



# Special Education Faculty Needs Assessment (SEFNA): Supply and Demand

Council for Exceptional Children  
(CEC)

April 2011

National Harbor, MD



Project # 325U070001





# SEFNA Presentation: Organization

- ✈ **Context and Rationale:** Reasons for concern about supply and demand of SE faculty (Deb Smith)
- ✈ **SEFNA Study Design** (Bianca Montrosse)
- ✈ **Key Findings**
  - ✈ Supply (Sue Robb)
  - ✈ Demand (Naomi Tyler)
  - ✈ Doctoral Programs as a Unique Subset (Deb Smith)
- ✈ **Study Implications** (Bianca Montrosse)
- ✈ **OSEP's Leadership Program: Overview and Personnel Preparation Projects** (Patricia Gonzalez)

**Questions and Answers**



# Context and Rationale

Deb Smith



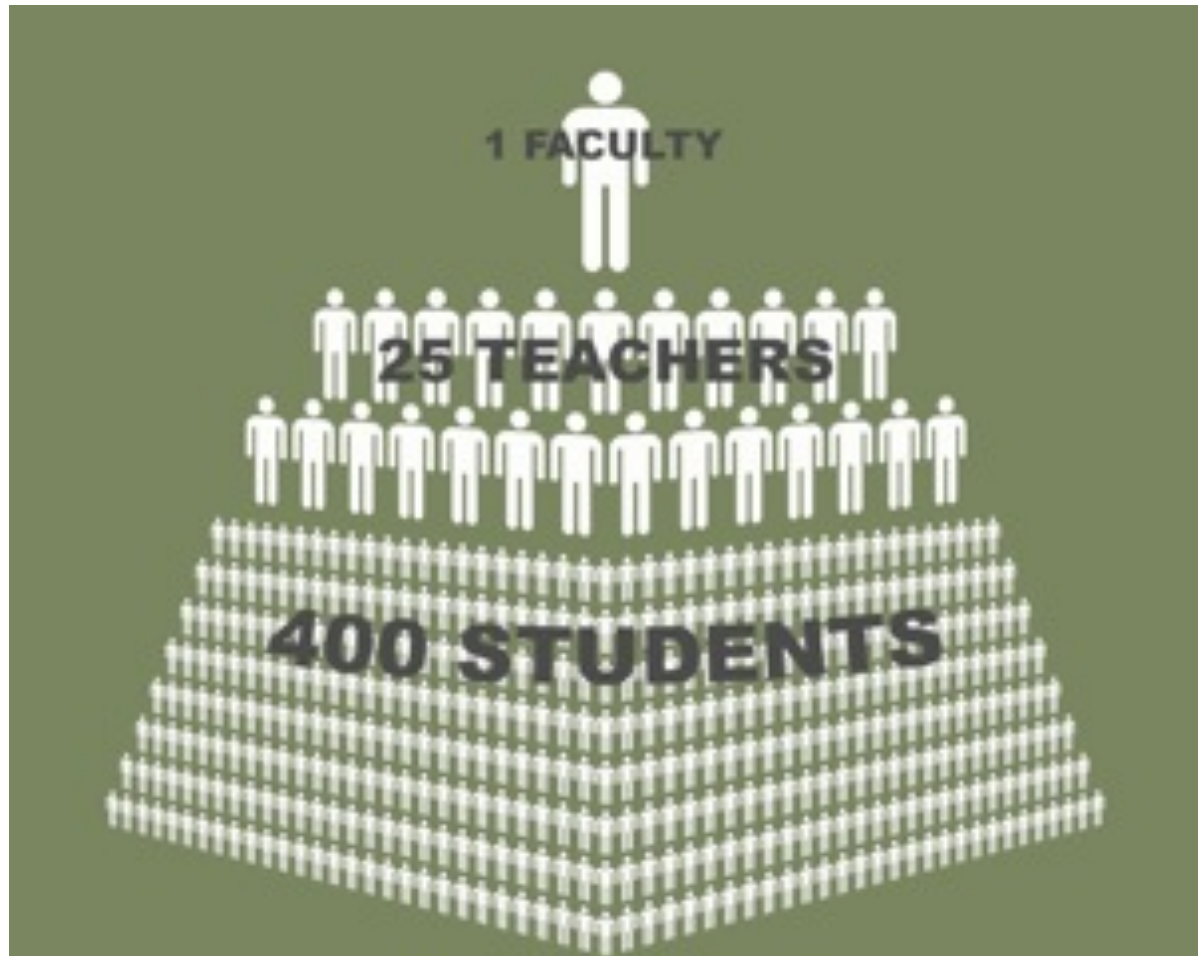
# The 2001 *SE Faculty Shortage Study*

- Identified a shortage of SE faculty
- Revealed an insufficient supply of new SE doctorates available to assume faculty vacancies
- Found that SE teacher preparation programs could not staff their programs with new faculty
- Connected a faculty shortage with the shortage of SE teachers
- Linked the SE teacher shortage with students with disabilities being underserved



# The 2001 *SE Faculty Shortage Study*

*The Connection Between the Shortage of Faculty and the Shortage of Teachers*





# Teachers Matter:

## 2011 Outcomes for Students with Disabilities

- ✈ Fewer continue to need special services because of early intervention programs (16% less)
- ✈ Reading proficiency up (up by 15 points over the last 10 years)
- ✈ Fewer drop outs (down 21%)
- ✈ More graduating with a standard diploma (up 16%)
- ✈ More attend post-secondary schools (32% in 2011 as compared to 15% in 1987)
- ✈ Increase in employment after graduation (up 15%)
- ✈ 15% more hold paying jobs after graduation



# Possible Reasons for the Good News

- ✈ An increased knowledge base about effective practices
- ✈ Better prepared GE and SE teachers who use research-based practices
- ✈ Differentiated instruction to support all learners
- ✈ Accountable and inclusive general education settings
- ✈ SE services that focus on college and career readiness



# The Fragile State of These Gains:

- ✈ The demand for SE teachers will increase by 17% from now to 2018 (Bureau of Labor Statistics, U.S. Department of Labor, 2009)
- ✈ SE has the highest percentage of teachers employed without full certification (higher than math, science, or any other field) (GAO, 2009)
- ✈ The roles of GE teachers have expanded, including managing multi-tiered instruction

Secondary sources: Brownell, 2011; HECSE, 2011





# SEFNA Study Design

Bianca Montrosse



# SEFNA Tasks

1. SE Doctoral (Leadership) Programs (1999 – 2009)
2. Current SE Doctoral Students (1999 – 2009)
3. SE Doctoral Graduates (1997 – 2007)
4. SE Teacher Education Programs (2010)
5. Graduation Rates of OSEP-funded Students (FY 2000 & 2001 Projects)
6. Graduation Funding Patterns of OSEP Leadership Projects Active in 2009



# Study Methodology

TASK	SAMPLE	RESPONDENTS	RESPONSE RATE
1	101 possible SE doctoral training programs	Program coordinators	93%
2	1,779 SE doctoral students	Current SE doctoral students	71%
3	870 SE doctoral program graduates from 66 programs	SE doctoral program graduates	72%
4	76 SE teacher prep programs from 12 states in six U.S. regions	Program coordinators	78%
5	30 OSEP leadership prep projects	Project directors	100%
6	85 active OSEP leadership projects	Project directors	95%



# Key Findings: Supply

Sue Robb



# Supply: Key Finding 1

***The number and capacity of special education doctoral programs has increased.***

Comparison of doctoral programs in 1999 to 2009:

- ✈ 16% more doctoral programs (82 in '99, 97 in '09)
- ✈ 7% increase annually over the last 10 years in the number of students enrolled
- ✈ 28% more graduates (213 in '02, 296 in '07)
- ✈ 20% more program capacity (45 in '99, 56 in '09)



# Supply: Key Finding 2

***The number of doctoral graduates has increased.***

Comparison of doctoral graduates in 1999 to 2009:

- Over a five-year period 28% more graduates were produced.
- The percentage of graduates entering doctoral programs with faculty career intentions has increased by 12% over the last 10 years.
- In comparison to the previous study, a greater proportion accepted faculty positions (63% vs. <50%).



# Supply: Key Finding 3

***Key predictors of an academic career path are now established.***

- ✈ **Entering doctoral program with plans to become faculty**
  - Increases the odds of becoming a faculty member by nine times
- ✈ **Age**
  - Every one year increase in age when beginning a doctoral program decreases the odds of becoming a faculty member by 2.6 times
- ✈ **Time to graduation**
  - A one year increase in time to between enrollment and completion decreases the odds of becoming a faculty member by 2.3 times
- ✈ **Willingness to relocate for employment**
  - Increases the odds of becoming a faculty member by nine times



# Supply: Key Finding 4

***Trends in student and graduate data show progress in solving the faculty shortage.***

Comparison of SE student and graduate data in 1989 to 2009:

- ✈ Increased percentage of graduates in faculty roles
  - Between 1989 and 1999, less than 50% of graduates became faculty members.
  - 63% accepted faculty jobs in 2009.
- ✈ Graduates are younger
  - In 2004-2008, they are an average of 5 years younger than in 1998-2003.





# Supply: Key Finding 4 (cont.)

*Trends in student and graduate data show progress in solving the faculty shortage.*

Comparison of SE student and graduate data in 1999 to 2009:

- ✈ Five percent more graduates had funding in 2009 than 1999.
- ✈ Of those who planned to pursue non-academic positions upon entering graduate school, 31% changed career aspirations and entered the academic workforce.



# Supply: Key Finding 5

*Key differences in SE graduates who enter the academic career path and those that do not are established.*



Younger

- More likely female
- Willing to relocate
- Graduate quicker
- Have more funding
- Faculty aspirations



Older

- More likely male
- Less willing to relocate
- More time to graduate
- Have less funding
- More diverse



# Supply: Key Finding 6

***OSEP-funded students have an excellent graduation rate.***

Comparison of OSEP-funded and non-OSEP funded students:

- ✈ OSEP-funded students have higher completion rates than other federally sponsored programs (i.e., NSF, NIMH).
  - OSEP completion rates exceeds 70% with clear expectations of 90% because many were completing dissertations.
  - Some agencies' completion rates fall below 50%.



# Supply: Key Finding 7

***The federal role in the preparation of SE doctorates is critical in striving for sustainability.***

- ✈ OSEP is the primary source of support to prepare researchers and teacher educators whose focus is students with disabilities.
- ✈ OSEP-funded students receive 2/3 less assistance than other agencies' supported students.
- ✈ Considerable inconsistencies in funding levels exist across OSEP projects, even at the same universities.



# Supply: Key Finding 8

***Many SE doctoral programs with substantial capacity do not have OSEP Leadership Preparation Projects.***

Comparison of OSEP Leadership Preparation Project funded schools:

- ✈ Only 55% of active doctoral programs hold OSEP doctoral preparation projects
- ✈ 24% SE programs ranked in the top 25 by *U.S. News and World Reports* do not have leadership preparation projects



# Supply: Key Finding 9

***Employment options are excellent for SE doctoral graduates. Those seeking faculty positions are successful in obtaining them.***

Comparison of employment options in 1989 to 2009:

- The number of graduates who assume faculty positions has increased by 13% over the last 10 years.
- Across a 20-year span, 90% of college faculty remain working full time.
- Of the remaining 10%, many have retired but continue to work part-time to ensure that teacher preparation efforts remain somewhat stable.



# Key Findings: Demand

Naomi Tyler



# Demand: Key Finding 1

## *The roles for special education faculty are expanding*

Comparison of SE faculty roles in 1999 to 2009:

- ✈ More general education teacher preparation programs address how teachers can better support the needs of all struggling learners, including students with disabilities; SE faculty are increasingly assisting with this college instruction.
- ✈ Training for GE on practices such (e.g., progress monitoring) and frameworks (e.g., tiered interventions such as RTI and PBIS) is handled predominantly by SE faculty.





# Demand: Key Finding 2

## *Teacher preparation programs are expanding.*

Comparison of doctoral and teacher preparation programs in 1999 to 2010 and projections through 2015:

- ✈ A strong trend exists for more blended special and general education preparation programs.
- ✈ More early intervention and early childhood programs are being developed.



# Demand: Key Finding 2 (cont.)

*Teacher preparation programs are expanding.*

## SE Licensure Programs: Past, Present, & Future

Rank	Top 5 Past	Top 5 Present	Top 6 Future
1	SE, mild to moderate	SE, mild to moderate	SE, mild to moderate
2	Intellectual disabilities, mild to moderate	Learning disabilities	Blended: GE and SE
3	Generic SE	Intellectual disabilities, mild to moderate	Early childhood / Early intervention
4	Blended: GE and SE	Blended: GE and SE	Learning disabilities
5	Intellectual disabilities: severe	Generic SE	Intellectual disabilities, mild to moderate
(6)			Generic SE



# Demand: Key Finding 3

***The demand for new special education doctorates to fill college and university faculty vacancies remains robust.***

Comparison of faculty vacancies in 1999 to 2009:

- ✈ Special education personnel preparation programs are not closing.
- ✈ Faculty searches decreased from 224 in 2007 to 110 during the economic downturn in 2009 (down 54%).



# Demand: Key Finding 4

## *Job searches remain vigorous*

Comparison of job searches in 2006 to 2010:

- ✈ About 75% of faculty searches are successfully concluded at the end of one year.
- ✈ Of those not successful, the search is continuing the following year.
- ✈ Of graduates who planned to become faculty upon entering graduate school, 73% actually became faculty.
- ✈ Of those who planned to pursue non-academic positions upon entering graduate school, 31% changed career aspirations and entered the academic workforce.



# Demand: Key Finding 5

## *Impact of the recession*

- ✈ Job searches for SE faculty positions dropped from 224 in 2007 to 110 in 2009 (down 54%).
- ✈ SE job searches rebounded to 170 in 2010 and appear to be increasing (up 55%).
- ✈ Despite the increased number of new doctoral graduates assuming faculty positions, a substantial shortage exists today and will become greater in the future as retirements compound demand.
- ✈ The temporary reduction in job opportunities did not result in a balance between supply and demand.



# Demand: Key Finding 6

## *Diversity of faculty and retirements will be future demand issues.*

- ✈ Culturally and linguistically diversity is underrepresented among special education faculty.
- ✈ From 1999 to 2009, more students and graduates have disabilities but the trend has flattened.
- ✈ Retirements across all SE programs are predicted to increase at an annual rate of 21% per year from 2011 – 2017.
- ✈ Improved supply cannot meet predicted demand.



# Key Findings: Unique Position of Doctoral Programs

Deb Smith



# Unique Position of Doctoral Programs Key Finding 1

*Universities with special education doctoral programs are a unique subset of SE personnel preparation programs.*

✈ All universities with SE doctoral programs also have SE teacher preparation programs:

- Represent only 8% of the total
- Unique group on many dimensions





# Unique Position of Doctoral Programs

## Key Finding 2

*Universities with special education doctoral programs have more capacity.*

- ✈ Have almost twice as many faculty
- ✈ Offer a wider range of preparation areas
  - More specialty areas per school
  - Most of the low incidence preparation programs
- ✈ Hold 3½ times more personal preparation grants and contracts
- ✈ Hold 75% of all IES SE research projects, while non-doctoral granting SE universities hold less than 13%



# Unique Position of Doctoral Programs

## Key Finding 3

*Universities with special education doctoral programs seem to be recovering faster from the economic downturn.*

Although they represent only 8% of the total programs, 33% of faculty searches in 2010-2011 came from IHEs with SE doctoral programs.



# Unique Position of Doctoral Programs

## Key Finding 4

*Universities with SE Doctoral Programs will experience a substantial loss of faculty.*

✈ The 90 doctoral granting programs participating in the study expect to have:

- 169 retirements in the next six years
- Between 1/2 to 2/3 of their faculty will need to be replaced due to retirements alone



# SEFNA Study Implications

Bianca Montrosse



# Supply has Improved

***The federal role in the preparation of doctorates in special education was critical and effective in these improvements.***

- ✈ 16% increase in SE doctoral programs
- ✈ 24% increase in SE doctoral student enrollment
- ✈ 28% increase in SE doctoral graduates (underestimate)
- ✈ 12% increase of those entering doctoral programs wanting to be faculty
- ✈ 13% increase in the number of graduates becoming faculty



# Demand Remains Robust

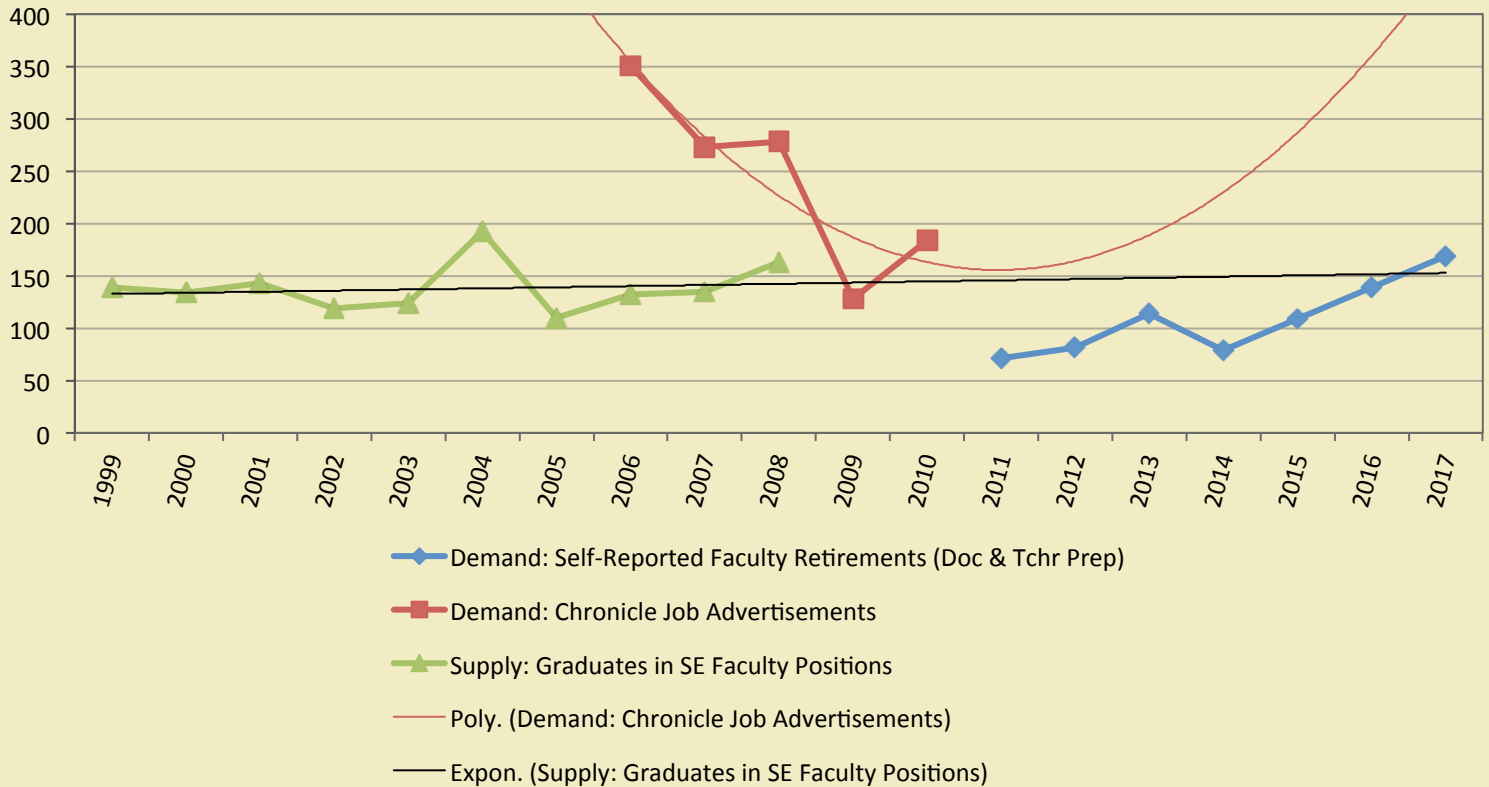
Despite the economic down turn, and unlike other disciplines:

- ✈ SE personnel preparation programs are not closing
- ✈ SE Faculty searches decreased by 54% in 2009, but increased by 55% in 2010
- ✈ SE personnel preparation programs are expanding (e.g., blended SE and GE, early childhood)
- ✈ 75% of faculty searches are successful in one year; unsuccessful searches continue the next year



# Supply and Demand: History and Projections

***Universities with SE Doctoral Programs will experience a substantial loss of faculty.***

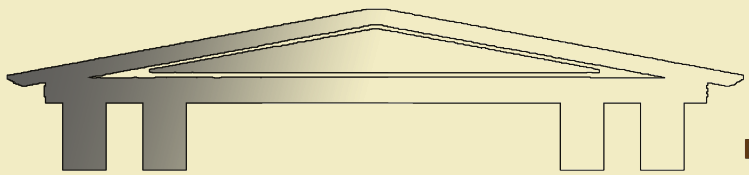




# The Faculty Shortage

## *Impact of the Shortage of Special Education Faculty Prepared by Doctoral Granting Universities*

### Doctoral Granting Institutions



- Between half and two-thirds of faculty at DGUs are expected to retire by 2017



- 50% reduction in faculty to prepare new teachers & educational leaders



- 50% reduction in new teachers & educational leaders



- Total students unchanged
- 400+ students underserved





Improving Services for Students with Disabilities

## SEFNA

Special Education Faculty Needs Assessment



**SEFNA**

Supported by the U. S. Department of Education's Office of Special Education Programs (OSEP), SEFNA (the Special Education Faculty Needs Assessment Project, Project #: H325U070001) is attempting to determine if the nation has the capacity to produce a sufficient supply of highly effective general and special teachers who can meet the needs of students with disabilities. This national evaluation effort includes a survey process of all doctoral programs in special education, the doctoral students currently enrolled, 10 years of doctoral graduates, and samples of the special education teacher education programs across the nation.

#### RELATED LINKS:

- [SEFNA Resources](#)
- [OSEP](#)
- [SEFNA Homepage](#)

[www.iris-west.org/sefna.html](http://www.iris-west.org/sefna.html)

or

[www.cgu.edu/sefna](http://www.cgu.edu/sefna)