January 12, 2012

Results of Supply/Demand Survey

Predictive Special Education Personnel Data

FFY 2013-2019

»Purpose of the Survey

> Determine Special Education personnel needs by State, Region, District, and Charter over the next 7 years

> Determine the ability of the Institutions of Higher Education in providing those personnel

> Inform state level projects and activities

❖Respondents

- ❖Institutes of Higher Education
  - ❖ Utah State University
  - ❖ Southern Utah University
  - ❖ Weber State University, Special Education Programs
  - ❖ Brigham Young University, Counseling, Psychology, and Special Education
  - ❖ University of Utah
  - ❖ University of Utah, Department of Educational Psychology
  - ❖ University of Utah, Department of Communication Sciences and Disorders
  - ❖ University of Utah, Department of Special Education

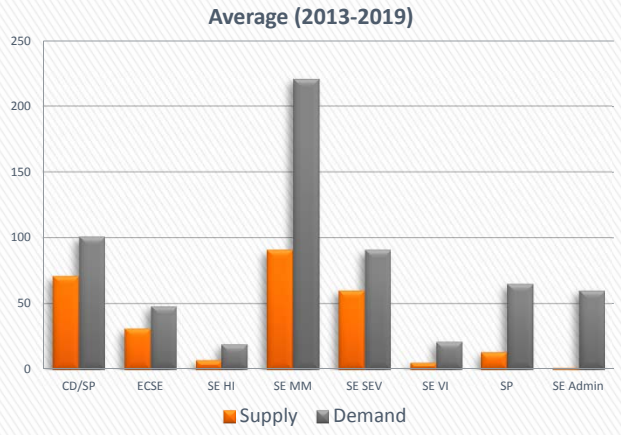
Response Rate

- ➢ Districts 76% (32/42)
- ➢ Charters 54% (42/78)

Average Needs

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019		Average
CD/SP Communication Disorders/Speech Pathology	96	100	95	102	105	104	107		101.257
ECSE Special Education (Birth-5)	49	47	47	51	48	48	48		48.2871
SE HI Special Education Hearing Impaired (Deaf)	18	19	19	17	20	21	19		19
SE M/M Special Education Mild/Moderate	216	219	221	230	218	219	221		220.514
SE SEV Special Education Severe	86	88	88	94	91	93	97		91
SE VI Special Education Visually Impaired	20	18	20	21	23	24	23		21.2571
SP School Psychologist	61	63	68	65	66	67	67		65.2871
SE Admin Special Education Administration	57	60	62	63	62	60	59		60.4257

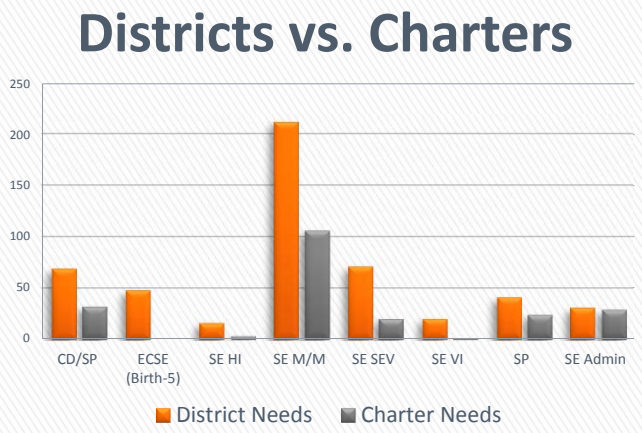
Average Needs



District Needs vs. Charter Needs

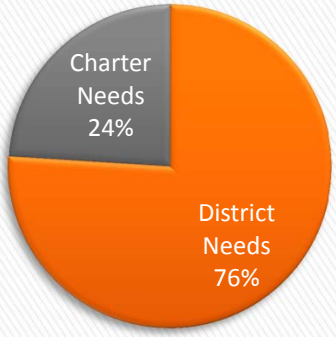
	District Needs	Charter Needs
CD/SP Communication Disorders/Speech Pathology	69	32
ECSE Special Education (Birth-5)	48	0
SE HI Special Education Hearing Impaired (Deaf)	16	3
SE M/M Special Education Mild/Moderate	212	106
SE SEV Special Education Severe	71	20
SE VI Special Education Visually Impaired	20	1
SP School Psychologist	41	24
SE Admin Special Education Administration	31	29

District Needs vs. Charter Needs



District Needs vs. Charter Needs

Overall
District vs. Charter Needs



District Needs

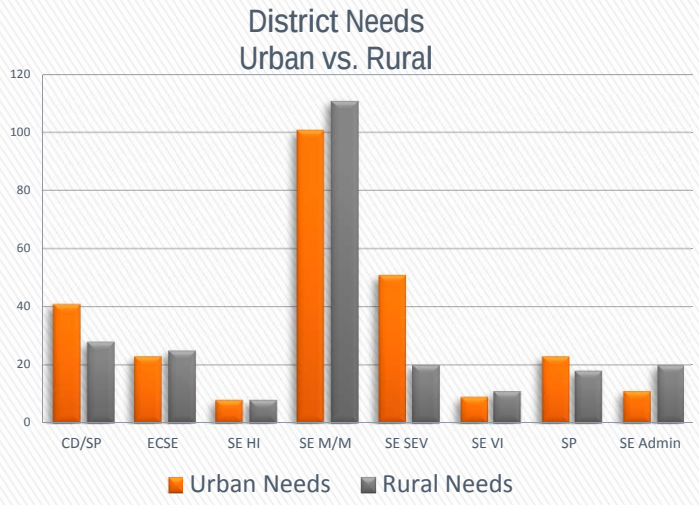
Urban vs. Rural

- **Urban Districts**

Logan, Cache, Weber, Ogden, Davis, Salt Lake, Granite, Jordan, Murray, Canyons, Alpine, Provo, Nebo, Washington

Urban vs. Rural

	Urban Needs	Rural Needs
CD/SP Communication Disorders/Speech Pathology	41	28
ECSE Special Education (Birth-5)	23	25
SE HI Special Education Hearing Impaired (Deaf)	8	8
SE M/M Special Education Mild/Moderate	101	111
SE SEV Special Education Severe	51	20
SE VI Special Education Visually Impaired	9	11
SP School Psychologist	23	18
SE Admin Special Education Administration	11	20



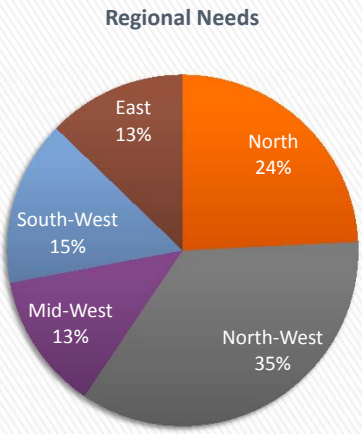
Regional Needs (5 Regions)

- North Region: Box Elder, Logan, Cache, Rich, Weber, Ogden, Morgan, Davis, North Summit
- North-West Region: Tooele, Salt Lake, Granite, Park City, South Summit, Murray, Jordan, Canyons, Alpine, Wasatch, Provo, Nebo
- Mid-West Region: Tintic, Juab, North Sanpete, Millard, South Sanpete, Sevier
- South-West Region: Beaver, Piute, Wayne, Iron, Garfield, Washington, Kane
- East Region: Daggett, Duchesne, Uintah, Carbon, Emery, Grand, San Juan

Regional Needs

	North	North-West	Mid-West	South-West	East
CD/SP Communication Disorders/Speech Pathology	18	29	6	9	7
ECSE Special Education (Birth-5)	10	18	5	10	5
SE HI Special Education Hearing Impaired (Deaf)	4	5	2	2	3
SE M/M Special Education Mild/Moderate	48	70	28	35	31
SE SEV Special Education Severe	19	26	9	9	8
SE VI Special Education Visually Impaired	5	7	3	3	2
SP School Psychologist	10	16	6	6	3
SE Admin Special Education Administration	9	8	5	3	6

Regional Needs



Regional Needs

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SP School Psychologist	10	16	6	6	3
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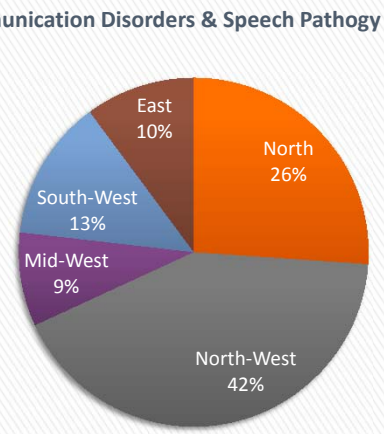
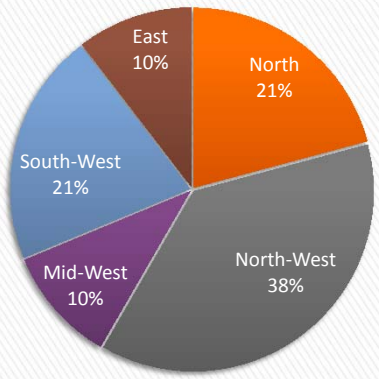
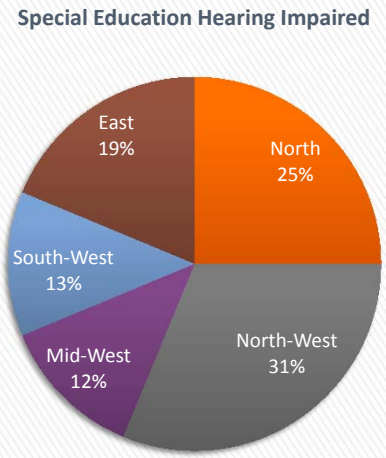
Communication Disorders/Speech Pathology Needs



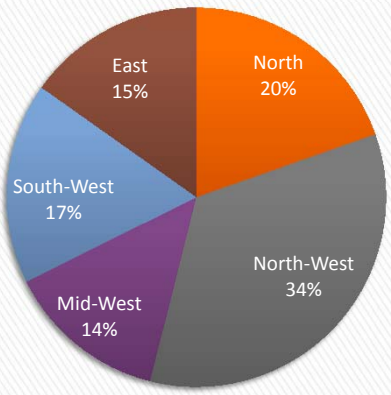
Early Childhood Special Education (Birth-5) Needs



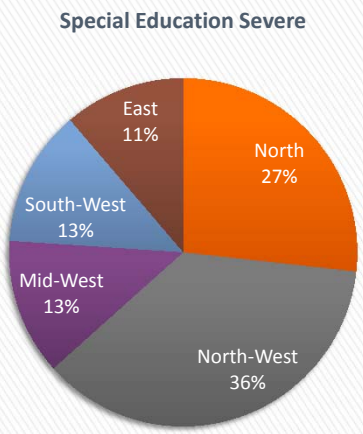
Special Education Hearing Impaired Needs



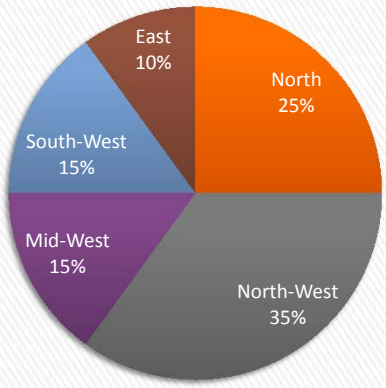
Special Education Mild/Moderate Needs



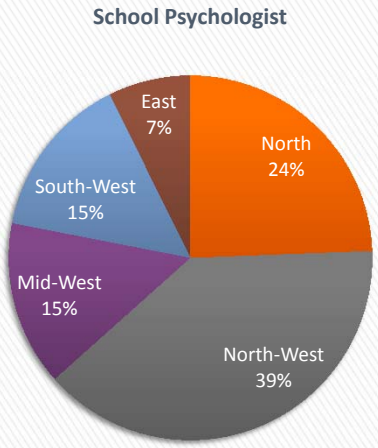
Special Education Severe Needs



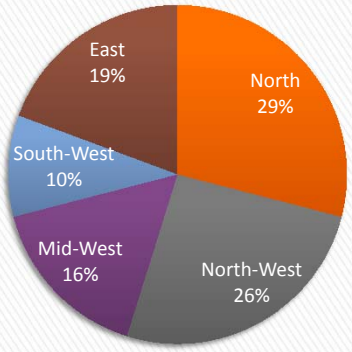
Special Education Visually Impaired Needs



Special Education School Psychologist Needs



Special Education Administration Needs



Charter Needs

Important Considerations

- ✓ Schools are limited to enrollment on the application
- ✓ New schools are being approved annually
- ✓ Existing schools are being approved for expansion

Influence of the survey

- Guide state level projects, activities, and budgets
- Determine ability of the IHEs in Utah to provide Special Education personnel to LEAs across the state

Conclusion

- The State of Utah has a greater demand for Special Education personnel than IHEs can supply
- School Districts account for 76% of the demand while Charters account for 24%
- Urban and Rural needs are nearly equal
- The North and North-West Regions account for most of the needs