



## Highlighting PIC Work...

The PIC delivers on-site technical assistance services to selected states to assist them in developing and implementing a structured process for personnel data management. Services include working with states to identify the kinds of data to be collected and the types of reports to be generated on a regular basis. The goal of this service is to better inform the decision-making processes related to policy and practice for recruitment, preparation and retention using current and reliable personnel data. For more information, go to <http://www.personnelcenter.org/personneldata.cfm>.

## About Us...

We are the National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (Personnel Improvement Center), a federally funded technical assistance and dissemination project, created on October 1, 2008 and maintained through cooperative agreement, H325C080001 between the National Association of State Directors of Special Education (NASDSE) and the U.S. Department of Education.



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## IN THIS BRIEF...

You will learn how some states are using personnel data collection, analysis and reporting to predict supply and demand needs for special education personnel.

## WHAT STATE SUPPLY AND DEMAND STUDIES TELL US ABOUT SPECIAL EDUCATION PERSONNEL NEEDS

*by Eve Müller, Ph.D.*

This brief from the Personnel Improvement Center (PIC) describes supply and demand studies conducted by Illinois, Minnesota, New York, Oklahoma and Wisconsin, with a focus on what these studies tell us about special education personnel needs.

### WHY CONDUCT SUPPLY AND DEMAND STUDIES

Critical to any comprehensive plan for addressing personnel shortages in the field of special education is the gathering of data on supply and demand at the state and local education agency (LEA) levels. Many states now conduct regular supply and demand studies in order to inform decisions regarding the recruitment, preparation and retention of personnel.

### REPORTS REVIEWED

**Illinois.** Reports for the years 2000 through 2008 are available online and address supply and demand trends for teachers and other education personnel ([http://www.isbe.state.il.us/research/htmls/supply\\_and\\_demand.htm](http://www.isbe.state.il.us/research/htmls/supply_and_demand.htm)). In 2009, the reporting requirement was changed from once per

year to every three years, and the next report will be available in 2011.

**Minnesota.** The most recent report, which addresses supply and demand trends for teachers in 2008, is available online at (<http://education.state.mn.us/mdeprod/groups/Communications/documents/Report/036669.pdf>).

**New York.** The most recent report, which addresses supply and demand trends for teachers in 2006 is available online at <http://www.highered.nysed.gov/oris/stats/tsd.htm>. Data tables are also available online for the years 2007 through 2009.

**Oklahoma.** Reports for the years 1998 and 2002 are available online and address supply and demands for teachers as well as other education personnel (<http://www.okhighered.org/studies-reports/teach-supply/>).

**Wisconsin.** Reports for the years 1998 through 2007 are available online and address supply and demand trends for teachers and other education personnel (<http://www.dpi.state.wi.us/tepd/supdem.html>). The most recent report is the 28<sup>th</sup> annual state report (2007).

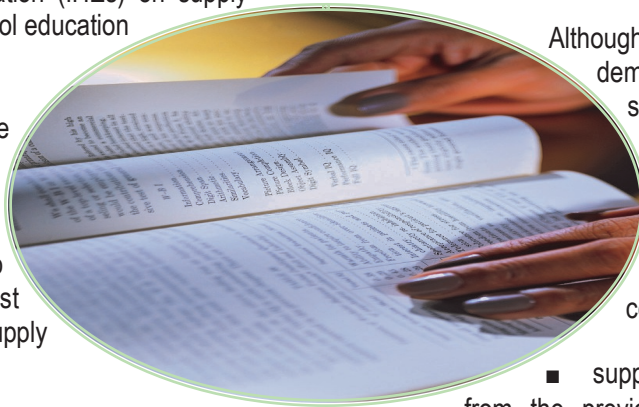


# WHAT STATE SUPPLY AND DEMAND STUDIES TELL US ABOUT SPECIAL EDUCATION PERSONNEL NEEDS

## CONDUCTING AND FUNDING OF REPORTS

Although the purpose of supply and demand reports is common across states - identifying supply and demand trends for teachers and/or other education personnel - the entities authorizing, funding and/or conducting these studies may vary from state to state. For example:

- The Illinois State Board of Education's (ISBE) Data Analysis and Progress Reporting Division is required to report to the governor, general assembly and state institutions of higher education (IHEs) on supply and demand for public school education personnel.
- The Oklahoma State Regents for Higher Education commissioned the Southern Regional Educational Board to conduct the state's most recent study on teacher supply and demand.
- According to state law, the Educator Licensing Division of the Minnesota Department of Education conducts a statewide teacher supply and demand survey.
- Wisconsin's reports are funded by the Wisconsin Department of Public Instruction and Individuals with Disabilities Education Act (IDEA) discretionary monies.
- New York's third annual report on teacher supply and demand is part of an ongoing evaluation of the teaching policies required by the Board of Regents.



## DATA COLLECTION

Some reports describe the data collection methodologies used. For example, reports are commonly based on data from LEA-level surveys of perceived and projected shortage areas, LEA-level data reported annually to the state education agency (SEA), SEA-level data on licenses as well as emergency licenses/waivers granted and program completer data submitted by approved education preparation program providers.

## STRUCTURE AND CONTENT OF REPORTS

Although all reports address the supply of and demand for education personnel, the structure and content of the reports varies from state to state. For example, states may organize their reports based on individual supply and demand factors or by data source. Examples of content commonly included in reports include:

- supply factors (e.g., personnel retained from the previous year, newly certified educators, personnel approaching retirement age, and/or recent preparation program completers);
- analyses of content areas and levels with over/under supply of teachers and/or other education personnel;
- projections of likely high/low demand for teachers and/or other education personnel; and
- comparisons with national averages.



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Examples of other types of data included in reports include:

- Illinois provides information on numbers of re-entering personnel and demand factors, including information on changes in student enrollment and workforce growth.
- Oklahoma provides information on how many teachers are trained in-state and out-of-state and teacher attrition data by position, alternative certification versus regular certification and experience/age.
- Minnesota provides information on teacher retention data by region and cohort, as well as reasons for leaving and numbers of unexpired teaching licenses and special permissions granted for nonlicensed teachers for each perceived shortage area.
- Wisconsin provides information on attrition rates of teachers over their first five years of employment, the ratio of applicants to vacancies perceived state budget effects on hiring and attrition/retirement and separate employment outlook sections for each major licensure area.
- New York provides information on the percentage of classes taught by teachers who are not highly qualified, full-time equivalency (FTE) teaching assignments held by teachers with no prior teaching experience and certificates issued to new teachers who are Black or Hispanic.



- Illinois reported that the greatest number of unfilled positions included special education teachers and speech language pathologists. According to LEA ratings of demand, special education was at the top of the list for the seventh year in a row in the 2007 report, in terms of both LEAs reporting shortages and severity of shortages.
- Oklahoma's reserve pool of teachers certified in deaf blindness, visual impairment, hearing impairment and autism is inadequate to meet projected needs.
- Minnesota reported that three of its top ten critical shortage areas were special education-related, although the state reported a decrease in retirements in all three areas. The largest number of special permissions for non-licensed teachers in perceived shortage areas was for special education emotional or behavioral disorders.
- New York reported that the percentage of FTE teaching assignments held by teachers without proper certification was three percent for teachers in special education-specific disability categories and 19 percent for bilingual special education.
- Wisconsin included a section in its report specifically addressing special education as part of its "Employment Outlook Across Licensure Areas." This section includes maps of the state broken out by region in terms of how critical the shortage for each licensure area, information on ratio of applicants to vacancies and the number of emergency hires. Wisconsin reported that some of the most critical shortage areas in the state include teachers licensed in deaf/hard of hearing, visual impairment, physical therapy and occupational therapy.

Many states include appendices with more detailed information on specific positions, often broken out by LEA or region, as well as glossaries of supply and demand terminology.

## SPECIAL EDUCATION-SPECIFIC DATA

All reports described in this brief disaggregate data for special education and/or related services personnel. Examples of available special education-specific data include the following:



## Personnel Improvement Center

National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities

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This practice brief is part of a series intended to provide examples of how states and localities throughout the nation are employing recruitment and retention strategies to address personnel shortages in the area of special education, early intervention and related services. The series is produced by the Personnel Improvement Center (PIC) and highlights recruitment and retention efforts in states and localities supported by the PIC. There are no copyright restrictions on these practice briefs, but the PIC requests that proper citation be used.

