

# OSEP MONTHLY TECHNICAL ASSISTANCE CALL

## PERSONNEL SHORTAGES

FEBRUARY 22, 2024

# Agenda



# Personnel Shortages

- ▶ One of the allowable use of IDEA Part B State set aside funds is for addressing personnel shortages
- ▶ Given the huge concern about shortages, OSEP has been interested in how States have been utilizing this option
- ▶ Funds budgeted for personnel shortages increased from \$23.6 million in 2017 to \$60.1 million in 2023.
  - Average amount is 1.1 million dollars
  - 9 States are not reserving funds for personnel shortages
- ▶ This is an area where State leadership and coordination is essential in working with Institutions of Higher Education (IHEs), State labor and workforce development offices.



# Observations From the Data

- ▶ Amount reserved increased from 1.35 billion in 2017 to 1.61 billion in 2023
  - \$260 million increase
- ▶ Top three **uses**:
  - Support for direct services, TA, personnel prep and PD: \$400 million
  - PBIS/mental health services: \$127 million
  - Monitoring and Complaint investigation: \$125 million



# Minnesota Early Care and Education Workforce

Danielle Hayden | Part B/619 and Part C Supervisor

# Part C Providers and Services in Minnesota

- Personnel are licensed through Professional Educator Licensing and Standards Board (PELSB) which also credentials medically licensed related services providers
- Personnel are hired (in some cases contracted) by LEAs and SEAUs
- Members of local bargaining units, negotiated contracts
- Services are administered through Local Education Agencies and Special Education Administrative Units
- Families are supported in their home and other natural environments identified by the IFSP team
- Primary Service Provider and Routines Based Intervention are emphasized through professional development and technical assistance

# Opportunities for Alignment and Coordination Across Workforce

- Licensing and Credentialing
- Professional Competencies and Standards
- Mixed-Delivery Programming
- Professional Organizations (national and local chapters)
  - National Association for the Education of Young Children (NAEYC)
  - Division of Early Childhood (DEC)
  - Council for Exceptional Children (CEC)
  - National Head Start Association (NHSA)

# Increasing and Supporting the Workforce



# Education Workforce Programs

- [Grow Your Own](#)
- [Special Education Teacher Pipeline](#)
- [Come Teach in Minnesota](#)

## Teacher Workforce: Inventory of Funded Programs

# Department of Labor and Industry

- [Dual Training Pipeline](#)
- [Apprenticeship](#)

- [Minnesota Future Together Grants](#)
- [Minnesota Dream Act](#)
- [North Start Promise Scholarship Program](#)

# Child Care Workforce

- [T.E.A.C.H. Early Childhood MN](#)
- [REETAIN Bonus](#)
- [Child Development Associate Credential \(CDA\)](#)
- [Wayfinder](#)
- [Empower to Educate](#)
- [Great Start Compensation Supports Payment Program](#)

- **Comprehensive System of Personnel Development (CSPD)**

A Comprehensive System of Personnel Development (CSPD) is a framework used to improve the quantity, quality, and effectiveness of the early childhood intervention workforce who provide services and interventions to facilitate the development and learning of infants, toddlers, and young children with disabilities and their families.

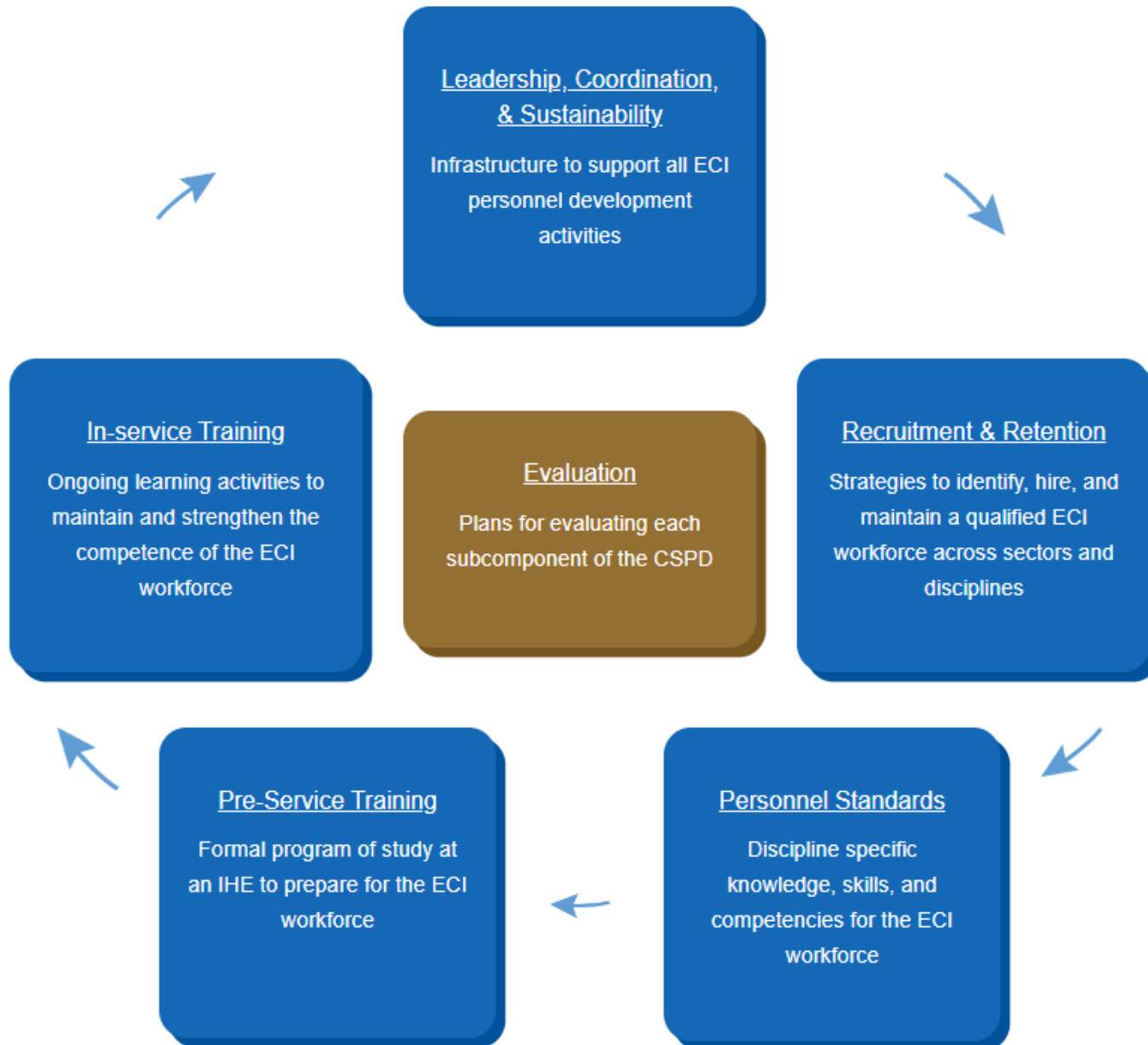
- **Minnesota's CSPD Vision Statement:**

Each and every child gets the great start needed to succeed from their families, communities, and early learning experiences.

- **Minnesota's CSPD Mission Statement:**

Because each and every child, prenatal to 5, and their families deserve high-quality early care and education, Minnesota will integrate and align existing systems of personnel development in order to empower practitioners to implement and sustain the use of evidence-based practices.

# Using CSPD as a BRIDGE



- Center and Home Child Care
- Head Start
- School Based Preschool and Extended Day Programs
- Kindergarten
- Institutes of Higher Education
- Child Development Certificate Programs
- Infant and Early Childhood Mental Health
- Parents and Family Advocates (PACER)

# Thank you

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U.S. Department of Education

# Raise the Bar: Lead the World

*Eliminate*

*Educator Shortages for Every School*





## Scale of Educator Shortages

- The Bad News: From February to May of 2020, the economy lost an estimated 730,000 local public education jobs, 9% of all these jobs.
- The Good News: We've recovered most of those jobs, now down only 0.17% (Oct 2019 to Oct 2023)
- Teacher job losses lagged total public education jobs, and recovery has lagged as well, down 7.3% in Feb 2022 to 2.2% in May 2023
- Significant shortages of highly qualified teachers still exist in many states, communities, and certification areas.
  - Disproportionate impacts on students from low-income backgrounds, students of color, students with disabilities, and multilingual learners

## Key Strategies for Eliminating Educator Shortages



### COMPENSATION AND WORKING CONDITIONS

Promote improving compensation and working conditions, including paying educators competitively and providing dedicated planning time to collaborate with peers



### PATHWAYS INTO THE PROFESSION

Support high-quality and affordable pathways into the profession that incorporate significant clinical experience, including residencies, teacher apprenticeship, and Grow-Your-Own programs



### INDUCTION AND PROFESSIONAL LEARNING

Support effective new educator induction, mentoring, and job-embedded professional learning programs that provide support to educators throughout their careers



### LEADERSHIP AND ADVANCEMENT

Promote teacher excellence and career ladders, including opportunities for teachers to lead beyond their classrooms and be compensated for these additional responsibilities, and expanding distributed leadership models in our schools



### EDUCATOR DIVERSITY

Promote educator diversity throughout the work of teacher recruitment, preparation, and retention, and ensure teaching is a career that people from all backgrounds are eager to and can pursue

# Data and Resources

<https://www.ed.gov/raisethebar/educators>

# **Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center**

Lindsey Hayes, Ph.D., Co-Director  
February 22, 2024



# CEEDAR Center Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).



# CEEDAR 3.0 Priorities

1. Increased EPP capacity, in collaboration with SEA and LEAs, to offer high-quality instruction for teacher and leader candidates
2. Improved SEA capacity, in collaboration with EPPs and LEAs, to track and evaluate the impact of policy on the ability to attract, prepare and sustain teachers and leaders, and change policy when appropriate
- 3. Increased SEA, EPP, and LEA capacity to use multiple data sources to inform continuous improvement of personnel preparation systems to attract, prepare, and retain teachers and leaders**
4. Increased capacity of SEAs, EPPs, and LEAs, and other state organizations to collaborate and implement plans that sustain and scale up reform efforts

A photograph of a male teacher with short dark hair, wearing a light-colored button-down shirt, leaning over a desk and smiling as he interacts with a young student. The student, who has curly hair and is wearing a light blue polo shirt, is focused on writing with a blue pen. To the left, the back of a female student's head and shoulders are visible as she also works. The background is a classroom setting with various items pinned to the wall. The entire image has a blue color overlay. A white rectangular box is centered over the teacher and student, containing the title text.

# Strategy Highlight: Apprenticeships

# Benefits of Teacher Apprenticeship Programs (RTAPs) as One Response to Educator Shortages



Increased Enrollment and  
Degree Completion



Tailored Preparation of  
Teachers



Improved K–12 Outcomes







# Take a Seat at the Table: The Role of Educator Preparation Programs in Teacher Apprenticeship Programs



R-TAPs hold the potential to increase the pipeline of teachers and make becoming a teacher **more accessible, affordable, and effective.**

EPPs should inform how **classroom training, related instruction, and hands-on experience** can be fulfilled.



## Take a Seat at the Table

Lynn Holdheide, AIR, CEEDAR Center, and Center on Great Teachers and Leaders; Lois Kimmel, AIR and Center on Great Teachers and Leaders; Jennifer Jirous-Rapp, AIR; Weade James, AACTE; Jacqueline King, AACTE

### The Role of Educator Preparation Programs in Teacher Registered Apprenticeship Programs

Where are all the teachers? The Economic Policy Institute [reports](#) a projected shortfall of about 200,000 public school teachers by the 2025–26 school year. In addition, the American Association of Colleges for Teacher Education (AACTE) [reports](#) that, as a result of the pandemic, 20% of institutions reported an 11% or more decline in new undergraduate enrollment in teacher preparation programs in fall 2020 and fall 2021.

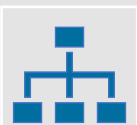
Recognizing the need for significant intervention, in January 2022, AACTE supported the application of the state of Tennessee and member institution Austin Peay State University (APSU) to create the first registered apprenticeship for aspiring educators. This program is a grow your own model based on a partnership between APSU and a school district that enables district personnel to earn a bachelor's degree and become fully licensed teachers at no cost and while they continue to earn their existing salary.

Teacher Registered Apprenticeship Programs (RAPs) hold the potential to increase the pipeline of teachers and make becoming a teacher more **accessible, affordable, and effective.**

Apprenticeships have a long history in the United States and help employers recruit and develop a highly skilled workforce; until recently, however, apprenticeships had not gained traction in K–12 education. Teacher Registered Apprenticeship Programs (RAPs) hold the potential to increase the pipeline of teachers and make becoming a teacher more **accessible, affordable, and effective.** To ensure teacher RAPs provide the professional preparation that enables apprentices to thrive in their careers, teacher RAPs must be grounded in best practices for effective educator preparation. The Pathways Alliance is partnering with the U.S. Department of Labor (DOL) to make certain quality is not compromised through the forthcoming release of the *National Guidelines for Registered Apprenticeship Standards in K–12 Teaching* for use by programs, sponsors, and other partners.

1 | [WWW.AIR.ORG/CENTERS/GTL-CENTER](http://WWW.AIR.ORG/CENTERS/GTL-CENTER)

# Funding Guide: Supporting a Registered Teacher Apprenticeship Program With Federal and State Funds



**Program design:** Program start-up, program expansion, program facilitation, recruitment, diversity outreach, and compensation



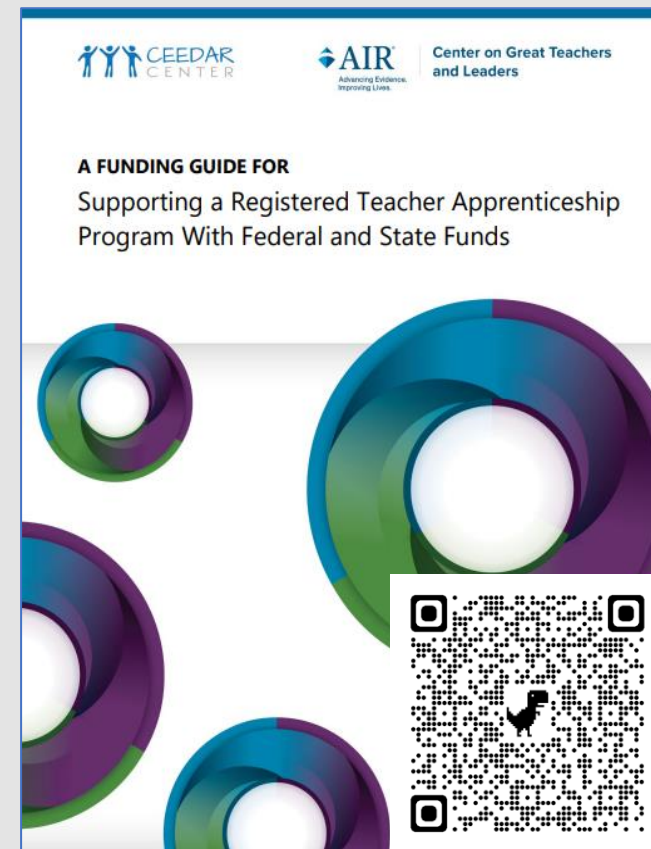
**Field support:** On-the-job learning or clinical experience, mentorship, and related professional learning



**Wraparound services:** Tutoring, career counseling, transportation, housing, childcare, and food



**Scholarships:** Loan forgiveness, tuition reimbursement, certification fees, textbooks, and supplies



# Department of Labor Apprenticeship Website

BECOME AN APPRENTICE  
I'M A CAREER  
SEEKER



Jump start your future, hone your craft, learn from the pros, and build your career through apprenticeship.

START A PROGRAM  
I'M AN EMPLOYER



Create your future workforce, improve productivity, and reduce turn-over with a high-quality apprenticeship program.

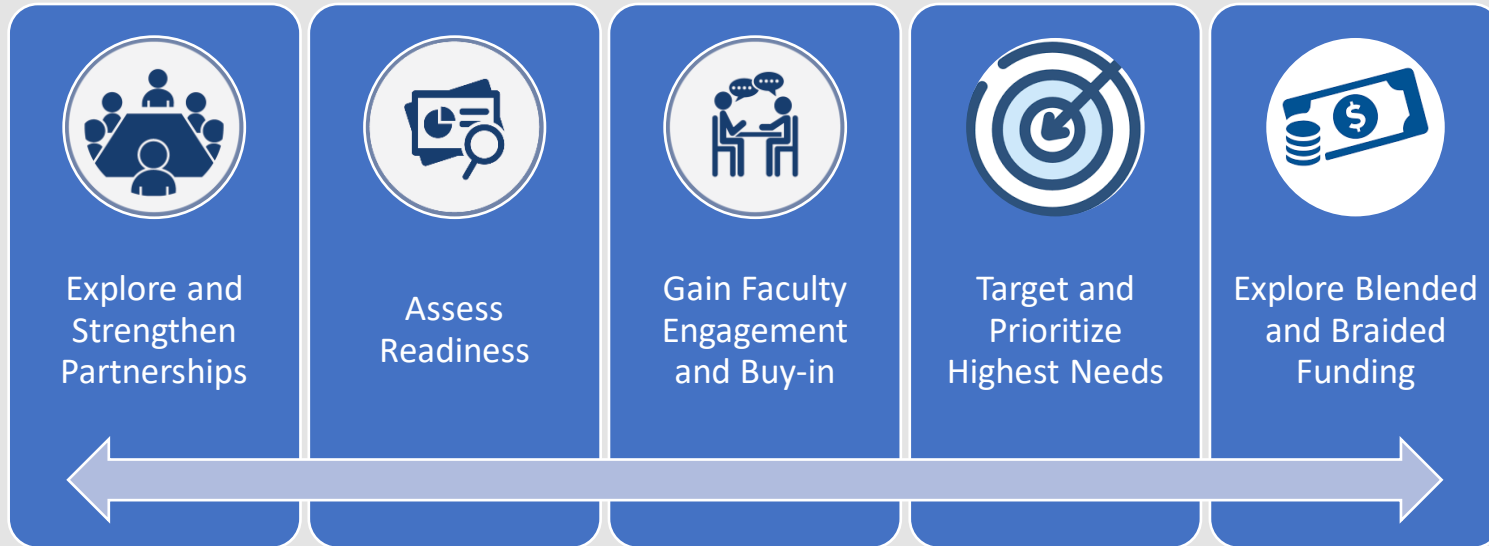
ENGAGE EMPLOYERS AND STUDENTS  
I'M AN EDUCATOR



Introduce a fast-track path to student employment in high-demand careers.

<https://www.apprenticeship.gov>

# Moving Forward: Informing, Positioning, Leading



## CEEDAR States:

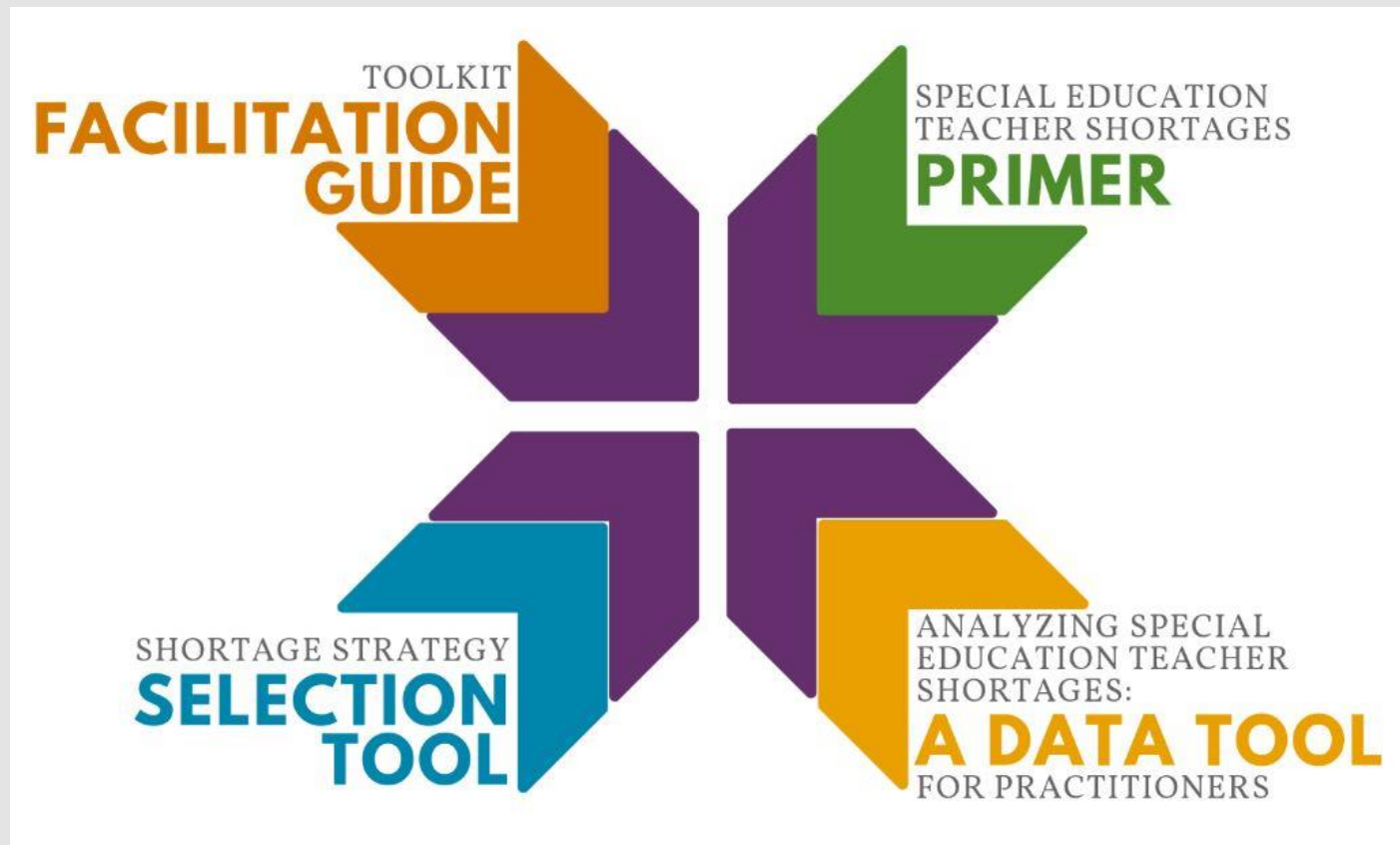
- Colorado
- Georgia
- Maine
- Minnesota
- Mississippi
- Vermont
- Virginia



A photograph of a male teacher with short dark hair, wearing a light-colored button-down shirt, leaning over a desk and smiling as he interacts with a young boy. The boy is also smiling and looking down at something on the desk. To the left, a young girl with long dark hair is partially visible, looking down. The background is a classroom with various items on the wall. The entire image has a blue tint. A white rectangular box is centered over the teacher and boy, containing the text "State Highlight: Mississippi".

# State Highlight: Mississippi

# Educator Shortages in Special Education Toolkit



<https://cedar.education.ufl.edu/shortage-toolkit/>

# MISSISSIPPI SPECIAL EDUCATION TEACHER SHORTAGE PILOT PROCESS



## ENGAGE PARTNERS

Assembled a team with representatives from:

- state department of education
- educator preparation programs
- national technical assistance center
- local special education directors

## COLLECT STATE DATA

Data collected and assembled into an infographic to communicate about the shortage:

- # of students with disabilities
- # of prep programs that offer a degree in special education
- # of graduates in teaching special education
- # of special education teacher vacancies
- # of teachers licensed in special education
- # of practicing special educators



## COLLECT LOCAL DATA

Data collected from partner districts included:

- # of special educator vacancies
- # of interviews conducted
- # of job offers
- # of people hired
- # of unfilled positions
- List of where teachers hired were prepared

## IDENTIFY AREAS OF NEED

Data collected revealed:

- supply is not meeting demand
- few strong partnerships with preparation programs
- school culture including principal support
- teachers stay after one year, but leave after three
- inconsistent collection of shortage data



## BRAINSTORM STRATEGIES

The team brainstormed strategies in the following areas:

- educator preparation and certification
- recruitment, selection and hiring
- induction and mentoring
- compensation and incentives

## RATE STRATEGIES AND SELECT

- used Padlet to work collaboratively
- rated each strategy independently based on feasibility and likelihood of impacting shortage
- discussed each strategy
- reviewed overall ratings
- came to consensus on strategy for year 1 pilot



## IMPLEMENT PILOT

Induction and Mentoring with Inclusive Leadership

The pilot will include:

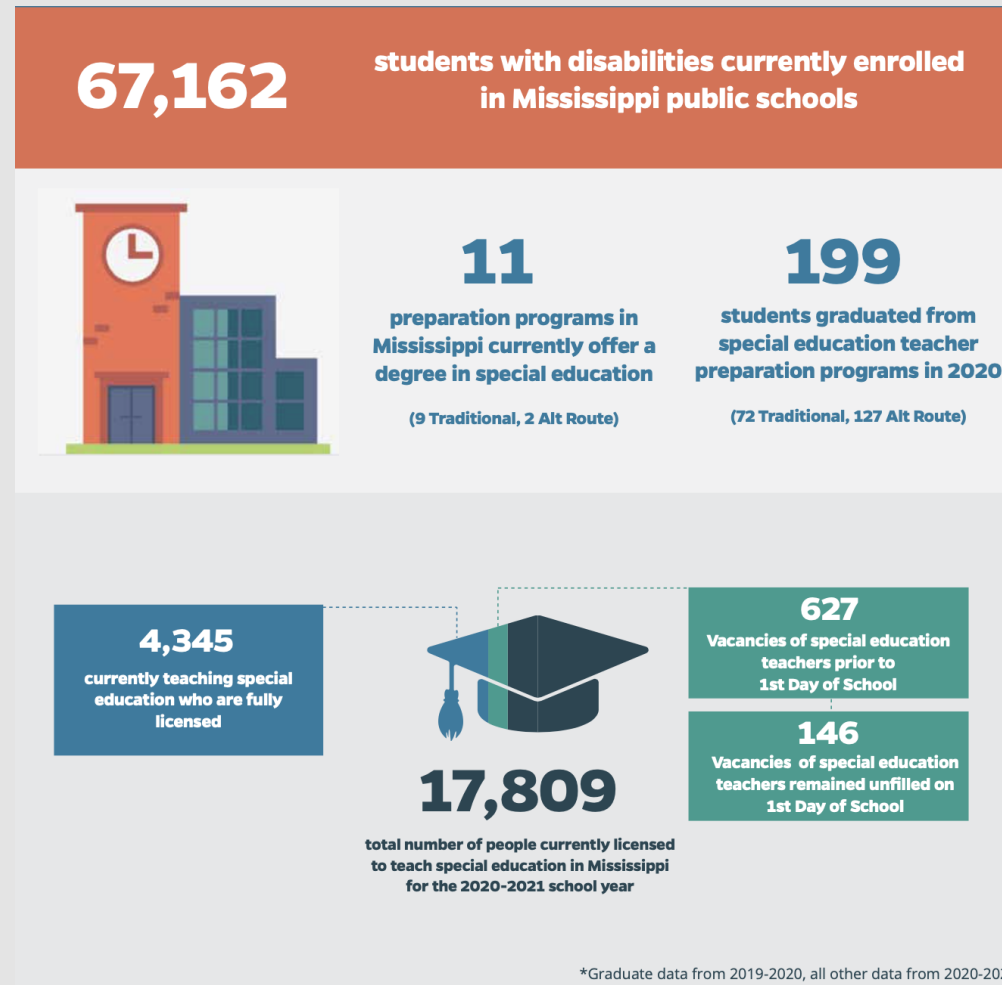
- mentor training (consideration of certificate) and monthly check ins with mentors
- ongoing administrator professional development
- ongoing mentoring for first and second year special educators
- monthly professional development for first year special educators focused on HLPs
- professional learning community for third year special educators with general education collaborators
- collection of shortages data



## Shortages Toolkit

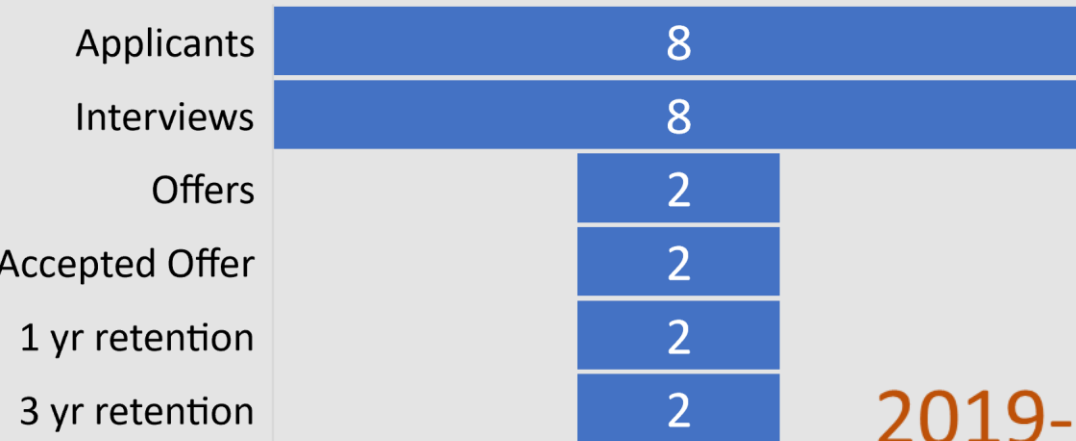
<https://cedar.education.ufl.edu/shortage-toolkit/>

# Mississippi Special Education Teacher Shortage

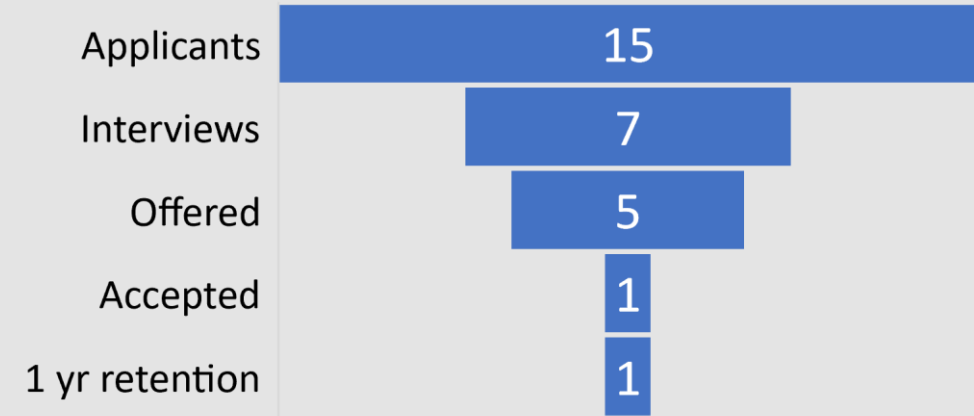




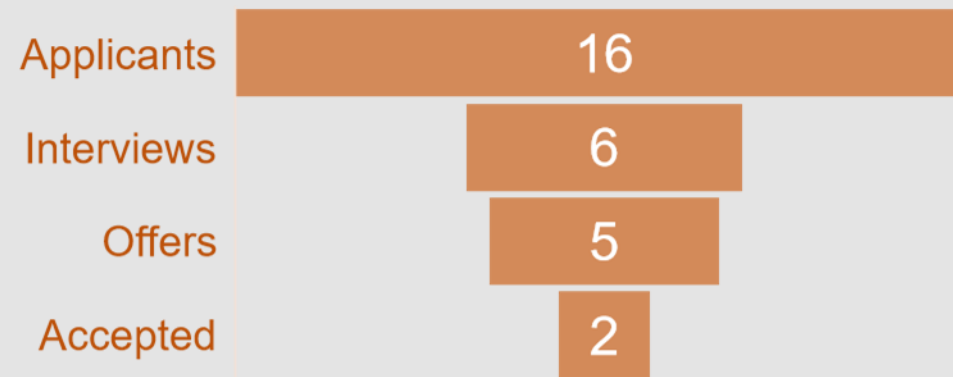
## 2017-2018 Teacher Retention



## 2018-2019 Teacher Retention



## 2019-2020 Teacher Retention



**For these districts it seems there are enough applicants for open positions.**

# Teacher Exit Survey: What Would Have Encouraged You to Stay?

## Financial (50%)

- Increase in pay

## Development (37%)

- Additional induction and mentoring
- More professional development opportunities
- Opportunities for advancement

## Supports (37%)

- School culture that supports my roles and responsibilities
- More supportive school administrators
- Respect and consideration for my knowledge
- More support from supervisors

## Role (67%)

- Clear roles and responsibilities
- Less paperwork
- Respect for my time
- More autonomy

# Principal Exit Survey: Why Did Your Special Educator(s) Leave?

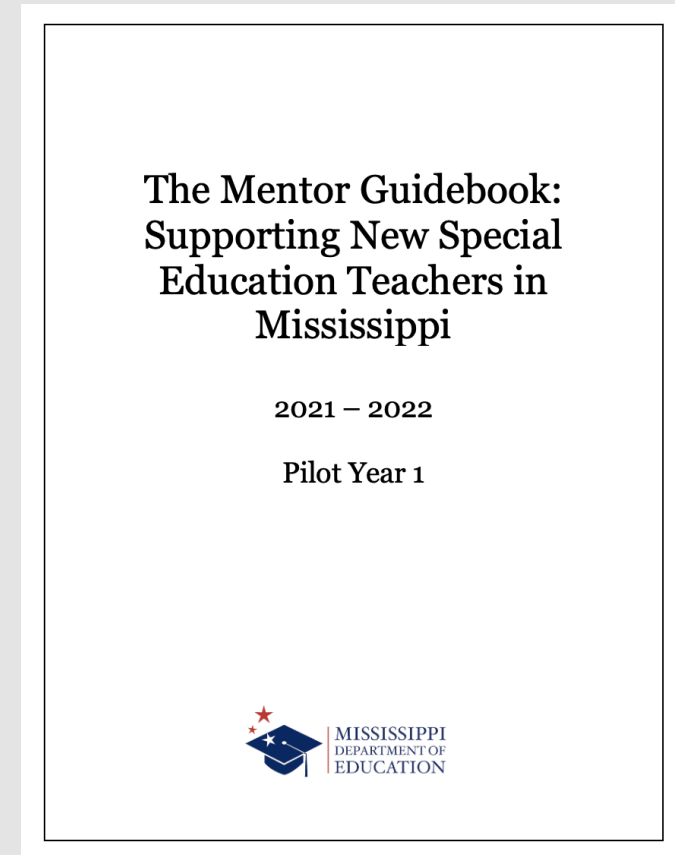
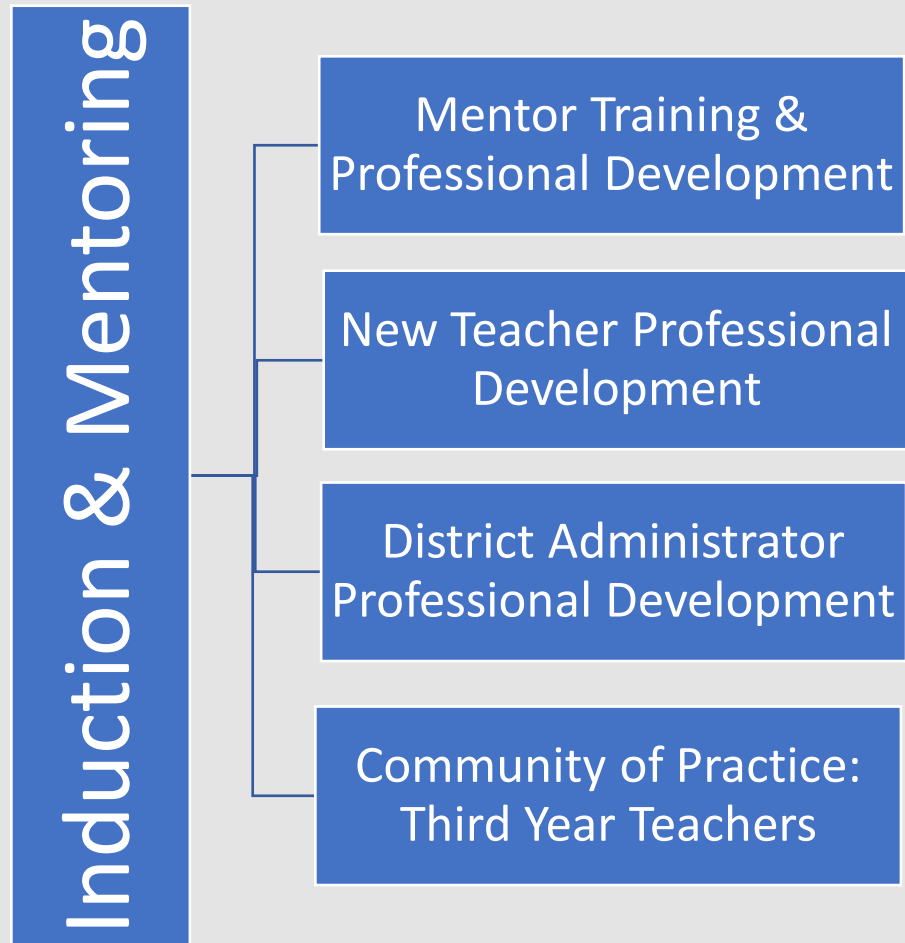
Did not collaborate  
well with  
colleagues (12%)

Moved or retired  
(40%)

Paperwork (20%)

Did not support  
school culture (8%)

# Strategy Selection: Induction & Mentoring



# Sustaining and Scaling Efforts

- Using IDEA Part B 611 funds
- Hiring new special education teacher mentor coordinator for the Mississippi Department of Education
- Issuing request for applications (RFA) to fund new districts to support program:
  - Daily stipends for teachers attending professional development during summer/off contract times
  - Travel reimbursement for mentoring at different schools
  - Pay for continuing education units (CEUs)
  - Provide each mentor \$1,500 per semester per mentee

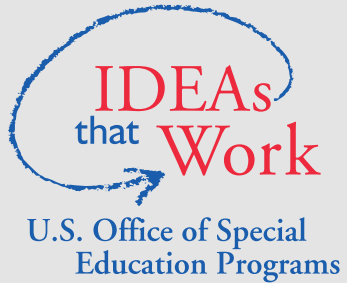


Questions?

# Links To Websites

- ✧ [CEEDAR Website](#)
- ✧ [CEEDAR Teacher Apprenticeship Resources](#)
- ✧ [Department of Labor Apprenticeships Website](#)
- ✧ [Educator Shortages in Special Education: A Toolkit for Developing Local Strategies](#)

# Disclaimer



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# Thank you!!!

