

**Testimony Summary of Michigan Association of Administrators of Special Education
(MAASE)**

**Financial Liability Reform Committee on “Use of post-2010 school retirees in Critical
Shortage positions.”**

Submitted by MAASE Member:

Eric Hoppstock (Assistant Superintendent, Berrien RESA)

February 04, 2015

“Critical Shortage of Special Education Personnel in Michigan”

- Michigan schools have struggled to hire and retain qualified special education staff for over twenty years.
- This is a long-standing nationwide shortage.
- 13% of special education that choose to leave the field request that their special education endorsement be removed from their certificate.
- Providing education to students with unique needs in today’s climate of increasing accountability and declining resources is challenging.
- If schools are unable to fill vacancies for special education professionals, access to quality education suffers for our most at-risk students.
- MAASE collected information from its membership in February 2014. A survey was distributed to 648 members with a response rate of 24.5%. Respondents from across the state indicated a current shortage exists in 17 critical areas.
- The most critical needs exist relative to Speech and Language, School Psychology, Teachers of Autism, Teachers of Deaf & Hard of Hearing, and Teachers of Visual Impairment.
- Survey was updated in the October 2014 through ISD survey with 42 ISD’s responding. Of those responding 83% indicated they were experiencing problems as a result of the expiration of the critical shortage waiver. The most profound difficulties were in professions that supported the implementation of special education services.
- MAASE strongly urges support for legislation (HB 4059) to allow the use of post-2010 school retirees in Critical Shortage, substitute teacher and instructional coach position removing the sunset of use provisions.

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The Critical Shortage of Special Education Personnel in Michigan

May 9, 2014

Background

Michigan schools have struggled to hire and retain qualified special education staff for over twenty years. According to the US Department of Education (USDOE), this is not solely a Michigan problem. There is a long-standing nationwide shortage of personnel qualified to perform specialized instructional services in schools.

There are many factors driving this tightening of supply including the approximately 13% of special education teachers that choose to leave the field and request that their special education endorsement be removed from their certificates. The challenge of providing special education in today's climate of increasing accountability and declining resources at the classroom level is challenging. Addressing these factors will require both long term and short-term solutions.

According to the State of Michigan there were 211,380 special education students enrolled in the state for the 2012-2013 school year constituting 13% of the total student population. Each one of these students has unique needs that require individual planning and specialized services in order to benefit from their instruction. If schools are unable to fill vacancies for special education professionals, access to a quality education suffers for our most at-risk students.

Currently there is no legislation that addresses this issue. The current authorization that allows a critical shortage list to be developed expires at the end of the current school year. This is a chronic problem and there is every indication that it will get worse. Michigan's children deserve better.

The Data

The Michigan Association of Administrators of Special Education (MAASE) identified critical shortages of personnel as a priority for action and collected information from membership in a survey conducted in February 2014. The survey was distributed to 648 members and had a return rate of 24.5%. Specific results of this survey are attached.

Respondents from across the state indicated current shortages exist in all of the following areas and are expected to continue through 2014-2015:

- Speech and Language providers
- School Psychologists
- Audiologist
- Occupational Therapist
- Physical Therapist
- Teachers of Students with Autism Spectrum Disorder
- Teachers of Deaf & Hard of Hearing
- Teachers of Students with Visual Impairment
- Teachers of Students with Cognitive Impairment
- Teachers of students with Physical Impairment and Students with Other Health Impairment
- Teachers of Students with Specific Learning Disabilities
- Teachers of Students with Emotional Impairment
- Early Childhood Special Education Teachers
- School Social Workers
- Special Education Directors & Supervisors
- Orientation & Mobility Specialists
- Sign Language Interpreters



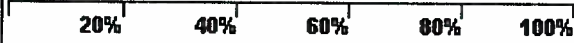
Current Needs/Recommendation
















MAASE strongly urges support for one of the following pieces of legislation: SB 907, HB 5264 or HB 5181 as an essential first step in addressing this issue. Legislation such as this is necessary to direct the Michigan Department of Education to develop and submit to the USDOE a list of critical shortages for educational personnel on an annual basis .

References

- MiSchool Data Portal. 2012-2013 Special Education Data Portraits: Disability Snapshot. Retrieved on February 26, 2014 from <https://www.mischooldata.org/SpecialEducationEarlyOn/DataPortraits/DataPortraitsDisability.aspx>
- National Coalition on Personnel Shortages in Special Education & Related Services, (2010) *Understanding Shortages of Specialized Instructional Support Personnel*. Retrieved on February 26, 2014 from <http://specialedshortages.org/2010MayDialogueGuideFinal.pdf>
- The IRIS Center for Training Enhancements. (2005). *Teacher Retention: Reducing the Attrition of Special Educators*. Retrieved on February 26, 2014 from http://iris.peabody.vanderbilt.edu/module/tchr_ret/
- US Department of Education, (2013) *Teacher Shortage Areas Nationwide Listing*. Retrieved on February 26, 2014 from <http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>

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| Report Title: Critical Shortage Waiver Termination survey |
| Survey Title: Critical Shortage Survey |
| Report Type: Bar Graph |
| Start Date: 30-Oct-14 |
| End Date: 31-Jul-15 |
| Invitations Sent: 1 |
| Delivered: 1 |
| Bounced: 0 |
| Completed Responses: 43 |
| Unique Access Response Rate: 0.00% |
| Incomplete Responses: 0 |
| Incomplete responses included in this report: 0 |
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| Q2. Is your ISD/ESD experiencing problems (such as shortages or vacancies) as a result of the expiration of the critical shortage list waiver? | | | |
| Responses | Count | % | Percentage of total respondents |
| Yes | 35 | 83.33% |  |
| No | 7 | 16.67% |  |
| Total Responses | 42 | |  |

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|---|--------------|----------|---|
| Q3. If you answered yes, for what positions are you experiencing problems? (Check all that apply.) | | | |
| Responses | Count | % | Percentage of total respondents |
| Aeronautics/Aviation/Aerospace Science & Technology 49.0101 | 0 | 0% | |
| Agriculture, Agricultural Operations & Related Sciences 01.0000 | 3 | 8.57% |  |
| Airframe Technology 47.0607 | 0 | 0% | |
| Applied Horticulture & Horticultural Operations 01.0601 | 1 | 2.86% |  |
| Arabic (Modern Standard) 000FK | 0 | 0% | |
| Audiologist 00381 | 3 | 8.57% |  |
| Automobile Technician (NATEF Certified) 47.0604 | 3 | 8.57% |  |
| Biology 000DA | 2 | 5.71% |  |
| Business Administration Management & Operations 52.0299 | 5 | 14.29% |  |
| Child & Custodial Care Services 19.0700 | 0 | 0% | |
| Chinese (Mandarin) 000FR | 0 | 0% | |
| Collision Repair Technician (NATEF Certified) 47.0603 | 3 | 8.57% |  |
| Computer Programming/Programmer 11.0201 | 1 | 2.86% |  |
| Computer Science 000NR | 1 | 2.86% |  |
| Computer Systems Networking & Telecommunication 11.0901 | 1 | 2.86% |  |
| Construction Trades 46.0000 | 6 | 17.14% |  |
| Cosmetology 12.0400 | 1 | 2.86% |  |
| Dance 000MH | 1 | 2.86% |  |
| Diagnostic Services 51.1000 | 1 | 2.86% |  |
| Drafting and Design Technology/Architectural 15.1301 | 1 | 2.86% |  |

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| Early Childhood Special Education Teachers 60300 | 10 | 28.57% | |
| Education General (CTE-Teacher Cadet) 13.0000 | 2 | 5.71% | |
| Electrical & Power Transmission Installation 46.0301 | 1 | 2.86% | |
| Electrical/Electronics Equipment Installation & Repair General 47.0101 | 1 | 2.86% | |
| Family & Consumer Sciences 000KH | 0 | 0% | |
| Graphics and Printing Technology & Communications 10.0301 | 1 | 2.86% | |
| Guidance & Counseling 000NT | 3 | 8.57% | |
| Health 000MA | 3 | 8.57% | |
| Health Informatics 51.0707 | 1 | 2.86% | |
| Heating, Air Conditioning, Ventilation & Refrigeration 47.0201 | 1 | 2.86% | |
| Heavy Industrial Equipment Maintenance & Technology 47.0399 | 1 | 2.86% | |
| Industrial Technology 000IX | 2 | 5.71% | |
| Instructional Coaches N/A | 3 | 8.57% | |
| Integrated Science 000DI | 3 | 8.57% | |
| Machine Tool Operation/Machine Shop 48.0501 | 1 | 2.86% | |
| 1ASSIGNMENT REP/CIP CODE | 0 | 0% | |
| Mathematics 000EX | 8 | 22.86% | |
| Mechanical Drafting 15.1306 | 2 | 5.71% | |
| Medium/Heavy Truck Technician (NATEF Certified) 47.0613 | 1 | 2.86% | |
| Natural Resources & Conservation 03.0000 | 0 | 0% | |
| Occupational Therapist 00360 | 12 | 34.29% | |
| Orientation & Mobility Specialist 00385 | 9 | 25.71% | |
| Personal & Culinary Services 12.9999 | 1 | 2.86% | |
| Physical Therapist 00370 | 12 | 34.29% | |
| Power Plant Technology (Aircraft) 47.0608 | 0 | 0% | |
| Public Safety/Protective Services 43.0100 | 1 | 2.86% | |
| Radio & TV Broadcasting Tech 10.0202 | 0 | 0% | |
| School Improvement Facilitators N/A | 5 | 14.29% | |
| School Nurse 000NY/00384 | 3 | 8.57% | |
| School Psychologist 00320 | 17 | 48.57% | |
| Small Engine & Related Equipment Repair 47.0606 | 1 | 2.86% | |
| Spanish 000FF | 5 | 14.29% | |
| Speech & Language Impairment 00192/00195-00197 | 15 | 42.86% | |
| Speech & Language Provider 00290/00292 | 12 | 34.29% | |
| System Administration/Administrator 11.1001 | 2 | 5.71% | |
| Teachers of Deaf & Hard of Hearing 00195-00197 | 14 | 40.00% | |

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| Teachers of Students with Autism Spectrum Disorder 00195-00197 | 12 | 34.29% | |
| Teachers of Students with Cognitive Impairment 00195-00197 | 8 | 22.86% | |
| Teachers of Students with Emotional Impairment 00195-00197 | 8 | 22.86% | |
| Teachers of Students with Impairment & other Health Impairment 00195-00197 | 5 | 14.29% | |
| Teachers of Students with Learning Disabilities 00195-00197 | 5 | 14.29% | |
| Teachers of Students with Visual Impairment 00195-00197 | 13 | 37.14% | |
| Therapeutic Services 51.0000 | 2 | 5.71% | |
| Visual & Performing Arts 50.0101 | 0 | 0% | |
| Welding, Brazing, & Soldering 48.0508 | 4 | 11.43% | |
| Woodworking General | 1 | 2.86% | |
| Other (Please specify) | 10 | 28.57% | |
| Total Responses | 254 | | |

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

| Q5. Is your ISD/ESD experiencing problems due to a shortage of substitute teachers? | | | |
|--|--------------|----------|--|
| Responses | Count | % | Percentage of total respondents |
| Yes | 38 | 88.37% | |
| No | 5 | 11.63% | |
| Total Responses | 43 | | |

| Q6. Are you are aware of any shortages or vacancies created in your local districts due to the expiration of the critical shortage list waiver? | | | |
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| Responses | Count | % | Percentage of total respondents |
| Yes | 24 | 57.14% | |
| No | 18 | 42.86% | |
| Total Responses | 42 | | |