

# RECRUITMENT AND RETENTION OF EARLY CHILDHOOD PROFESSIONALS

# State of Early Childhood Intervention (ECI) Professional Shortage

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?

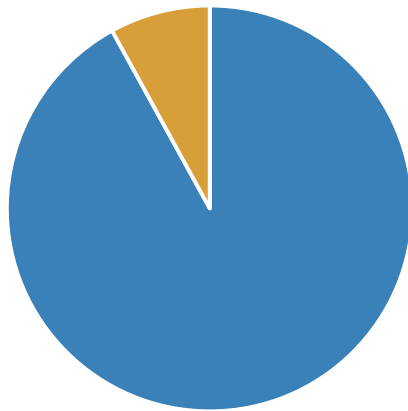
# The Particulars of the Problem...

- 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***



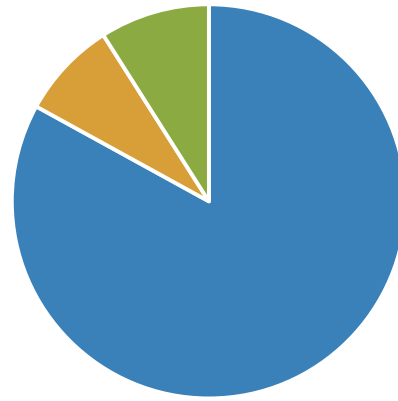
# The Problem with the HQ Definition

HQ v not HQ



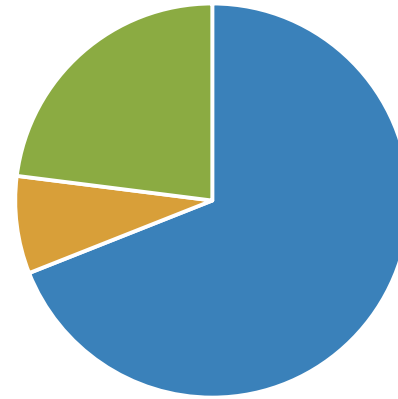
■ HQ ■ not HQ ■ not Cert

10% not fully certified



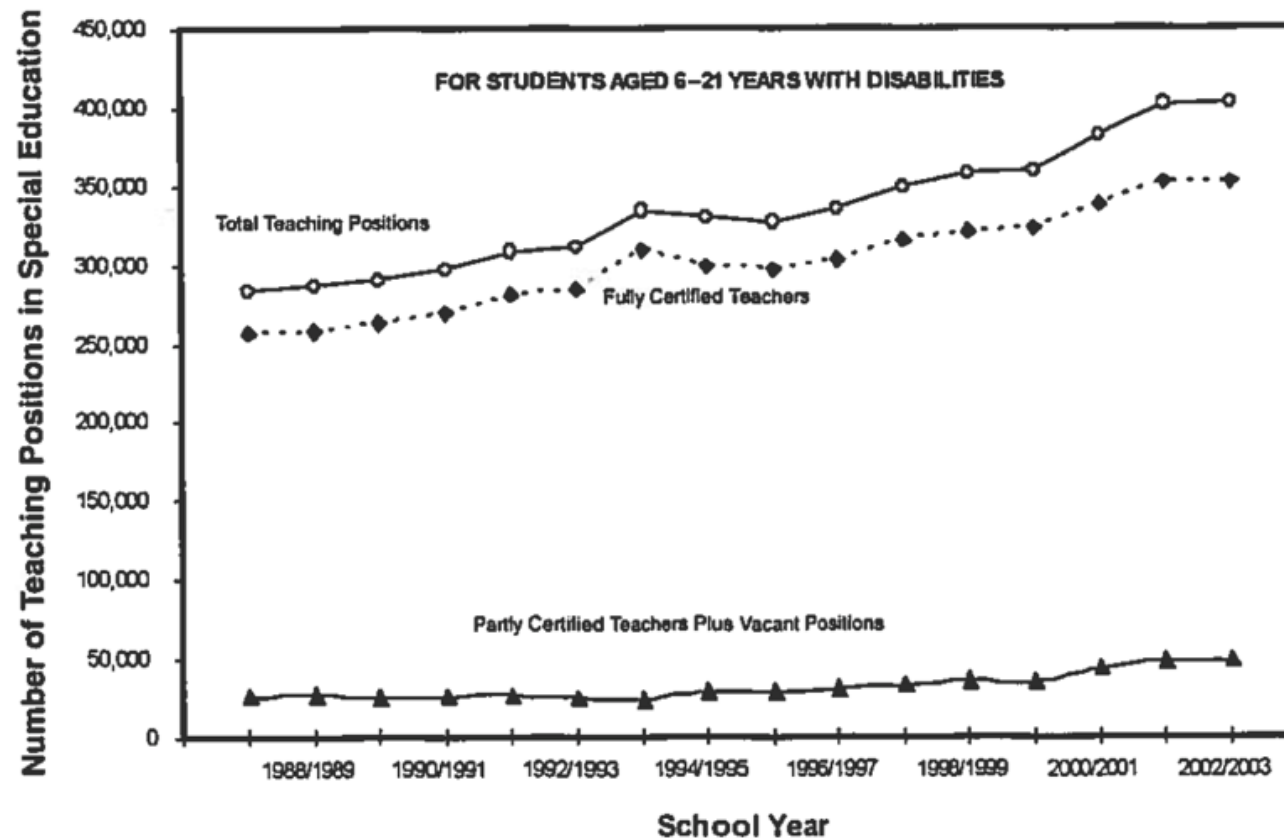
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25% not fully certified

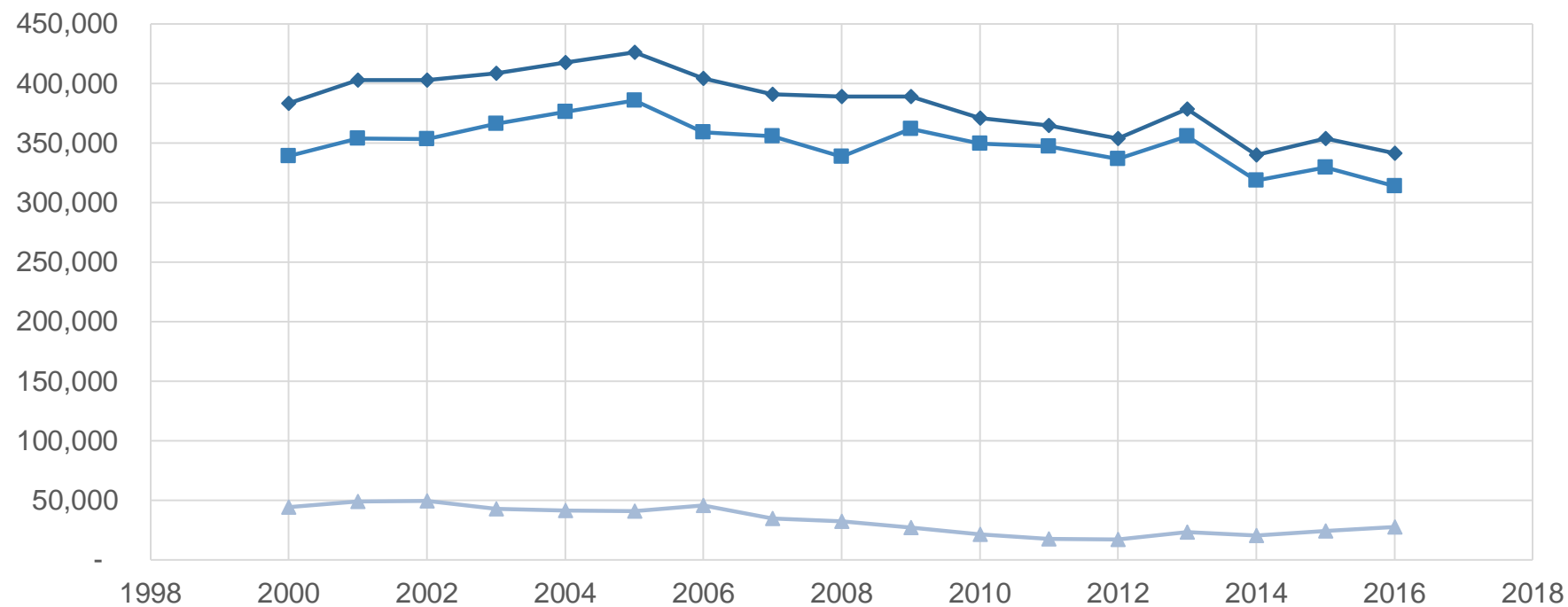


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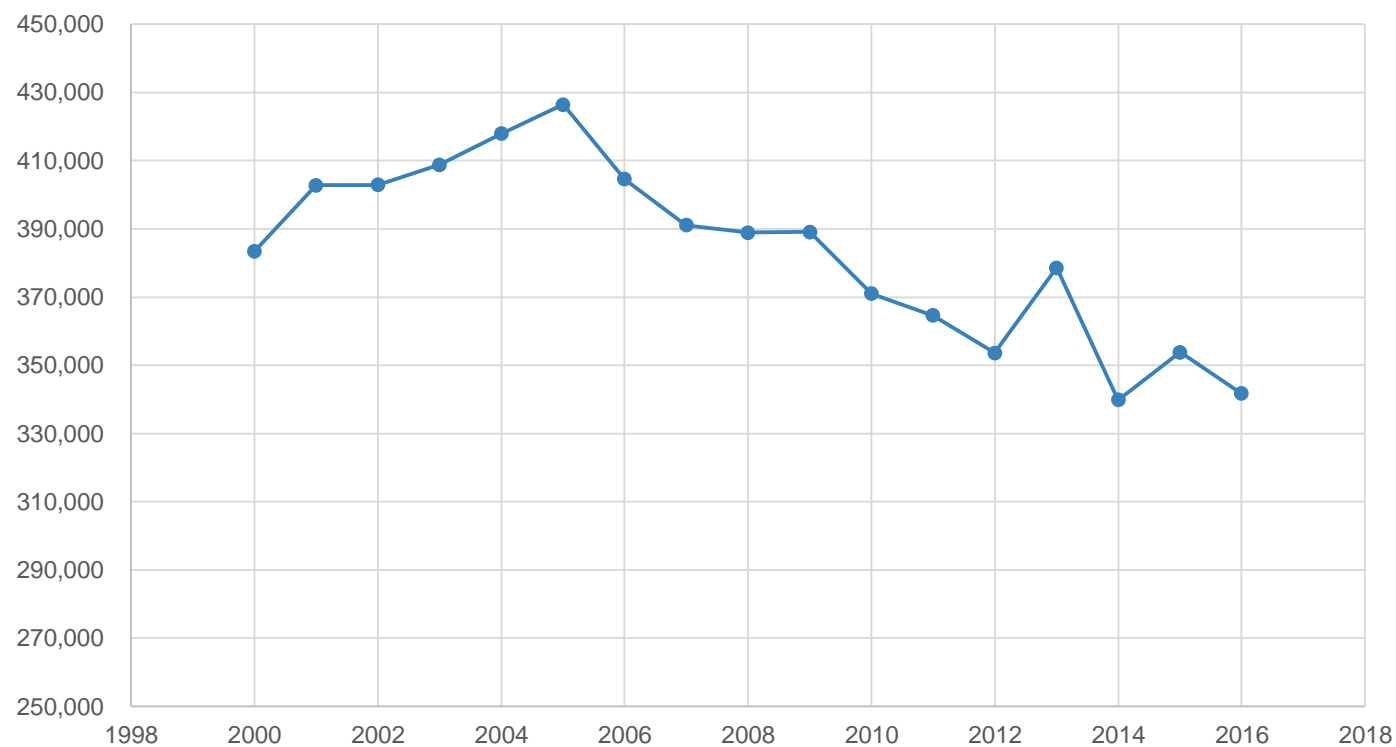
# Historical Trends in SET (for SWDs aged 6-21) Supply and Demand (Boe, 2006)



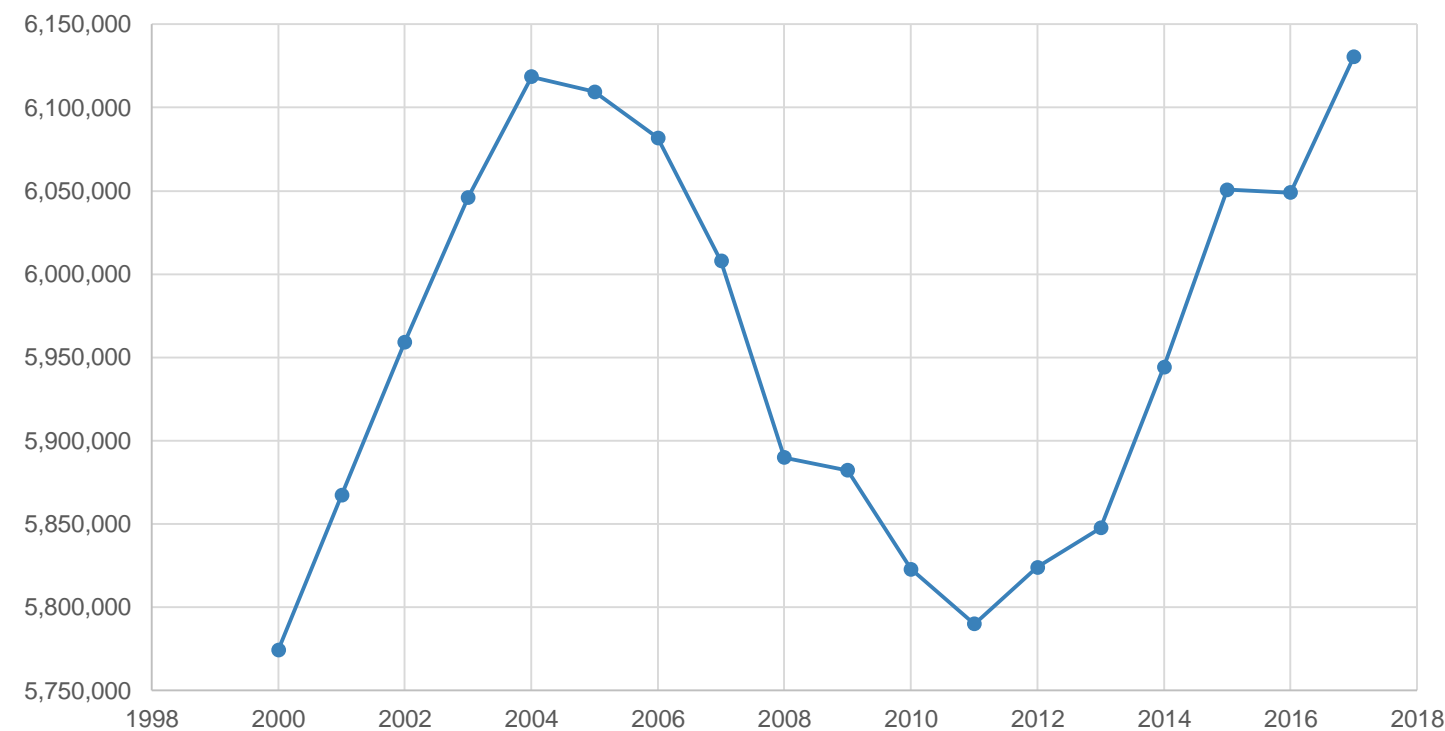
# Total, HQ, and not HQ SETs, 2000-2016: 6-21



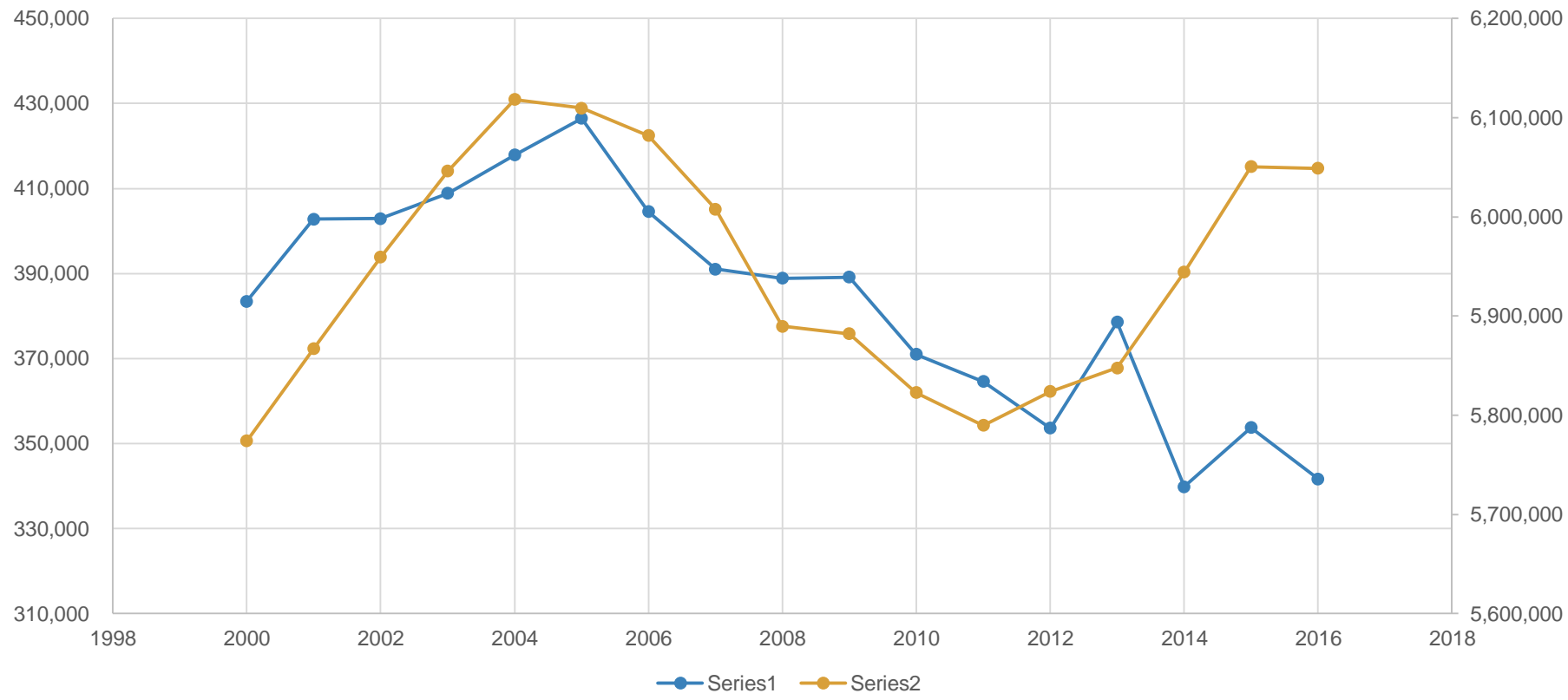
# SET Employment, 2000 to 2016



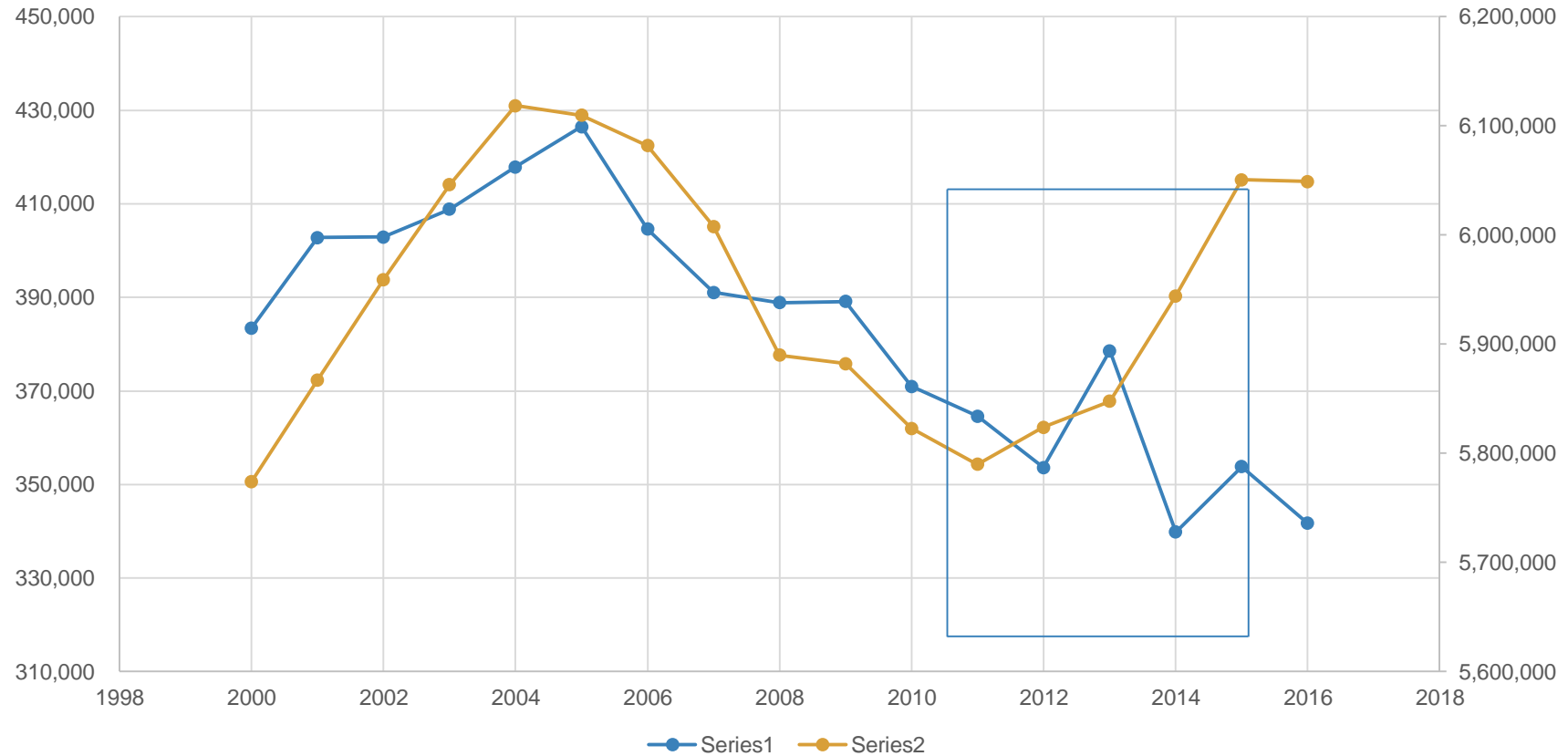
# # SWDs, 2000 to 2017



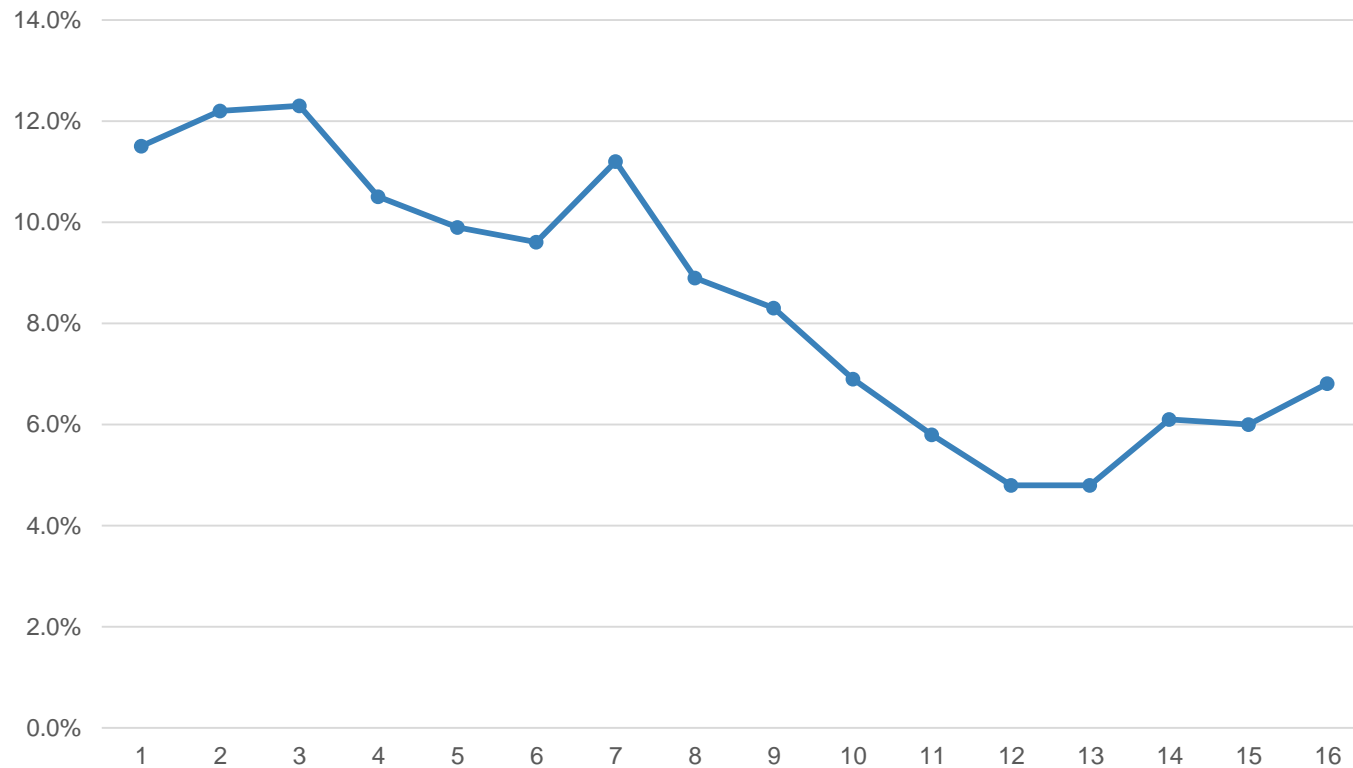
# #SETs and #SWDs, 2012 to 2016



# #SETs and #SWDs, 2012 to 2016

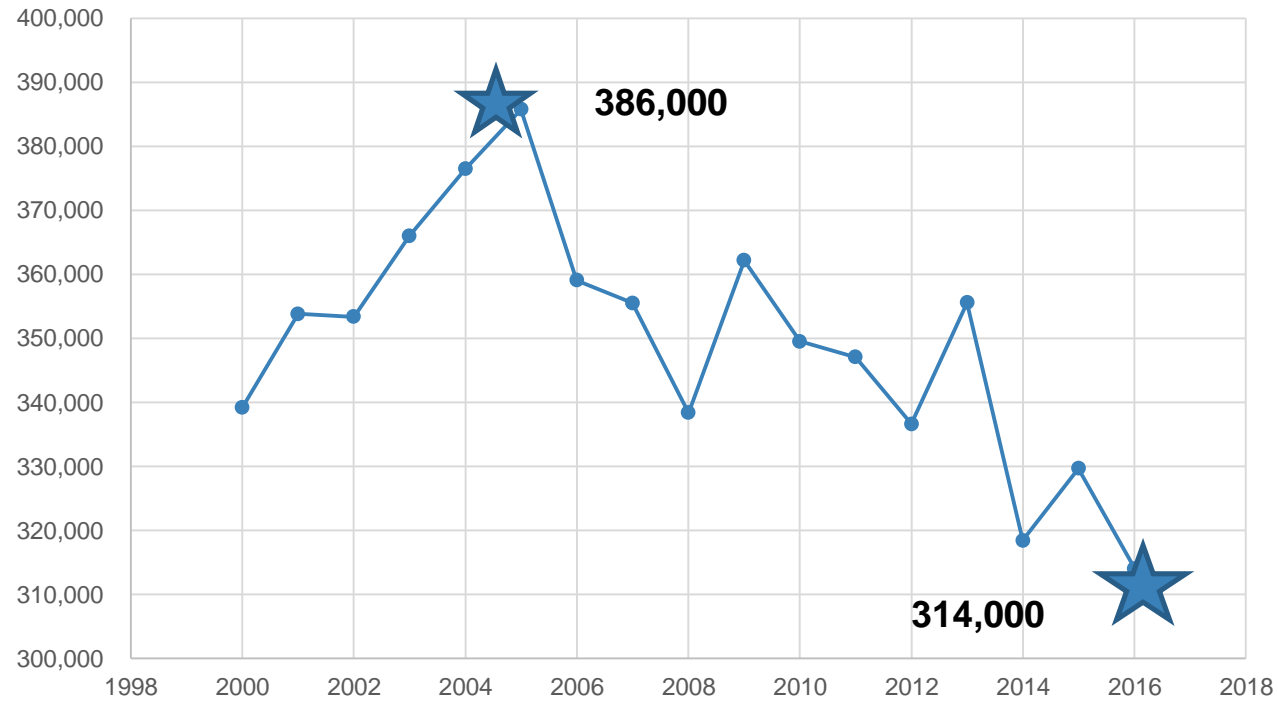


# % Not Highly Qualified SETs, 6 to 21, 2000 to 2016: SET Shortage

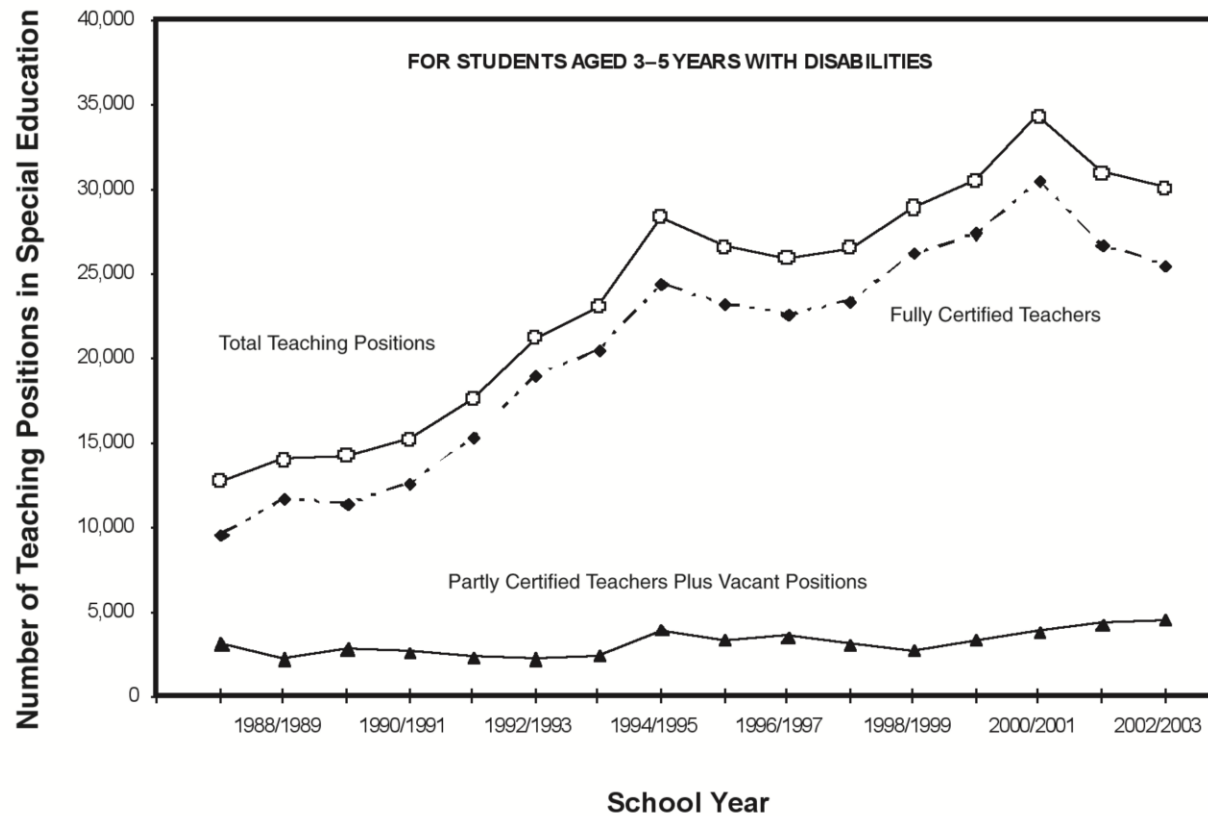




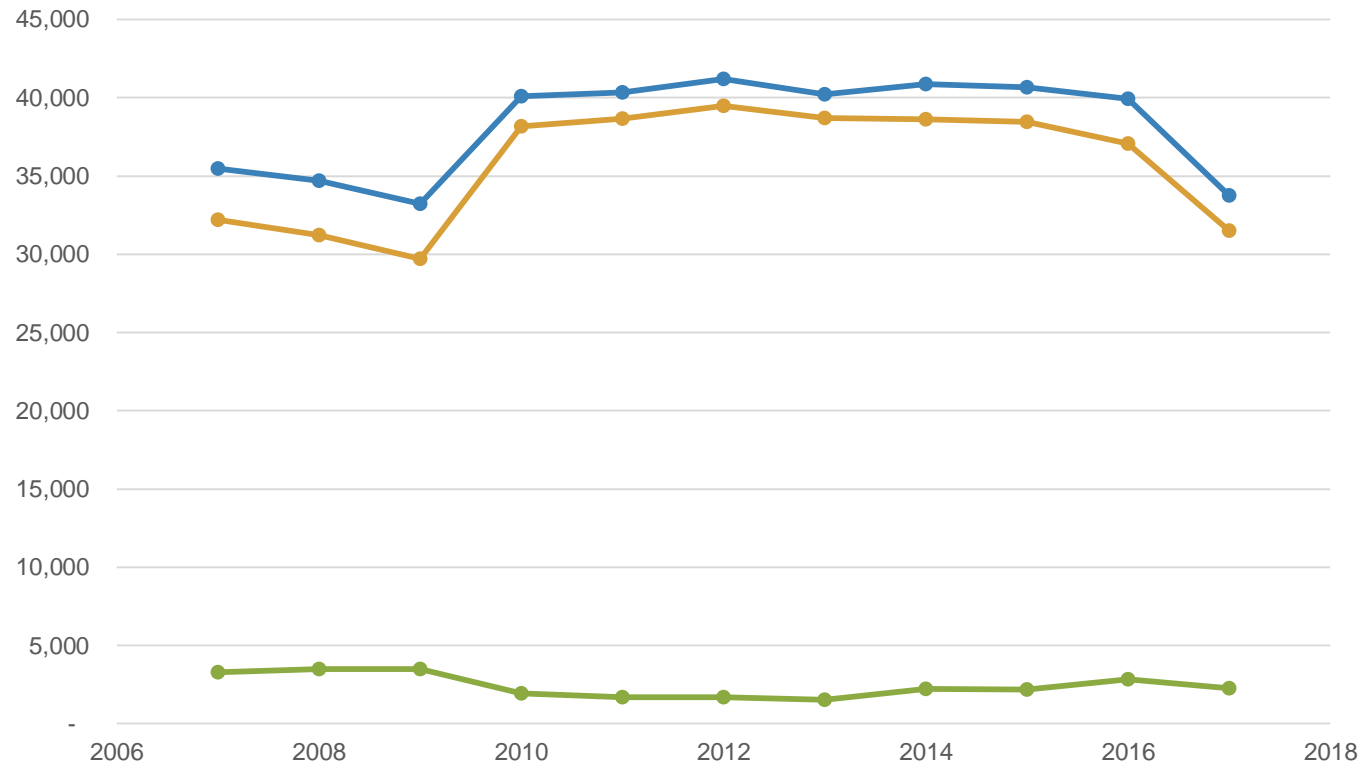
# # Highly Qualified SETs, 2000 to 2016



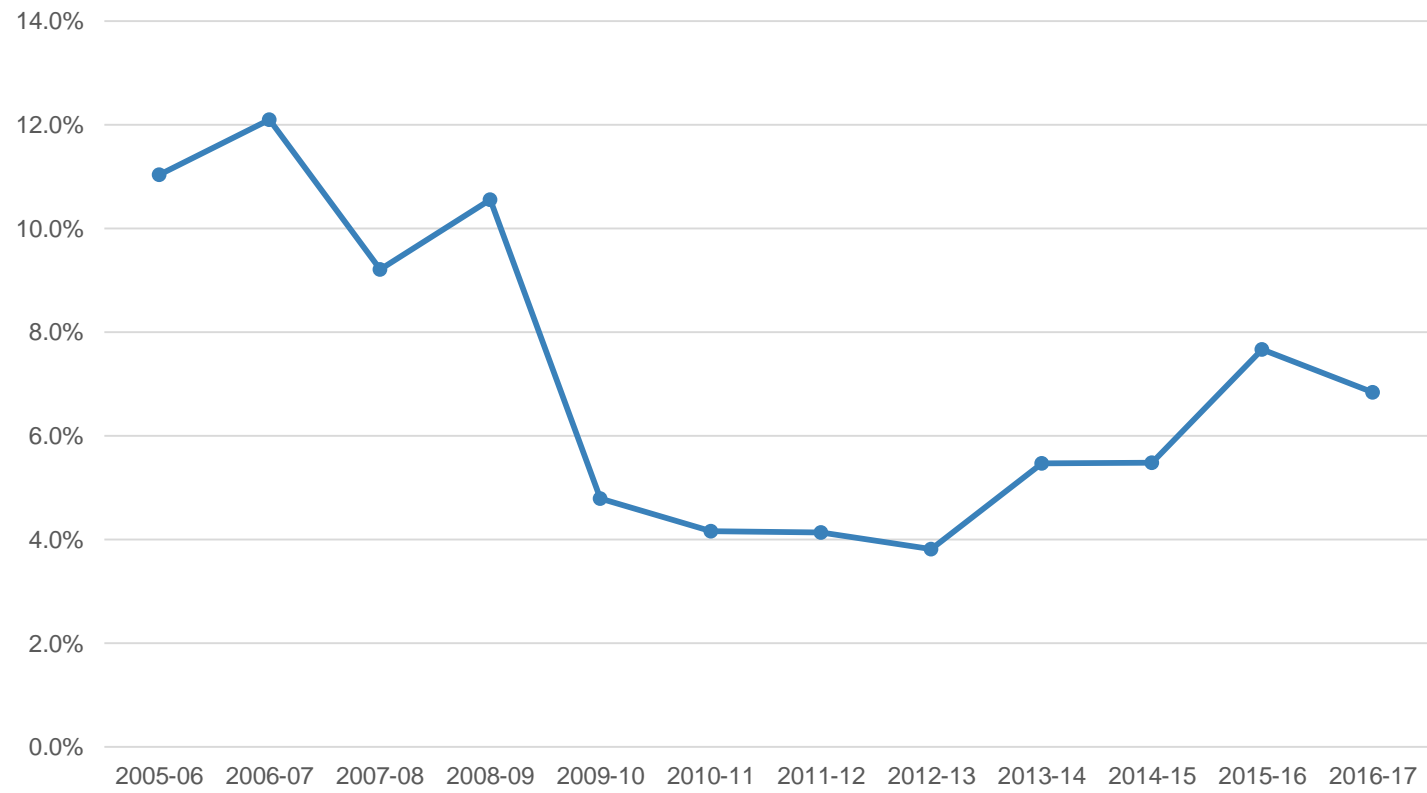
# Historical Trends in SET (for SWDs aged 3-5) Supply and Demand (Boe, 2006)



# Total, HQ, and not HQ SETs, 2007-2017: 3 to 5

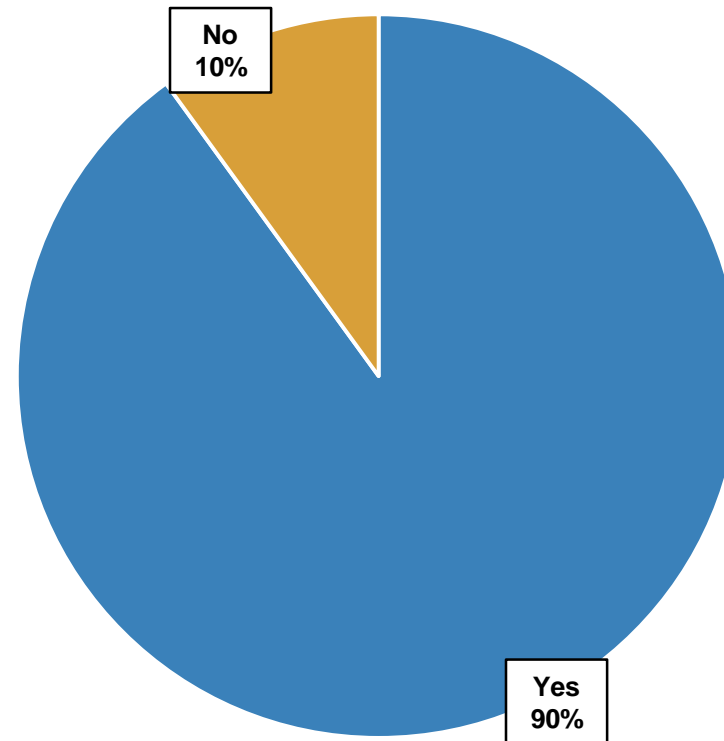


# % Not Highly Qualified SETs, 3 to 5, 2005 to 2016: SET Shortage

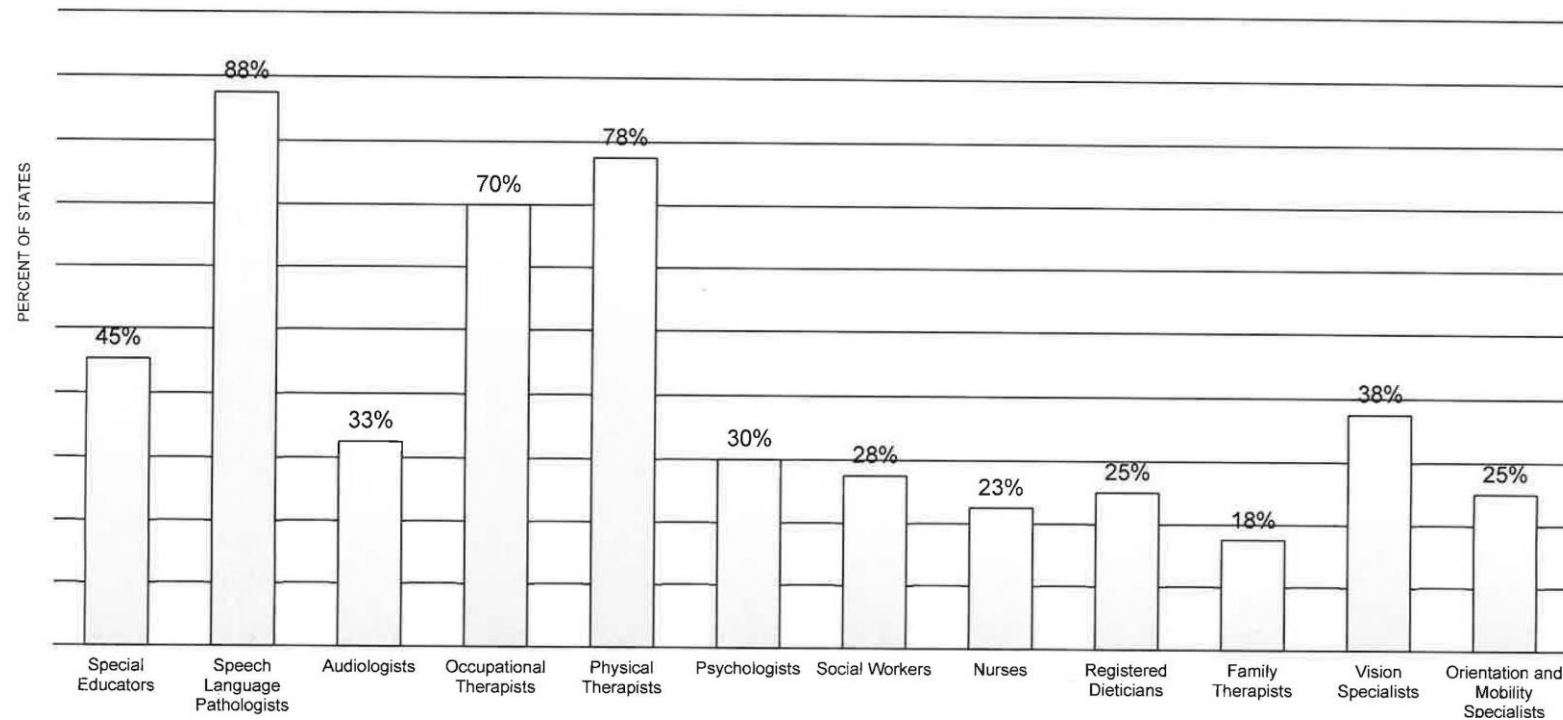


# Part C: Infants and Toddlers

Is Your State Experiencing Provider Shortages (N=49) ITCA Tipping Points Survey 2018



# 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?



# Salary Specifics

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). (116<sup>th</sup> 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.



U.S. Representative Norcross (D-NJ) and  
U.S. Senator Booker (D-NJ)



# 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.



U.S. Senator Kaine (D-VA)

# Higher Education Reauthorization

## Two Major Initiatives in Higher Education

### Reforms to College Affordability

### Reforms to Teacher Preparation Programs

- 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.

# 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.)

# Shortages of Special Education Teachers and Early Intervention Providers

## 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.

# Shortages of Special Education Teachers and Early Intervention Providers

## 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

# Comprehensive System of Personnel Development (CSPD)

## A Comprehensive System of Personnel Development

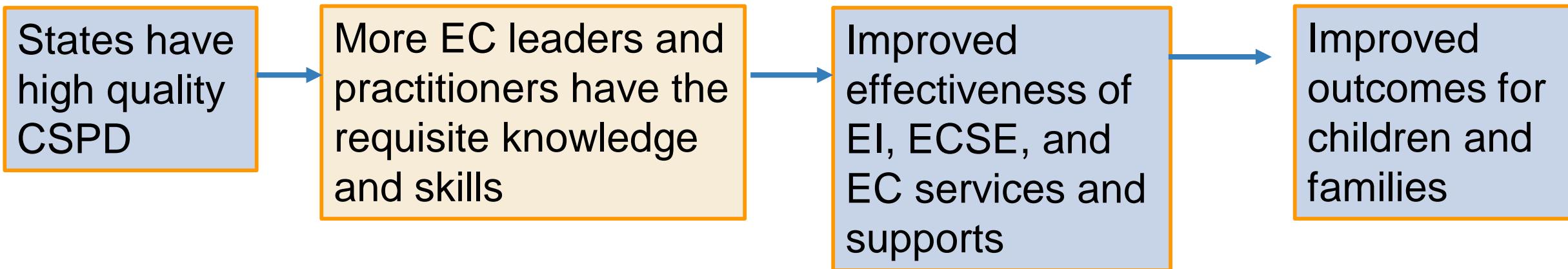
for the early childhood workforce who serve infants, toddlers, and preschool children with disabilities and their families

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**

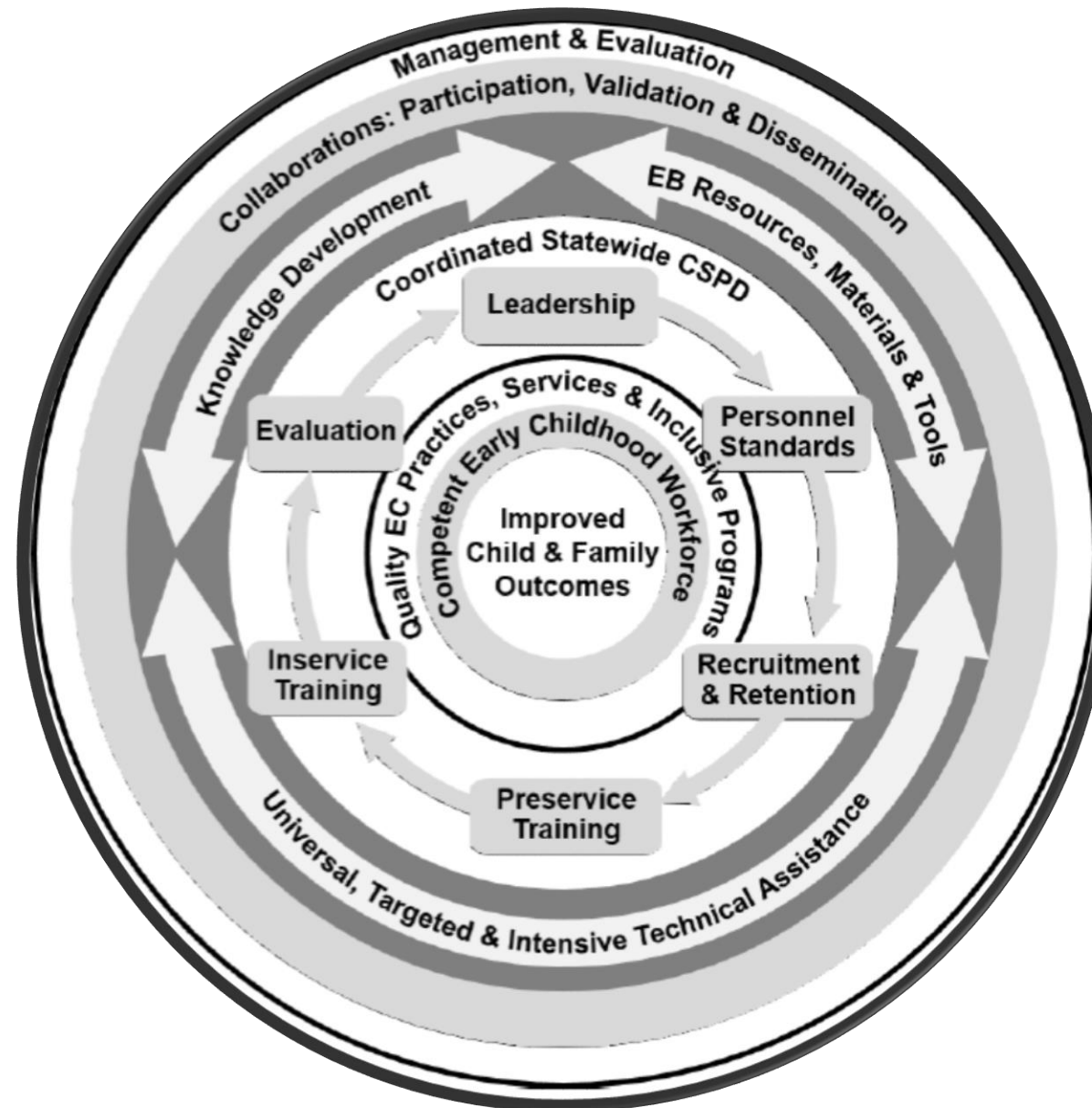




# Comprehensive System of Personnel Development (CSPD)



# 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

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## 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.

SWOT

# SWOT Analysis

## 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:

Internal Factors	External Factors
The strengths and weaknesses are internal to the individual/group/organization.	The Opportunities and Threats are external to the individual/group/organization.

# SWOT Analysis

## 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



# SWOT Analysis

## 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.
- 4 Keep your SWOT short and simple. Avoid complexity and over analysis.

# SWOT Analysis

## 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?

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