Briefing:
Shortages in the Education Workforce
March 2, 2022

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Education Accounts for Less Than 2% of Federal Spending

5¢ Makes Sense! #5Cents4Edfunding
Two Thirds of Voters Believe the US Spends Too Little on Education

"Approximately 2% of the regular federal budget is spent on education. Do you think this amount is too little, about right, or too much?"

Numbers are percents

<table>
<thead>
<tr>
<th></th>
<th>Too little</th>
<th>About right</th>
<th>Too much</th>
</tr>
</thead>
<tbody>
<tr>
<td>All voters</td>
<td>67</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Black</td>
<td>82</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Latinx</td>
<td>79</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>White</td>
<td>65</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Dem</td>
<td>94</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ind</td>
<td>61</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>GOP</td>
<td>38</td>
<td>38</td>
<td>23</td>
</tr>
</tbody>
</table>

Source: Change Research/ACG Advocacy poll conducted 4/30-5/7/21
FY 2022 Could Be Historic Level of Regular Education Funding After Years of Flat Funding

(Department of Education Discretionary Funding in Billions of Dollars)

2009-2021 Regular ED Funding:
- 2009: $62.6
- 2010: $64.1
- 2011: $68.3
- 2012: $68.1
- 2013: $65.7
- 2014: $67.3
- 2015: $67.1
- 2016: $68.3
- 2017: $66.9
- 2018: $70.9
- 2019: $70.8
- 2020: $72.3
- 2021: $81.9

FY 2022 Estimates:
- President: $169.5
- House: $102.8
- Senate: $98.4

- 2009: $10.0

2017, 2019, 2020 & 2021 regular totals reflect rescissions of Pell Grant funds.
Proposed FY 2022 Increase for Education Fills Only 1/3 of Ten-Year Funding Gap Below 2011 Inflation-Adjusted Total
(Department of Education Discretionary Funding in Billions of Dollars)
Our Mission: Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

CVES / Clinton-Essex-Warren-Washington (CEWW) BOCES is a proud member of the statewide BOCES Network since 1949
Dr. Mark Davey has been the Champlain Valley Educational Services (CVES) BOCES District Superintendent (DS) for the past nine years. He is a career educator in his 37th year who, before his current position, was a School District Superintendent, Assistant Superintendent for Curriculum and Instruction, Principal, Assistant Principal, and secondary Social Studies teacher for seven years. Dr. Davey’s doctoral Ed.D. degree in School Administration is from Vanderbilt University in Nashville, TN. His Certificate of Advanced Studies (C.A.S.) is from SUNY Oswego, his Master’s Degree (M.A.) is from SUNY Plattsburgh, and his Bachelor’s Degree (B.A.) is from SUNY Potsdam. As the BOCES District Superintendent for CVES BOCES, officially known as Clinton-Essex-Warren-Washington (CEWW) BOCES. Dr. Davey is one of 37 BOCES DS’ across NYS. CVES (CEWW) BOCES comprises 16 component school districts in rural upstate New York State which includes approximately 14,000 students over roughly 2,400 square miles. The BOCES provides Career and Technical Education (CTE), Special Education programming, and a wide variety of instructional and administrative programs and services to the region’s school districts. CVES BOCES has been a regional leader supporting school districts in NYS for the past 72 years.
Teacher shortages of highly qualified candidates is a critical issue across New York State. It is especially prevalent in rural NYS, not only in shortage areas of special education, mathematics, the sciences, technology, CTE, and languages but in all areas. This issue is even more important today than ever as our students are reeling from the impact of the pandemic over the past two years. Our schools and teachers are being called upon to support the heightened needs of our students’ mental health and academic deficiencies magnified over the past two years. It truly is a state-wide emergency, and it is imperative to have high-quality teachers for our students’ future.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Rural</th>
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<tbody>
<tr>
<td>2000</td>
<td>18,976,457</td>
<td>5,784,378</td>
</tr>
<tr>
<td>2010</td>
<td>19,378,102</td>
<td>5,967,423</td>
</tr>
<tr>
<td>2020</td>
<td>20,201,249</td>
<td>5,954,773</td>
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</table>

Source: US Census Bureau Decennial Census

Circled is the Clinton-Essex-Warren-Washington BOCES Region.
SNAPSHOT OF RURAL NYS

- 25% of land in NY is used for agriculture
- More than 35,000 farms in New York State (98% Family Owned)
- Farm Diversity, Crop Diversity, Climate, Access to Water and Markets

New York vs. the Nation

- 1\textsuperscript{st} in yogurt, cottage cheese, and sour cream
- 2\textsuperscript{nd} in apples, cabbage, snap peas, and maple syrup
- 3\textsuperscript{rd} in milk, dairy cows, and grapes
- 4\textsuperscript{th} in pears, squash, and calves
- 5\textsuperscript{th} in onions, tart cherries, corn silage, and sweet corn
NYS IS VERY DIVERSE

- Rural
- Suburban
- Urban

Note: There are 731 NYS school districts, and the NYS Rural Schools Association (RSA) normally has approximately 300 members.

NYS Schools:
- 2,598,921 (2.6 million) students K-12
- 212,296 teachers (49.8% female, 51.3% male)
- Ethnicity: Hispanic 27% Multi-Racial 2.4%
  Asian 9.6% White 43.2%
  Black 17.1%

NYSED Data Site
CONCERNS OVER THE TEACHER PREPARATION PIPELINE

Ten years ago, there were approximately 80,000 students enrolled in NYS teacher preparation college programs.

Today, there are approximately half that number of students enrolled in the teacher preparation programs.

Ten years ago, approximately 25% of the students reflected diversity.

Today, that number has risen to approximately 40% diversity.
TEACHING SHORTAGES IN NYS

Current statewide teacher shortage areas are listed here: TSA (ed.gov)

- Sciences
- Social Studies
- Special Education
- World Languages other than English

NYS Board of Regents Presentation November 2021
TEACHING SHORTAGES IN NYS (Continued)

- Bilingual Education
- Bilingual Special Education
- Career and Technical Education
- English Language Arts
- Health Education
- Literacy

NYS Board of Regents Presentation November 2021
SNAPSHOT OF VACANCIES IN CVES (CEWW) BOCES REGION

16 School Districts & CVES BOCES
Approx. 2,400 Square Miles
14,000 students and 3,200 staff - Full & PT

- 29 teacher vacancies
- 46 teachers- uncertified
- 39 teaching assistant/aide vacancies
- 2 admin position vacancies
- 71 non-instructional positions vacancies
- 96 fewer substitutes

Survey results: Dec. 2021 – CVES & 16 district CSOs
THANK YOU

- We are facing a significant teacher shortage.
- Federal support is needed to strengthen our teacher preparation pipeline and recruit diverse teachers who work in high-need fields and underserved schools, especially in rural and urban settings.
- We must ensure financial support for mental health of students and staff.
- High quality broadband for all students is essential regardless of zip code.
- Support and training for educators and school leaders is vital, including supporting educational initiatives and improvements developed during the past two years.
- Our students must be our highest priority and addressing the teacher shortage is needed to ensure a successful future.
The Impact of shortages of Mental Health Providers and Specialized Instructional Support Personnel

Dr. Kari Oyen
Licensed Psychologist (#581), Nationally Certified School Psychologist
Program Director, School Psychology Program
University of South Dakota
The National Association of School Psychologists (NASP) is a professional association representing school psychologists, graduate students, and related professionals throughout the United States and an additional 25 countries worldwide.

As the world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health.

Our vision is that all children and youth thrive in school, at home, and throughout life.

The National Alliance of Specialized Instructional Support Personnel (NASISP) represents more than one million Specialized Instructional Support Personnel (SISP) nationwide. SISP professionals provide and support school-based prevention and intervention services to address barriers to educational success, ensure positive conditions for learning, and help all students achieve academically and ultimately become productive citizens. SISP works with teachers, administrators, and parents to ensure that all students are successful in school.
CRITICAL SHORTAGE

- There is a critical shortage in school psychology, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population.

- NASP recommends a ratio of one school psychologist per 500 students in order to provide comprehensive school psychological services.
  
  - Current data estimates a national ratio of 1:1381; however, great variability exists among states, with some states approaching a ratio of 1:5000.

- When ratios are so great, students have limited access to critically needed the mental health, academic, and behavioral supports provided by school psychologists.
Shortages extend to other professionals

- 49 states report a shortage of special education teachers and related services personnel (US Dept of Education, Teacher Shortage Areas List)
- 54% of speech-Language pathologists report shortages in their schools
- The national ratio of school psychologists (1: 1381) is almost three times the recommended ratio (1-500)
- The national ratio of students to school counselors (482:1) is almost twice the recommended ratio (250:1)
- 25% of schools do not employ a school nurse
- 82% of special educators and SISPs from across the nation report that there are not enough professionals to meet the needs of students with disabilities
Impact of shortages

• Undermine the availability of high-quality, comprehensive services to students, families, and schools.

• Limit schools’ ability to provide evidence based early identification and early intervention services

• Often students don’t get seen until they reach a crisis level- with MBH, academic struggles, etc.

• Reduced access to mental and behavioral health services outside of special education

• Limited scope of service delivery focused primarily on legally mandated special education practice.
  • These professionals can and should be serving ALL students, but shortages often limit their role to special education assessment and IEP service delivery- which leaves the vast majority of the school population without access to early intervention services. This just feeds the harmful cycle of waiting until kids fail before getting them help

• Partnerships with community provider and other organizations are hugely valuable. BUT THEY ARE NOT A SUBSTITUTE FOR FULL TIME SCHOOL EMPLOYED SCHOOL PSYCHOLOGISTS AND OTHER SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL
Landscape of Education & Mental Health in America

• 20% of children are diagnosed with a mental health disorder severe enough to interfere with their daily life functioning.

• 75%-80% of these children do not receive the appropriate mental health services to address these problems.

• Far too many schools are without a school nurse, students with disabilities lost access to critical services during COVID, and the shortage of SLPs, OTs, PTs means fewer kids are accessing critical early intervention services and teachers and families have fewer opportunities to seek consultation with these professionals.

• According to NWEA (2021), by the end of last school year, the typical student was behind where they would normally be — three to six percentile points behind in reading and eight to 12 points behind in math, with younger students faring worse than their older peers.

• School psychologists, school counselors, and other specialized professionals are uniquely positioned in schools to facilitate the development, delivery, and monitoring of prompt and effective mental and behavioral health services.
In South Dakota,

- There are approximately 90 school psychologists serving over 77,000 square miles.
  - 1 school psychologist for every 855 square miles
- We have 11 community mental health centers that serve 66 counties.
- Recently, youth data indicates that between the years of 2013 and 2017, South Dakota had 82 deaths by suicide for children 18 and younger.
  - This is one of the highest rates in the nation per capita.
- In August 2020, the Oglala Sioux Tribe declared a state of emergency on Pine Ridge; for the first six months of 2020, there was 177 suicide attempts with 9 deaths by suicide among individuals between the ages of 14 and 32.
- In the 2020-2021 school year, only 14% of Native students were considered proficient in math, compared with 49% of white students. That year, 23% of Native students were proficient in English-language arts, compared with 59% of white students; and in science, only 16% of Native students scored as proficient compared with 48% of white students.
- Current services are not meeting the level of need in the community.
  - ER visits: Compared with 2019, the proportion of mental health–related visits for children aged 5–11 and 12–17 years increased approximately 24% and 31%, respectively.
Obstacles Our Youth Are Facing that were present before COVID, but were exacerbated by the pandemic (Esterwood & Saeed, 2020)

- Physical and social isolation
- Disruption of daily routines
- Financial stress
- Food insecurity
- Potential triggers for stress response
- Threats to well-being and stability
- Undeveloped coping strategies
What are states and schools doing to help?

- Partnerships with State agencies (ex. SAMHSA)
  - School based training
  - Voucher program
  - Telehealth equipment
  - 605strong.com
  - Crisis prevention and response training

- Use of CARES Act dollars
  - Mental health positions
  - Virtual counseling
  - Crisis services
How can Congress help?

• **Urge your Members of Congress to pass a robust FY2022 spending bill that includes significant investments in strengthening the school psychology workforce.**
  - We need long term investments to address the pipeline. ARP funds were a great start, but we cannot hire people that do not exist.
  - We need to lower barriers to proper graduate training without lowering training standards.

• Ask that you cosponsor S.1811/H.R.3572, the Improving Access to Mental Health in Schools Act, H.R. 4198, the Mental Health in Schools Excellence Program Act, and S.3356/H.R. 6214, the Elementary and Secondary School Counseling Act and the Educators for All Act H.R. 6205
  - These bills would help more students access the comprehensive mental health services they deserve, through partnerships between institutions of higher education and school districts or state departments of education, loan forgiveness for school psychologists practicing in hard to staff districts, and grants to hire.
Model Legislation to Address Shortages!

Federal Funding in Higher Education: Workforce Issues
Colleges and Universities As Employers

• Nearly 4 million people in the U.S. are employed by a postsecondary institution (NCES Fall 2020)

• The competition is real (and different)

• Every industry change is felt two-fold
HEERF Impacts

True federal investment sparked massive change

<table>
<thead>
<tr>
<th>As Workforce Educators</th>
<th>As Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful investment in student success tools</td>
<td>Provided short-term economic stability</td>
</tr>
<tr>
<td>Building out the hybrid learning model</td>
<td>Created a future of flexible work options</td>
</tr>
<tr>
<td>Addressing student debt</td>
<td>Provided funding for new positions</td>
</tr>
<tr>
<td></td>
<td>Community Building</td>
</tr>
</tbody>
</table>
Addressing the Cost of College

• Why does college cost so much???
  • Student support services
    • Mental
    • Physical
    • Academic
  • Evolving sense of academic institutions as a primary community
    • More engagement options
    • Expanded campus services (recreation, dining, wellness)
• As industry has evolved, so has education
  • Both as workforce trainers and employers
Before COVID-19 hit, enrollment in teacher prep programs was already down. We saw enrollment declines of about 1/3 between 2010 and 2018—that number has grown as undergraduate enrollment overall has fallen during the pandemic.

- Greater support of MSIs
- Greater student aid support—Pell Grants
- Greater funding for STEM fields
- Greater support of CTE programs within existing higher ed institutions
- UT Pilot Program in microcredentialing for graduates in historically low-earning fields