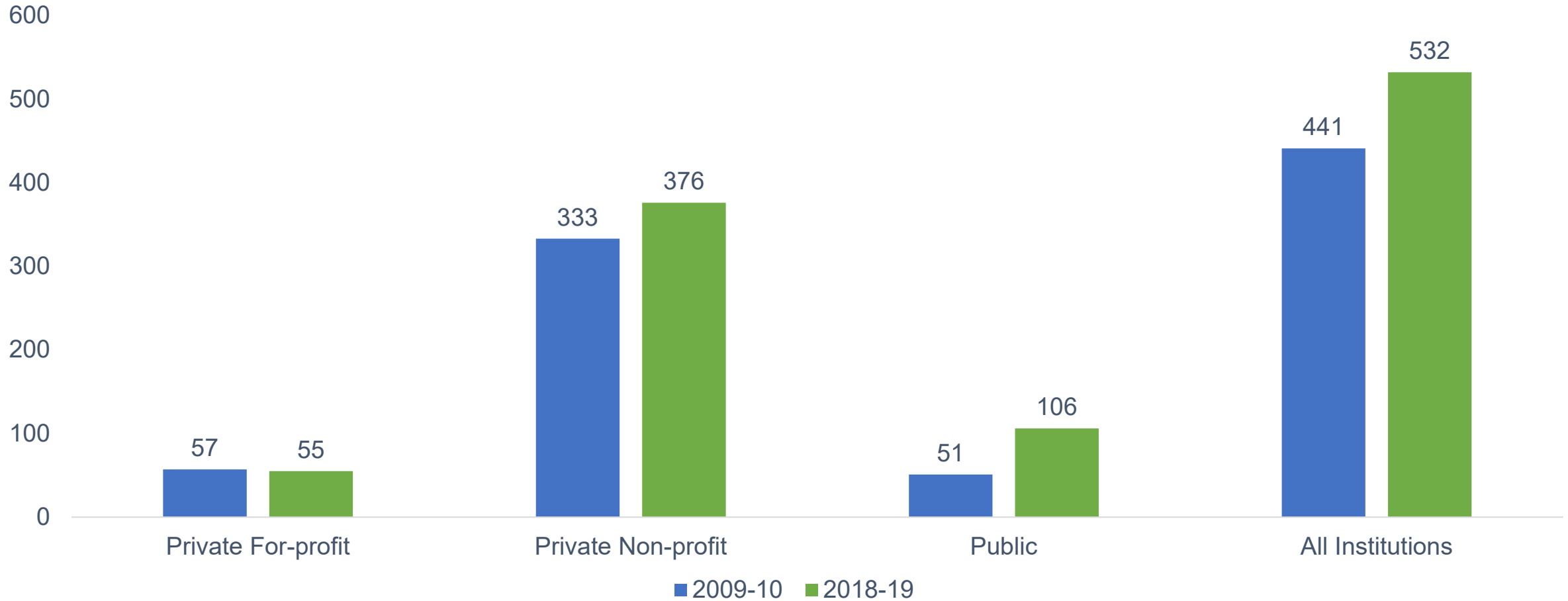


# Teacher Education Program Completions

	Traditional	Alternative, IHE-based	Alternative, not IHE-based	All programs
2008-09	178,777	17,870	24,792	221,439
2018-19	116,019	15,865	18,316	150,200
Percentage change	-35%	-11%	-26%	-32%

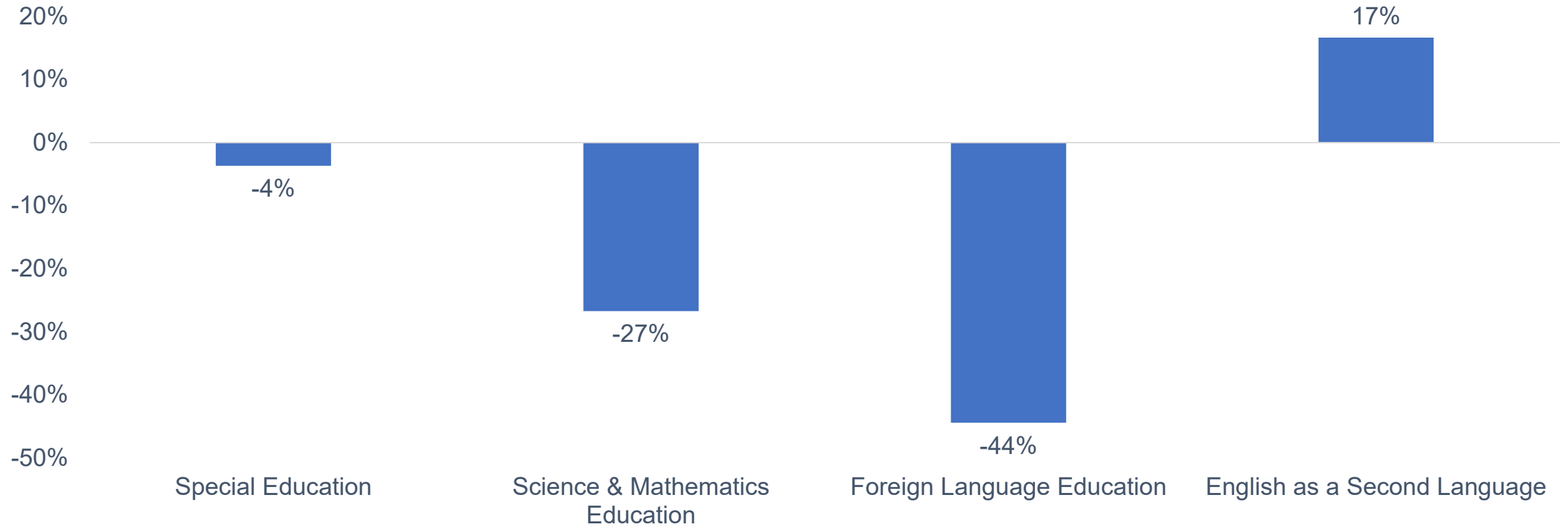
# Education Programs are Shrinking

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



# Teacher Candidates

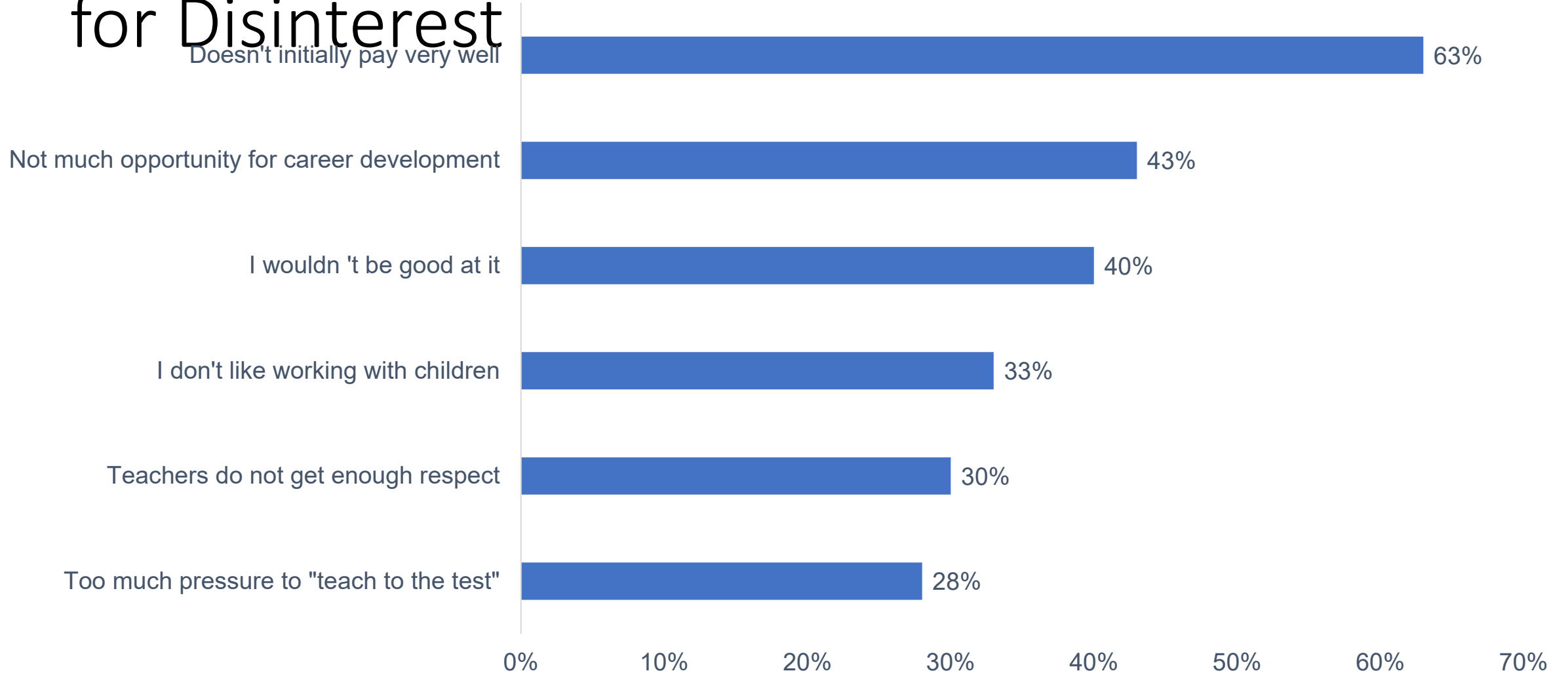
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# Diversity in Education vs. Other Fields

	Degrees conferred	White	Latinx	African American	Asian/ Pacific Islander	Native American	Two or more races
All fields	1,911,018	62%	15%	10%	8%	<1%	4%
	Most Diverse Fields						
Homeland security, law enforcement, and firefighting	56,536	51%	23%	19%	3%	1%	3%
Public administration and social services	34,737	53%	19%	21%	3%	1%	4%
Psychology	113,107	55%	20%	13%	7%	1%	4%
	Least Diverse Fields						
<i>Education</i>	<b>82,896</b>	<b>75%</b>	<b>11%</b>	<b>7%</b>	<b>3%</b>	<b>1%</b>	<b>3%</b>
Agriculture and natural resources	39,331	78%	10%	3%	4%	1%	4%

# High School Students Cite Pay as #1 Reason for Disinterest



# Borrowing by Undergraduate Education Students

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

- 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