RECRUITMENT AND RETENTION OF EARLY CHILDHOOD PROFESSIONALS
The early childhood intervention professional shortage is at persistent crisis proportions:

- 42 states report a shortage of early intervention professionals.
- Enrollment in teacher preparation programs is down 35% over the last 5 years, foreshadowing an insufficient pipeline for the future.
- Loss of faculty in higher education programs has declined in recent years.
- Anticipated wave of retirements.
Effect on Developmental Outcomes

- National cost of special education teacher turnover is approximately $7.3 billion a year.
- High turnover rates create extra costs - $20,000 or more for every professional who leaves.
- High-need urban and rural schools and early childhood intervention programs are frequently staff with inequitable concentrations of under-prepared and inexperienced professionals.
- Constant retraining of new professionals means that early childhood intervention programs can close neither the quality staff nor the achievement gap.
Teacher Loan Burden

- Early childhood special education teacher salaries lag behind those of other occupations that require a college degree:
  - Beginning teachers earn about 20% less than individuals with college degrees who enter other fields.
  - Gap widens to 30% by mid-career.

- Early childhood special education teachers accrue significant debt to prepare for their profession:
  - More than 2/3 borrow money for higher education.
  - Average debt - $20,000 bachelor's degrees, 50,000 master's degree.
...Finish up here, we need you to teach.

Special Ed!!
SET Shortage: A Multi-Faceted Problem

- Low enrollments in teacher education programs
- Geographic inequities within the state
- Socioeconomic inequities within a state
- Under representation of teachers of color
- Attrition
Something to think about…

- Does your state have a shortage of fully qualified special education teachers and early intervention providers (period), or…
- Does your state have a shortage of fully qualified special education teachers and early intervention providers who are willing to work given the wages you’re able to pay and the working conditions you’re able to provide in your schools?
The Particulars of the Problem…

- OSEP Personnel Data: Annual counts by states and territories of SET employed
- Reported separately for SWDs 3 to 5, and 6 to 21 (No 0 to 3 data collected)
- *Highly qualified* and *not highly qualified* are differentiated
- SETs who lack full certification but who are enrolled in high quality alternative routes are considered *Highly Qualified*
The Problem with the HQ Definition

HQ v not HQ

10% not fully certified

25% not fully certified

HQ not HQ not Cert

HQ not HQ not Cert

HQ not HQ not Cert
Historical Trends in SET (for SWDs aged 6-21) Supply and Demand (Boe, 2006)
Total, HQ, and not HQ SETs, 2000-2016: 6-21
SET Employment, 2000 to 2016
# SWDs, 2000 to 2017
#SETs and #SWDs, 2012 to 2016

[Line graph showing the trends of #SETs and #SWDs from 1998 to 2018.]

Series 1

Series 2
#SETs and #SWDs, 2012 to 2016
% Not Highly Qualified SETs, 6 to 21, 2000 to 2016: SET Shortage
# Highly Qualified SETs, 2000 to 2016

![Line graph showing the number of highly qualified SETs from 2000 to 2016. The graph indicates a peak of 386,000 in 2004, followed by a decline to 314,000 in 2016.]
Historical Trends in SET (for SWDs aged 3-5) Supply and Demand (Boe, 2006)
Total, HQ, and not HQ SETs, 2007-2017: 3 to 5
% Not Highly Qualified SETs, 3 to 5, 2005 to 2016: SET Shortage
Is Your State Experiencing Provider Shortages (N=49) ITCA Tipping Points Survey 2018

Yes 90%
No 10%
Part C: 2018 Personnel Shortages

ITCA Tipping Points Survey 2018
What do we know about current shortages?

- Proportion of not HQ SETs is likely to underestimate the SET shortage
- SET 6 to 21 Employment has not yet fully recovered from the Great Recession
  - SET 3 to 5 employment held up better during the recession
- 2016 saw the lowest total # HQ SETs in 25 years
- At the same, SWD prevalence is increasing rapidly and
- EPP enrollments are declining
- *Oy vey!*
What Else Do We Know About SET Shortage?

- Shortage is not the same in every state
- In 2016-17, for example, it ranged from 0% (in 5 states) to 37%
- What’s the difference between relatively successful and relatively unsuccessful states?
- Do differences occur in malleable variables that might suggest strategies for reducing shortage?
Average SET salary in **Low Shortage States** was $61,000.

Average SET Salary in **High Shortage States** was $54,500.

The average **SET Salary Differential** was 1.09 in Low **Shortage States** and .91 in High **Shortage States**.
Malleable Variables Related to Special Education Teacher Shortage

- Improve Working Conditions
  - Increase per pupil expenditures
  - Reduce SWD:SET ratios
- Ramp Up Degree Production
  - Do even High Shortage States have untapped preparation capacity?
- Pay SETs More
  - Successful Oklahoma and Virginia Teacher strikes suggest salary is malleable
  - Across the board increases unlikely to increase the desirability of SE teaching vis-à-vis general education teaching
Short-term vs. Long-term Fixes

- None of these findings shed light on solutions to the immediate problem of what can schools and early childhood programs do to alleviate SET shortages now.
- We are dealing with a problem that has persisted since the late 1980s—essentially a problem that has defined our field.
- The problem has resisted our best efforts to solve it:
  - OSEP annual investments of $80-90M in personnel preparation
  - Proliferation of alternative routes into special education and early childhood teaching
  - Lowering of entry standards
  - Redefinition of the metric defining who’s “highly qualified” and who isn’t
- Isn’t it time to stop slapping on bandages and seek a cure?
Recruitment, Preparation and Retention

- Service scholarships and loan forgiveness programs.
- Residency programs that employ rigorous preparation and clinical experiences.
- Grow-your-own programs that recruit professionals from nontraditional populations - more likely to reflect local diversity and remain in the profession. Founded in strong local ECI Programs/university collaboratives.
- Fully prepared ECI professionals are more effective and more likely to remain in the field than those who enter through abbreviated or fast-track routes. Preparation MATTERS!
- Ongoing professional learning opportunities and high-quality induction and mentoring.
Supporting the Teaching Profession Through Revitalizing Investments in Valuable Educators Act (STRIVE)

- S. 1866 (Booker, D-NJ) and H.R. 3139 (Norcross, D-NJ). (116th Congress)
- Amends Higher Education Act.
- Bill Provides:
  - Incremental loan-cancellation program.
  - Increases and extends funding for teacher training.
  - TEACH grants – increases in awards, includes early childhood teachers.
  - Subsidizes teacher certification and licensing fees.
  - Expands teacher quality partnerships grants to include early childhood educators.
  - Increases the tax deduction for school expenses and extends the deduction to early childhood educators.
  - Diversifies the workforce.
Teacher Shortages - Preparing and Retaining Education Professionals (PREP-Act) (Kaine, D-VA)

- Senator Kaine introduced the PREP Act S. 752 on March 12, 2019.
- Expanded definition of “high need” districts under ESSA – including those with teacher shortages such as special education.
- Grow Your Own Programs – Residency program and preparation training.
- Diversify the workforce – support for teacher preparation programs at Minority Serving Institutions or Historically Black Colleges and Universities.
- Expansion to include early childhood providers.
Two Major Initiatives in Higher Education

Reforms to College Affordability

- Teacher preparation programs to train ALL to address the needs of children and youth with disabilities and gifts and talents.
- Emphasize high-quality clinical experiences for teacher candidates that are practiced-based.
- Address the chronic shortages in special education and early intervention – student loan forgiveness and scholarship programs (teacher turnover costs $7 billion per year).
- Increase postsecondary education opportunities for students with disabilities.

Reforms to Teacher Preparation Programs
CEC Legislative Recommendations

Shortages of Special Education Teachers and Early Intervention Providers
Shortages of Special Education Teachers and Early Intervention Providers

Members of Congress are urged to:

- Provide $102 million in FFY 2020 to fund IDEA Part D Personnel Preparation Grants that support aspiring special educators (teachers, early intervention providers, and administrators) and doctoral-level leaders (faculty in colleges and universities and special education administrators).

- Provide $48 million in FFY 2020 to fund IDEA Part D State Personnel Grants to assist states to reform and improve personnel preparation and professional development. (RFP just released – focus on leadership.)
Members of Congress are urged to:

- Strengthen and improve the implementation of the Higher Education Act TEACH Grant Program for candidates preparing to be teachers in high-need fields.

- Provide $53 million in FFY 2020 to fund the Higher Education Act Teacher Quality Partnership Grant Program supporting higher education PK–12 partnerships to expand clinical preparation for educators in high-need fields and in low-income schools.
Shortages of Special Education Teachers and Early Intervention Providers

Members of Congress are urged to:

- Strengthen the Higher Education Act Public Service Loan Forgiveness Program, the Teacher Loan Forgiveness Program, and the Loan Forgiveness for Service in Areas of National Need.

- Co-sponsor and support the Educator Preparation Reform Act, S. 969 (Reed, D-RI), to strengthen and update Title II of the Higher Education Act.
Shortages of Special Education Teachers and Early Intervention Providers

Members of Congress are urged to:

- Co-sponsor and support Supporting the Teaching Profession Through Revitalizing Investments in Valuable Educators Act (STRIVE), S. 1866 (Booker, D-NJ) and H.R. 3139 (Norcross, D-NJ), strengthening the federal investment in recruiting, preparing, and retaining education and early childhood personnel and diversifying the teacher workforce.
Members of Congress are urged to:

- Co-sponsor and support Preparing and Retaining Education Professionals Act (PREP), S. 752 (Kaine, D-VA), strengthening the federal investment in “grow-your-own” programs which diversify the teaching workforce, and expanding this effort to include early childhood providers.

- Include education administrators and specialized instructional support personnel in any legislation applicable to addressing education shortages.
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
A Comprehensive System of Personnel Development (CSPD)

for the early childhood workforce who serve infants, toddlers, and preschool children with disabilities and their families

Is a necessary and integral quality indicator of an early childhood service system.
If we want improved outcomes for infants & young children with disabilities and their families THEN

Theory of Action

ECPC’s focus

States have high quality CSPD → More EC leaders and practitioners have the requisite knowledge and skills → Improved effectiveness of EI, ECSE, and EC services and supports → Improved outcomes for children and families
Comprehensive System of Personnel Development (CSPD)

Leadership, Coordination & Sustainability
Mechanisms to insure a CSPD maintains itself over time

Recruitment and Retention
Strategies to attract and maintain a quality workforce in early childhood intervention

Personnel Standards
State and/or national certification or licensure requirements for all personnel who provide early childhood intervention

Evaluation
Progress monitoring of all CSPD activities

Preservice Training
Learning experiences provided to early childhood intervention personnel prior to completing a degree or certificate

Inservice Training
Ongoing job-related learning for personnel who provide early childhood intervention
Early Childhood Personnel Center Framework
Comprehensive System of Personnel Development (CSPD)

1. Recruitment and Retention
   - Strategies to hire and maintain a qualified workforce

2. Personnel Standards
   - Discipline specific knowledge, skills and competencies for EC workforce

3. Pre-Service Training
   - Formal programs of study at an IHE to prepare the EC workforce

4. In-Service Training
   - Ongoing learning activities to build and maintain the competence of the EC workforce

5. Leadership, Coordination and Sustainability
   - Ongoing support of all personnel development activities
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
SWOT Analysis
Interactive Activity – Comprehensive System of Personnel Development (CSPD)

1. Recruitment and Retention
   - Strategies to hire and maintain a qualified workforce

2. Personnel Standards
   - Discipline specific knowledge, skills and competencies for EC workforce

3. Pre-Service Training
   - Formal programs of study at an IHE to prepare the EC workforce

4. In-Service Training
   - Ongoing learning activities to build and maintain the competence of the EC workforce

5. Leadership, Coordination and Sustainability
   - Ongoing support of all personnel development activities
SWOT Analysis

Comprehensive System of Personnel Development (CSPD)

Goals

1. To recognize and identify four basic elements of SWOT analysis.
2. To present and discuss SWOT analysis using critical thinking skills.
3. To utilize a SWOT analysis of IHE Pre-Service Training.
Comprehensive System of Personnel Development (CSPD)

What is SWOT?

Introduction:
A SWOT analysis is a strategic planning tool created by Albert Humphrey. The acronym SWOT refers to the **Strengths**, **Weaknesses**, **Opportunities**, and **Threats**. The SWOT analysis is used to **match** strengths to opportunities and **convert** weaknesses or threats into strengths or opportunities or at least make them manageable.

The two main categories for analysis in SWOT are:

<table>
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<th>Internal Factors</th>
<th>External Factors</th>
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<tr>
<td>The strengths and weaknesses internal to the individual/group/organization.</td>
<td>The Opportunities and Threats are external to the individual/group/organization.</td>
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Comprehensive System of Personnel Development (CSPD)

SWOT analysis provides a methodology for identifying internal and external factors that are favorable or unfavorable to achieving a certain objective.

**SWOT analysis can be used to:**

- Explore new solutions to current problems
- Identify barriers and limits
- Find more effective methods
- Discover new possibilities
Comprehensive System of Personnel Development (CSPD)

Rules for SWOT Analysis

1. Be realistic about the organization when conducting SWOT analysis.
2. SWOT should always be specific. Avoid grey areas.
3. Apply SWOT in relation to your competition i.e. better than or worse than your competition.
Comprehensive System of Personnel Development (CSPD)

Evaluation

Participants should be able to utilize a SWOT analysis to improve their decisioning practices.
SWOT Analysis

Comprehensive System of Personnel Development (CSPD)
Questions?
Deborah A. Ziegler
Consultant, Early Childhood Personnel Center
Director, Policy and Advocacy
Council for Exceptional Children
dez@cec.sped.org