



OSEP Symposia Series: Attracting Personnel to Serve Children with Disabilities

Symposium Live Recording

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Dwight Thomas

"Welcome"

>> Dwight Thomas: Good afternoon, and welcome to the third event in the 2019 OSEP Symposia Series, *Attracting Personnel to Serve Children with Disabilities*. I am Dwight Thomas with the U.S. Office of Special Education Programs, and I will be serving as your moderator for today's event. First, a bit of information about the technology, participants will be muted throughout this symposium, we invite you to submit questions in the ask a question box under the Q&A tab near the bottom of your screen.

We will try to address as many questions as possible during the Q&A session at the end of the event. Additional questions may be answered after the event and posted on a Symposium website. To enhance your viewing experience, we recommend closing all other programs and internet browsers, including email throughout the Symposium. If you do happen to lose audio or video, try refreshing your browser logging in through a different browser or asking for help in the chat box.

Additional tech support information can be found on the OSEP Symposium website. During this year's Symposia Series, we've discussed the importance of effective personnel for all children with disabilities. The three symposia have been interconnected. In the first event, we explored policies and practices that can be utilized to effectively prepare personnel. In the second event, we looked at best practices for retaining effective personnel and how we can support this process.

During today's Symposium, we will learn about how educational agencies and communities can attract effective personnel to their organizations and communities. Before we get started with today's presentations, I want to share with everyone that you will hear from several speakers today. Some are department grantees and others are practitioners and stakeholders, partners.

We have designed this Symposium to share valuable information that we think will assist our grantees and their very roles of improving results with children with disabilities and their families. However, the contents of the presentation do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the federal government.

As I mentioned, today's Symposium will focus on attracting personnel to careers in special education, early intervention, early childhood special education and related services. During this presentation, you will hear from experts, including current OSEP grantees, as they discuss strategies for addressing personnel shortages. Without further ado, let's get started with our first speaker, the Director of the Office of Special Education Programs at the U.S. Department of Education, Laurie VanderPloeg. In this capacity she serves as the advisor to the Assistant Secretary of the Office of Special Education and Rehabilitative Services on matters related to the education of children and youth with disabilities. Laurie



is our leader in this effort and has joined us for all three Symposia this year and we're happy to have her again today.

Laurie VanderPloeg
"Opening Remarks"

>> Laurie VanderPloeg: Welcome and thank you for joining us for the final Symposium of our 2019 Series, Attracting Special Education Personnel. So we're very excited to have you with us today. As mentioned in our previous two symposia, OSEP has committed to engaging our partners and our stakeholders in this critical, comprehensive, multi-faceted approach that we are taking to try and ensure that we have effective personnel to deliver high quality services to our infants, toddlers, children and youth with disabilities across our nation. So, this Symposia Series has provided us with an opportunity to explore each of these issues. It has provided an opportunity for us to identify what is currently working in the field. We've been able to identify great evidence-based innovative practices that are working, that are going to be able to have a positive impact as we move our work forward.

So today, we are focusing in on attracting personnel both into the profession as well as into the areas of greatest need. And with the beginning of the school year coming, I've been really hard pressed to not be able to read daily in all of the media news articles that are coming out about the teacher shortage and there is no State that's really being untouched by this critical issue. And so we have to look collectively how are we going to continue to work on that. Attracting new personnel really truly is going to be our greatest and most critical challenge of the three that we have been discussing so far in this series.

And so hopefully today you will be able to hear many new great ideas of what's currently working in the field that we can build capacity with across the nation. So as we discussed in our first two symposia, this is a complex issue that no longer is about just talking about how we prepare staff or how we work on our induction programs and our professional development opportunities to try and retain staff but how are we going to actually attract them into our profession. So we must focus very deliberative resources and strategies to attract potential teachers and providers into the profession.

The task is going to be very difficult and there are a myriad of obstacles that are in our way, we know that there is a low salary that teachers are facing, we understand the complexity of the student loans that they are facing, the negative media coverage. So we have a number of issues that we know are detracting staff from coming into the profession that we have to tackle. So how do we elevate the teaching profession and draw them in?

So we know that we have a stark decline in the enrollment of our professionals into the teacher preparation programs or our education programs across the nation. And this is becoming increasingly difficult to attract qualified and effective personnel into our classrooms and our buildings and our home settings for our children with disabilities across the nation.

So today from our speakers and within the resources available on the web, you will hear about programs and strategies across the country that are making a difference in attracting effective personnel both from the early childhood perspective and into our K-12 system. You will hear examples of Grow Your Own programs and the Teacher Cadet programs that begin with high schools identifying and supporting talented students who may be interested in coming into the profession.



These programs have the ability to recruit potential teachers from diverse backgrounds and others who may not have considered teaching as a career. You will also hear about work in colleges and universities to provide additional supports, both financial and otherwise to ensure students' success in certification and in employment. In addition to what you hear today, I also challenge us to think about the additional incentives and strategies that we need to identify to increase our ability to attract effective personnel.

A couple of more examples that I have for you: we have some universities that are designing specific alternative certification programs that focus on certifying career switchers and those would be people that would be looking at coming into the field of education as a second career. And they're coming in with technical expertise in math and science that would be great contributors to the quality of education that we want to deliver for our children across the nation.

Some community leaders are also stepping up to look at other solutions. So for example, the Bay Area and the Santa Clara County community leaders initiated the housing initiative that focused on helping teachers afford to live within a reasonable distance to their schools. Other communities have found ways to incentivize new teachers through housing allowances and reduced taxes. In San Jose, began offering a two-year tuition assistance program to encourage special education certification to address the critical shortage in special education.

So many states are engaging in this effort. For example, Minnesota as part of their Explore, Become Grow, Thrive effort has initiated the teacher cadet program as well as pathways to teaching, as part of their grow your own effort to identify potential teachers early and then provide them the support that they're going to need toward their certification. And that's going to begin in high school.

Other states such as Kentucky and Mississippi, have engaged in active campaigns to increase the public perception of teaching and attract new potential teachers into the classroom. So each of us has a desire to improve outcomes for children with disabilities and to do what we must to make sure that our personnel are well-prepared. But as we have discussed today, our collective responsibility goes beyond ensuring preparation programs that are of high quality and that personnel are well-prepared for the challenge.

We must also make sure that the systems and supports are in place to both attract them into the profession, to facilitate and enhance and hopefully retain them for a long successful teaching career. So I truly believe that one of the most important responsibilities that we have in education is to do our best to ensure that every child has an effective teacher. For that one variable is critical to opening so many of the future doors and opportunities for our children.

If one child starts school without an effective or qualified teacher in the classroom or a provider, it will not allow them to make the progress that they need, that's going to also open up the doors of opportunity and that's why today we are looking at innovative strategies and best practices being used to attract effective personnel both in the profession and in the classroom program. So, I'm very excited about the opportunity that you have before you, lots of great speakers coming up and at this time I'm going to turn it back over to Dwight.

Lisa Dieker

"Today's The Day: Teacher Shortages in Education"

>> Dwight Thomas: Thank you, Laurie. I encourage you all to read the full biographies of each of our speakers which are available on the website through the speaker bios tab under your video display. They are all doing fascinating work and I'm only giving you a glimpse of their achievements today. Our next speaker will be Lisa Dieker. Lisa is a Pegasus Professor and Lockheed Martin Eminent Scholar in the College of Community Innovation and Education at the University of Central Florida.

She serves as the Director of the University of Central Florida, Lockheed Martin Mathematics and Science Academy, Program Coordinator for the doctoral program in special education and co-director of the University of Central Florida Center for Research and Education Simulation Technology. Her research focuses on the harnessing the power of teachers working across disciplines and inclusive settings and teacher education, special education and simulation. Welcome, Lisa.

>> Lisa Dieker: Thank you, Dwight and good afternoon everyone. Thank you to the Office of Special Education Programs for the opportunity to be with you today. So today I'm going to be talking to you about Today's the Day: Teacher Shortages in Education. And my goal as a parent of a person with a disability and an educator is to stimulate your thinking about out of box ideas that we can use to support teacher, recruitment, retention, and attraction. So I wanted to share with you a question that I really want to ponder and bring up throughout the day. And I want to ask you, what have you done differently today to deal with the shortage? It's very clear we know we have a shortage that doesn't surprise anyone, so I don't want to spend a lot of time talking about the shortage, but what are some solutions we're currently doing and what are some novel ideas?

I plan to end today by sharing with you a partnership that we have in the Central Florida area related to something we are doing differently today. So, I'm going to start with a brief and summarize a brief from some work that I have to credit where credit is due. My amazing colleague, Marcie Rock got funding from the American Education Research Association to provide a Symposium where we brought 50 key stakeholders to think about the shortage in teacher ed., along with Bonnie Billingsley, Diane Ryndak and Melinda Leko. We spent three days talking about what are some solutions to the current problem we have.

I had the best role, I got to look at novel, out of the box ideas that people might use to think from other industries to help us address the shortage. So I plan to share a few of those today. So the Symposium paper that we created had three phases and I'm going to highlight work in each phase but spend a lot of time on the analysis phase from other disciplines. So this was supported by the Teacher Education, AERA, and in those three phases what we did is we said, "What are we currently doing? What are other disciplines doing? And what do we as a discipline need to do in the future?"

So I'll start with the synthesis phase. And the synthesis phase, there's no surprises here. I don't think you'll be surprised on the next slide to see that 51% of schools have a special ed teacher shortage and that shortage is the highest in our high poverty schools. But that shortage is not just in special ed, it's also in STEM, second language, we have a teacher shortage. Again, I don't need to tell you that. What I do want to remind us is, so there's a clear link between student achievement and highly prepared teachers. That's what I think is a national crisis. We should be staying up at night saying every kid that's missing a teacher, we've compromised, as Laurie said, their future achievement.

So what are the reasons for that? Again, in part of the synthesis phase, we looked at what were the reasons. None of these also surprise you, but I want to just quickly highlight a couple of these. So of course evaluation, salary, but also the social cultural status. We still hear too many people say, "Why would you want to be a teacher?" And I want to flip that script and say, "Why would you not want to be a teacher?" That's something I think we can do differently today. I think many times teachers are prepared fabulously by our colleges of education and alternative routes, but sometimes not in the targeted area they're going to serve and I'll highlight that as we talk today. Sometimes there's an issue with their working conditions, their leadership roles in the schools, the policies that changed from day to day, night tonight, hour to hour.

And then there isn't always professional development funds to elevate that. And so that's what we found where some of the reasons in the current literature. So I'm going to keep asking you this question over and over again as we end today from the Symposium, what did you do differently today at the end of your workday to help address a shortage? So as we think about the analysis phase, we started looking at what do we currently do in the teacher ed space. And then I said I had the best part, I got to go read what's happening in cybersecurity, in nursing, in all other professions that have shortages. What are they trying that maybe we haven't tried? And that's what I'm going to highlight in some of the discussion in this phase.

So what are we already doing? Well, as Laurie said, I think we're doing this but we're maybe not doing it nationwide. So of course we know it doesn't take a lot of money to change teacher's perceptions of the profession. Again, are we doing enough partnerships? I'm going to talk about that at the end today. Do we have targets of exactly what we need to prepare for? We've been doing that and having targeted hires and areas such as through the K grants and ASD, but again, is it enough? Is it the right amount at the right levels?

We've been doing a lot of residency programs in education, giving people paid internships on the job. We've also been recruiting at all different levels from students in high school, to paras, to all kinds of practices, but again, is it enough and is it synchronized and systemized across the country? We have a lot of wonderful cohort models. We often see federal grants supporting those cohort models but what happens when those end, how do we deal with industry partnerships with universities and community schools to build those partnerships to sustain cohorts?

We've also recruited from different disciplines, we do that quite often if there's an overage in a discipline, but again, sustained. And then the last part would be thinking about those alternative certifications. How do we bring in the right people in the right area? I think my son's best teacher ever was a psychologist and again, because she understood his Tourette's deeper than maybe somebody who had been trained in a traditional discipline. So again, thinking about where that fits, but as we move onto that, what have we done differently today? I just want to let you know some research that I just learned two days ago in the state of Florida. We opened the schools just a few weeks ago, we are short 3,500 teachers.

That means between 6,000 to 9,000 children don't have a teacher standing in front of them. So to me this is a national crisis. What can we do differently today? So I'm going to move on to those novel ideas or those analysis or solutions from other disciplines. And these are just things to ponder. As you're sitting there today listening to this webinar, I hope you'll jot down a couple of these and say, "I'm going to do something with that." So the first one is thinking about hiring teams, husband and wife teams.

We often do that if it's convenient, but it is it something we've targeted. Would you like to job share? Have flexible hours? Kids sick? Would you like to share a classroom? And again, job sharing is something many disciplines have done to really attract those families that want to have kids and have that flexibility.

Something fabulous that I had never really thought about is some places have used some things like Glassdoor and Indeed that says this is a person's expertise now we need to align them. Guess what? It's really hard to align them in special education because we prepare K-12 special ed teachers. We don't necessarily prepare the person who's going to teach fourth grade science in an inclusive co-taught setting. And so that articulation is really hard to use something like Glassdoor until we have better articulation. International hires in direct areas of shortages that might have expertise and then realigning and clarifying our workforce. I know I have 3,500 teachers missing in the state of Florida, but I'm not sure I know how many LD teachers in third grade I need now. And so again, we've got to do better job of clarifying what we need so we can fill those gaps in what we're doing.

We need to offer apprenticeships that are best part of the job, not the worst. In corporate America where people stay, the person who gets paid the most does the hardest job. The new person gets the easiest job yet, I think if you walk into schools often we flip that and the teacher who's new gets the hardest position, the hardest assignment and again thinking differently there.

Foster care, this was one that got me excited. I was like, "This is so appropriate for our field." I did not know that children in foster care when they become their own guardians get four year paid college tuition. And some disciplines have targeted those young adults to say, "Would you like to be a worker in our field?" I can't think of a group that might have a better understanding in our field than potentially kids in foster care. We have these wonderful Teach Grants that have made such a difference in attracting teachers, but we also have a lot of scholarships. I know my own university has scholarships for very unique things, there's no coordinated database like there is in other disciplines that if you want to be a teacher, here's a place that's got a \$10,000 scholarship waiting with your name on it.

And so again, helping us have that conversation could be helpful. Online gaming for recruitment, very popular in the STEM fields, but it's not just a game, it includes people who have a story that look like the students sitting in that game that says, "I want to be a part of that discipline," and again changing the perceptions. I think we've got to do better in saying which group are we producing at universities that have too much, too many majors and how do we change in what we're doing?

I think we have to better articulate the job. And this is one of my favorite ideas: I think we have to do a better job of giving teachers autonomy. So I was looking at what does tech companies, there's a huge shortage in tech workers cybersecurity. Interesting, Google, when they had a shortage, started giving their workers 20% of their time to do whatever they wanted. Not only do they not have a shortage, almost every other tech company that doesn't have a shortage followed that lead. Can you imagine a teacher having a morning and an afternoon, not dictated by anybody just to think and do what's best for their kids?

Probably they might still sit in the room with their kids, but it's their decision not being mandated. And again, I'll give you some ideas to feel that. Some last few ideas, again, just keep adding these novel ideas. Tell a teaching, almost every other job has a part that's telework, teaching has zero. Either you're an online teacher or you're brick and mortar teacher. How do we start to build a world that gives

teachers some flexibility in what they're doing? Could we offer, as was mentioned by Laurie, Free Community College for folks to say, if you're willing to be a teacher, here's your first two years. I'm a first gen college student and that was hard for me.

If there hadn't been tuition, I probably wouldn't be standing in front of you today. Thinking about AI and robots, again, I'm a technology lover, but think about it. Teaching has not been automated at all. The teachers still makes the entire car. Could we take some lessons from Henry Ford and find some automated task? Could we have AI facial recognition when the kid walks in so they don't have to take attendance? Could we have a thumbprint that does the lunch count? Could we take things that are every day a teacher does and automate those to make a difference? Again, some novel ideas.

Moving on to some ideas for retention, this one was really interesting from nursing. They found that they could retain nurses if they provided an onsite course the first year on all the things that made nurses leave, too many patients, not enough medication. That just in time support is something that I really got excited about. And then this one is really novel, but I was like, "Wow. As I think about it, this is right, we should flip the pay structure." Why do we pay APs more than teachers? I have nothing against an assistant principal, but how do we move people into that flipped pay structure? So again, I'm going to ask you that question from all those ideas one more time. What have we done differently today?

So what are some last summary of novel ideas? Again, I already mentioned better articulation of what's missing, having more flex times for teachers, using creative ideas for retention, day care, dog care, food, Google offers all of these, resources for parents, getting your car washed. It doesn't cost a lot but it sure would make you feel a lot better at the end of the day when you're exhausted getting into your car. And I think we have to change the perception of our fields as one of those ideas.

And we have to start being the positive marketer of teaching. We have to say to people not just, it feels good to be a teacher but, this is what's amazing. Come watch with me, come shadow me, come be a sub for a day. It may be hard, but I'll tell you, you'll go home happier than you've ever been in your life. I think we need a better story of what we do. And then I'll tell you Lisa's personal favorite, as I end to kind of move to a story what we're doing in our community is I think we need a teacher network. Twenty years ago we would not, we would not have seen people say, "Let's be a chef," but thanks to the Food Network that is a cool job today.

How do we change that perception? How do we involve senior citizens who might be in assisted living in tele-teaching? How do we add more learning and development for our teachers? And it doesn't take a lot of money to make a difference. And so again, just to summarize, I think the great ideas, our network, social media, ad campaigns, sharing our successes and challenges, increasing public recognition, reality TV show about teaching, and having new populations such as thinking about how do we get paras, gaming for middle schoolers, reciprocity and moving on.

So just sharing the last part of our paper and then the last idea, we did spend three days together and we had in the inquiry phase four groups that talked, we talked about technology, we talked about pre-service, in-service, and leadership development pipeline. We talked about whole systems and we talked about policy and legislation. And in that discussion it hasn't ended, we plan to follow that up at the teacher ed conference. We plan to follow that up with the Council for Exceptional Children, and we plan to follow that up at AERA.



So again, keep asking yourself every day, what can we do differently to alleviate the shortage. I'm going to end with my last couple of minutes talking about a partnership with Orange County Public Schools in Orlando, Florida. And in our Orange County Public Schools, they're doing lots of innovative things. And so I'm going to share with you a few things they're doing to retain and support their teachers, then I'm going to end with an actual activity I'm a part of on a daily basis.

So what you see here are just quick ideas of pockets of things they're doing, they have dog care. Millennials want dog care. I was like, "What a great idea?" They have daycare for their teachers, not in all schools but in some. Our State has what's called the Best and Brightest Funds with some new funding just being added to really reward teachers. They let paraprofessionals be paid on the job to finish their degrees, they don't have to quit their jobs in order to finish.

They use Kelly Services to get their substitute teachers and find gems within those subs to be teachers, they hire teachers, our student teachers, before they even finish their student teaching. They take our students on bus tours to show them the beauty of the kids and the buildings and the resources we have in Title I schools. They allow job sharing and one that I love is Latinos in Action where they take middle-schoolers and let them teach kindergartners and first graders to plant the seed to be a teacher.

They have an afterschool mentoring program where they hire chemistry, physics and biology teachers to mentor their kids and try to attract them into teaching. They give bonuses of up to \$1,500 to as high as \$15,000 to attract teachers into schools. They have J1 visas to get international teachers in targeted areas, and I want to share with you the partnership we have. We have two partnerships, we work with Orange County Public School and funding and dually supporting K-8 teacher leaders in mathematics and science and supporting career changers who transitioned from mathematics and science.

So this partnership is part of an endowment, that is a generous endowment from Lockheed Martin Corporation. It was funded in 1992. It's over 3.5 million and I have the privilege with faculty to spend the interest off that endowment annually. The academy have supported over 550 teachers, but I'm so excited about a partnership with Orange County Public School board, Dr. Jenkins, Dr. Williams and Dr. Villalba who said we want to do something different for our teachers in Title I school. So here is something that we're doing today.

So what we did is we recruited over a hundred teachers, a hundred teachers in Title I schools that are being completely funded 100% for their master's degree. In retention, we have asked them to stay for three years at a Title I school beyond the master's. This will lift up so many children in our Title I schools. But what's equally exciting is that you look at this graph of demographic data, look at the diversity of those teachers. Yes, I know we're missing some guys, I'm working on that because it's an elementary program. I challenge us all to do a better job of recruiting guys into elementary school, but really lifting not only those students up, but we're lifting those teachers up.

And the reason we're lifting those teachers up is they have celebrated these teachers in a way I've never seen in my career. So Dr. Williams came and said, "All right Lisa, if we're going to do this, I want Lockheed's logo on a lab coat, Orange County public schools logo, UCF's logo on a lab coat. I want these teachers in front of the school board. We're going to pay their tuition, we're going to pay their fees, they get bonuses". And I love what happened. So you see the image of the lab coat. First night she came to my class at Carver Middle School, so we actually teach our classes in Title I schools onsite so these teachers don't have to drive to campus.

And by the time she finished, one of the teachers said, "I feel like I'm on Oprah. You get a car, you get a car, you get a lab coat, you get free tuition." But I sat there and thought, "Wow, isn't that how every teacher in America should feel every day?" And so I really want to applaud that and I want to end with this image that I believe every teacher, every district leader and every university should feel like this picture, this represents Orange County, UCF, Orange County Public Schools' teachers, they should be celebrated every day. And what I believe is that we have to do something to address the shortage but we have to do it while we celebrate teachers.

Thank you so much for this opportunity and I hope you will do something differently today. Thanks.

Lindsey Hayes

"Elevating the Teaching Profession: National, State, and Local Examples"

>> Dwight Thomas: Thank you, Lisa. And those words, certainly some incredibly fascinating ideas. Next we have Lindsey Hayes. Lindsey is a senior researcher at the American Institute for Research where she provides technical assistance for projects related to special education and educator preparation. She works with the Center on Great Teachers and Leaders to help States advance educator talent management strategies. She leads the Center's educator shortages in hard to staff contexts project and serves on the mentoring and induction team as a content development lead. Welcome, Lindsey.

>> Lindsey Hayes: Thank you, Dwight, and good afternoon. First, I'd like to thank OSEP for the opportunity to talk today about the national landscape for elevating the teaching profession. I'm going to be sharing a few examples of national, State and local programs and resources focused on attracting teachers to the profession and marketing teaching as a really exciting, important and rewarding career. Next, please.

Before I do that, I'd like to start with a question for reflection. What messages are we sending prospective teachers about the status of the profession? And furthermore, who is sending those messages? Here, I just jotted down a quick list of some stakeholders that I could think of. We see some usual suspects on this list, state education agencies, districts, school leaders themselves, current school personnel, but there are also some others. What about the media? What about elected officials? How about the business community? Or even like this Symposia Series today, the U.S. Department of Education itself. There are a lot of stakeholders in play here.

This wide ranging list of stakeholders presents us with both a challenge and an opportunity. The challenge is that there is the potential here for mixed messages. We have a lot of stakeholders with, while a shared goal, a lot of different ways of going about that goal, but we also have an opportunity here. And the opportunity is that through collaboration we can send messages to prospective teachers, that the teaching profession is exciting, it's rewarding and it's vitally important to the functioning of our society. This collaboration is built on several guiding principles. The first is shared ownership across these stakeholders, we need to have everyone at the table to be generating solutions around attracting teachers to the profession.

The second is collective action, it's not just enough to talk about it, we have to take action and do something. The third is consistent messaging. Again, it's very important that we are consistently sending



prospective teachers a message that the teaching profession is a profession that you want to be in and you want to be in long-term.

Finally, commitment to equitable access. Equity underpins all of our work, it's why many of us go into teaching. I know it's why I did. Equitable access is so important because we need to make sure that we are targeting our messages about the teaching to profession to make sure that we're attracting teachers for the students who need them the most. And the students who are most in need of effective instruction. And I don't need to tell anyone who is watching this webinar today, that students with disabilities are one of those groups that are most in need of effective instruction.

So today I'm going to share just a few brief selected examples of national, State, and local programs and resources. There are many programs out there across the country that are making a difference. I only have time to highlight very few. I hope that this sparks people to go out and research these programs and resources and then look for others. So, I'm going to start with talking about examples of national campaigns to elevate the teaching profession. The first is TEACH.org, TEACH.org is a nonprofit organization that was launched by the U.S. Department of Education and Microsoft.

The organization provides information to those interested in entering the teaching profession. This resource is really great because of the depth and richness of the career exploration and planning resources that it offers. There are a lot of tools that are intended to help prospective teachers explore the profession. And furthermore, design their customized pathway into teaching. We know that when we designed those customized pathways to teaching, we are able to attract different kinds of people into the profession, diverse candidates, maybe mid-career changers, maybe starting with young people and making sure that as they are coming up through secondary school, they are interested in teaching as a profession post-college.

TEACH.org also has state and local partnerships in over five regions, so you can see examples of what this looks like on the ground in action. Another national campaign that I will highlight is Teach Strong. Teach Strong is a national coalition of over 60 educational organizations, they are dedicated to modernizing and elevating the teaching profession. This campaign calls for states specifically around the area of policy and policies related to recruiting, supporting and compensating teachers.

Teach Strong has made some connections here to ESSA and how we can leverage ESSA funding to go with these strategies that are around attracting teachers to the profession. This campaign again is really focused on State level policy and furthermore, bringing the appropriate partners to the table along with states to work on strategies related to attracting teachers to the profession. Now, I'm going to talk through a few selected examples of State-level campaigns. The first I'm going to highlight comes to us from Louisiana. The Louisiana Be a Teacher campaign is a website that is devoted to providing an outlining pathways for teachers in the state of Louisiana to enter the profession.

This is very important because it does recognize that there are multiple pathways into the profession. We need to make sure that we are targeting both high schoolers and people who are mid-career launchers. We need to make sure that we are providing information about preparation program pathways. I know that sometimes those preparation pathways and information about that, it can be confusing how that preparation pathway leads to certification, but this is a way to make sure that in the State of Louisiana, every prospective teacher has resources to access that can show them how that pathway would look for their specific context.



Another thing that the Louisiana Be A Teacher Campaign highlights are opportunities for career advancement. I think this is very important if we want to attract prospective teachers to the profession, there have to be opportunities to advance within your profession and teacher leadership roles are one of the very important ways that we can do that. And the Be A Teacher Campaign definitely highlights how teacher leadership roles can help attract people into the profession and keep them there long-term.

The final example I'll highlight comes to us from South Carolina, their Dedication to Education Campaign. This campaign really promotes the image of South Carolina public schools as a great place to teach. Something that it does very well is makes the connection between educators and the schools and students that they serve. So this website is not only dedicated to showing how great the teaching profession is generally, but it makes a point to show that South Carolina schools are a great place to teach and good things are happening in South Carolina schools.

It really is designed to make teachers want to be there specifically in South Carolina. Another thing that it has are very State-specific teacher recruitment and leadership resources. Again, much like Louisiana, it emphasizes the idea that if we want to attract and keep teachers in the profession long-term, there needs to be opportunities for career advancement.

So those were just a few of many programs out there that are making a difference, but I will highlight a few key resources that show summaries of efforts across States to elevate the teaching profession. The first is an interactive map that you can see an image of here of nationwide efforts to elevate the teaching profession. You can see specifically what are going on in States across the country related to attracting teachers, but also preparing and retaining them. The next resource that I will highlight comes to us from the Council for Chief State School Officers. It is a microsite entitled Taking Action: Strategies for Building Teacher Pipelines. It is organized around six key strategies for elevating the profession. One of those strategies again is really around attracting teachers into the profession and there are really great resources there.

The final resource that I will highlight deals with ESSA in Title II specifically of ESSA. This brief talks about how States are leveraging Title II of ESSA to modernize and elevate the teaching profession, and I think this is a really great resource for any States or districts out there that are saying, "Well, all this is great, but how do we fund it?". So, I've talked through a few national and State examples, but let's talk about what this looks like on the local level. It's vitally important that our strategies to attract teachers into the profession are grounded in local context.

And this is where we can make a connection back to what Dr. Dieker spoke about related to shortages. We need to make sure that we are in order to address shortages focused on yes, attracting teachers to the profession but then once we've attracted them, how do we prepare them and retain them? And that is very much in keeping with the theme of this Symposia Series: attract, prepare, retain. So, I want to highlight an upcoming resource from the Center on Great Teachers and Leaders and the CEDAR Center that will be launched in a national webinar next Friday, August 23rd. I encourage you to join us. It is to launch our Educator Shortages in Special Education Toolkit for developing local strategies.

There are four parts to this toolkit that I'll briefly highlight. The first is a primer on special education shortages. If you are looking for information about the latest research or the national landscape, this would be a great place to start. This will also be where we are highlighting a joint effort that we have

undertaken with our partners at the Learning Policy Institute to supplement an existing teacher shortage solution toolkit that they are maintaining. We have helped them and collaborated with them and worked with them to add special education specific resources to that toolkit.

So that again provides a lot of the latest research and really sets the stage for understanding special education shortages and the national context. The next part of the toolkit is a data tool that we are very excited about. This data tool is intended to bring teams together consisting of State education agencies, local districts and educator preparation programs, and start some initial conversations about the nature of their shortages.

Where along the educator career continuum are you seeing shortages develop? And then from there, not just taking a look at the data but really drilling down into the root cause as well, why are we seeing a shortage develop at this particular point of the career continuum? This tool is intended to spark those conversations that can then lead to those good conversations about root causes and really selecting strategies that are targeted to the root causes. We have a facilitation guide that is intended to guide State teams through the process of doing this all the way from understanding the national context to analyzing data, to drilling down into root causes and then selecting evidence-based strategies based on those root causes.

The last thing I'll highlight is then our strategy selection tool, we know that once we have gone through that process, States and districts are going to need a lot of support with implementation of their selected strategies. Whether that strategy to address shortages is grow your own programs or mentoring and induction or strengthening teacher compensation and incentives. States and districts will need support. So what this strategy selection tool will do is organized around this OSEP framework of attract, prepare, retain. It will help provide resources related to implementation for those sub-strategies.

So earlier we heard about a great example in Minnesota around their teacher cadet program and their pathways to teaching their strategy for attracting teachers into the profession came along that pathways to grow your own programs. This might be a place and an example of how they could find further resources to support implementation for those grow your own programs. So, I've only had a few minutes today to highlight some of the many examples of great programs and resources that are out there that are attracting teachers to the profession.... Thank you for your time today, I appreciate it.

Jaumeiko Coleman

"Efforts to Attract Audiologists and Speech-Language Pathologists to Serve Children"

>> Dwight Thomas: Thank you, Lindsey. And again, thank you for highlighting those great programs and resources. Next, we have Jaumeiko Coleman. Jaumeiko is the director of the American Speech-Language-Hearing Association school services team. Her responsibilities include tracking national trends that impact the work of school-based speech language pathologists and collaborating on the development of the resources and policy to support school-based members. Welcome, Jaumeiko.

>> Jaumeiko Coleman: I am here today to talk to you about educational audiologist, school-based speech language pathologist, but also broadly the part C population as it relates to serving those students in schools and why it's important to attract those individuals to working with our children.



There are several data sources that indicate why we need to attract audiologists and speech language pathologists. What you see here before you are 2017 Part B IDEA data on the 6 through 21 population.

The first number that is circled there refers to the hearing impairment population. These individuals as well as the students who are in the speech language impairment disability category are the primary disability categories that our audiologists and speech language pathologist work with. However, the larger number that you see there includes children with reading and writing disorders and they fall under the specific learning disabilities category. And within that category and within that context, those children have fundamental language disorders and so hearing impairment can also be an issue that they contend with.

And if you look at the broader scope of children who fall into those disability categories, you will know just based on the work that you've done that the comorbidity or the relationship between language disorders, hearing disorders, and speech disorders is high. So audiologists and speech language pathologists may work with all of these categories. Again, it really does emphasize the need to attract those professionals to work in special education broadly.

ASHA's efforts are broadly focused to attract speech language pathologists and audiologists. One of our main campaigns is the Make a Difference, Make a Change Campaign. This initiative is just broadly charged with attracting people, individuals at different levels, high school level, individuals in different settings to come and work as an audiologist or speech language pathologist. Materials from the campaign are distributed at schools, colleges, places of worship and other community sites. There's a special focus on individuals from underrepresented populations, African-Americans, Asian-Pacific Islanders because those individuals have a special connection to the community and we want to make sure that they bring their cultural understanding linguistic experiences to the forefront.

In addition, this campaign has a special focus on male recruitment. We have a number of males who fall in the population of students who receive services for speech, language or hearing disability, and so we want that representation from a personnel perspective. One of our major efforts started in 2006 is the National Coalition on Personnel Shortages in Special Education and Related Services, fondly known as NCPSSERS. The mission of NCPSSERS is to develop and disseminate resources and strategies at the State, local, and district level to help identify and remedy personnel shortages and persistent vacancies in special education.

This includes targeting specialized instructional support personnel services, which audiologists and speech language pathologists falls under. ASHA co-chairs this coalition which includes over 30 member organizations such as the American Association of Occupational Therapy, the American Association of Physical Therapy are some to name a few.

NCPSSERS targets are very broad, they target not only grassroots efforts but also targeting individuals like yourselves, decision makers. And so the first resource you see there, the Make a Difference in Schools Become a Related Service Provider video is the compilation of conversations with related services personnel, also known as SISP, specialized instructional support personnel, talking about why they enjoy being in the profession.

Some of the things they've mentioned are: we like collaborating with other educators to try to come up with unique ways to help children who need support in special education. They've also talked about



some of the advantages they've seen in working with families directly, working with children directly. The second resource you see is the NCPSSERS recruitment strategies resource. This is directly targeted at our decision makers, it provides tips on system wide strategies that you can implement such as making sure you have alternate pathways for people to enter into special education.

Another opportunity that we have at ASHA is to work with the National Consortium for Health Science Education. This targets high school health science education teachers and State level administrators. The focus is on making sure the students know that our professions exist and that there's an opportunity to work with students in different ways through the health sciences, such as in the role of an audiologist or speech language pathologist. ASHA has a staff liaison who provides presentations at the National Consortium for Health Science Education at board meetings, develops webinars so that members are aware of the roles and responsibilities of speech language pathologists and audiologists.

These resources help high school students to understand what their role could be through the teaching of their teachers who work as part of this National Consortium for Health Science Education. We also have a relationship with the National Association of Advisors for Health Professions. This is targeted to our college level advisors and we are targeting at this level the undergraduate students who are pursuing allied health professions. Again, the focus here is on making sure that the members of this group are aware of with the roles and responsibilities of speech-language pathologists and audiologists are. This is done through exhibiting at conferences and sending newsletters to advisors so that they know about any changes that might impact their work.

ASHA has a strong relationship with the Educational Audiology Association through a memorandum of understanding. One of the biggest efforts related to attracting educational audiologist is the Educational Audiology Association Doctoral Scholarship. This promotes practicing in school as an educational audiologist. There are two target populations, the first one are current educational audiologists who are pursuing a doctoral degree in a profession that is different from audiology. So perhaps in school administration that will advance the field of educational audiology, expand awareness of educational audiology and bring that to the forefront as being a member that should be at the table.

Current students pursuing a doctor of audiology degree are also targeted because these individuals are about to go into the field, they're about to complete their fourth year, which is also known as the clinical externship in a school based setting. State efforts are broad. I'm going to provide you with a few examples of what those include next. So ASHA is tracking and supporting the implementation of universal licensure. Another term for universal licensure is comprehensive licensure. In a State, there's a body that regulates licensure, as you know, and the target of universal licensure is to have that come down to one body that regulates those various professions, regardless of the setting within which those professions work.

Currently, 25 States have a single license for speech-language pathologists to practice in their State. Additional States such as South Carolina, Nebraska, Wisconsin, are working with State licensing boards and departments to pursue this single license. Some of the benefits of the single license include there being one in requirement only, so that takes away many of the roadblocks that some members might face when they're trying to decide, "Do I want to pursue this? Is this going to be difficult to get into the field?". Reducing that and facilitating getting into the profession. And it allows easier transition from one setting, maybe a hospital to a school.



The map that you see before you is a map that shows where things currently stand with comprehensive licensure. If you look at the States that are blue, those are States where you have a State license that allows you that easy access into a setting. Whereas if you look at the green States, you are able to enter into the school setting for example but there might be a pathway. So let's see if the State license and then you might need to get a teacher's license before you can go on and work in that school setting.

So there are many opportunities but some States have made that opportunity a little bit easier. State entrance and exit criteria are another mechanism that could facilitate recruitment, depending upon the setting within which you work this criteria may be called eligibility and dismissal criteria. All of them should be aligned in some way with federal laws like the Individuals with Disabilities Education Act, the Americans Disability Act and the Rehabilitation Act of 1973 under section 504.

Some States have developed their entrance and exit criteria to facilitate timely and comprehensive services to students and their families. The criteria is used then to determine which students will benefit the most from services, how and when those services should be delivered as well as when should students be dismissed from services. In some cases, the SLPs caseloads have been reduced because they have set criteria that are very clear about the students that should be on their caseload as well as what the triggers and targets are for dismissing students. Some districts have been able to hire more SLPs because there's proof in the pudding about the parameters and how they work in promoting students success.

State grants for SLP student loan forgiveness is another avenue for recruiting SLPs into the field. A few States have passed legislation that provides student loan forgiveness for individuals who work in schools as well as faculty in universities. Loan forgiveness really helps attract those qualified professionals because the criteria are set in place to do so. And in that case, you have situations like in rural settings where you really want to make sure that you have the highest quality provider because there are special challenges.

There are a couple of States who have done some very unique things, Mississippi and Texas being two of them. In Mississippi, the legislation was passed that provided \$35,000 for 10 speech-language graduates per year. And those individuals have to work in rural and hard to staff schools, primarily Title I schools. This program continues today and is strong. Texas adopted legislation that would forgive \$30,000 in loans for up to 250 school clinicians and \$45,000 in loans for 10 doctoral level faculty. The Texas Speech Language Hearing Association funded that program for two years and continues efforts to keep it funded.

Ohio has a very comprehensive program in place, it's the Ohio Master Network Initiatives and Education Program designed to help educators who work with students with communication disorders. It was started in 2007 and continues on today and the key component of the OMNIE Program is that there are guidelines that were developed and revised to address the shortages in schools. Those guidelines were then promoted to schools, teachers were brought into the program to understand one, what the focus should be with the OMNIE Program as well as to support their ability to work with SLPs and understand the impact of communication disorders on students' ability to succeed in the classroom. That effort also continues strongly.

So now what are the trends in growing audiology and speech language pathology services? We'll start with audiology. There's an upward trend in total enrollment in our terminal degree program, which is



the audiology clinical doctorate, with regard to minority student enrollment, again, an upward trend in the percentages. We see a slight decline as it relates to male student enrollment, which validates the need to continue to recruit males into our programs. But overall, the degrees granted are up. We look at these speech language pathology trends, we see that the total enrollment is high. We see again, an increase in minority student enrollment from 2010 to 2018.

With regard to males, again, that effort needs to be strong to pull them into our profession and the degrees granted is rising in the speech language pathology realm. And lastly, what does our membership look like? We have over 204,000 members, that number continues to grow. Certified audiologist members increase from 12,329 to 12,480 and then with regard to certified speech-language pathologists, we've seen an increase of over 166,000 to 172,000 between year in 2017 and year in 2018. It's great to see our membership grow. Thank you.

Whitney Hanley

"A Teacher's Perspective"

>> Dwight Thomas: Thank you, Jaumeiko and thank you for sharing those efforts to attract audiologists and speech-language pathologist to serve children. Next we have Whitney Hanley. Whitney is a doctoral student, AACTE Holmes Sholar and LEAD IT scholar in the doctoral program for exceptional education at the University of Central Florida. Whitney is a former special education teacher whose research interests include the use of evidence-based supports and interventions with culturally diverse females with emotional and/or behavior disorders. In sharing her story, Whitney will demonstrate what is possible when talented students are recruited, support it and mentor. Whitney?

>> Whitney Hanley: Thank you. I'm honored to be here today to talk to you all about my story for what attracted me to the field of special education. So, my journey towards and through the profession involves one of consistency, mentorship and support. My community and the adults within it made an intentional and authentic investment in me. And quoting the late, Rita Pierson, they understood the power of connection and made sure that I had everything I needed to be the best that I could possibly be.

So I grew up in a small town in Owensboro, Kentucky, and I was part of a very small family that was very close. I was a shy and reserved student, so it often took me a little extra time to acclimate to things that were new to me. But the importance of connection and being part of something larger than myself was instilled in me early by my late grandmother, Maddie Hanley. It was her who made that difference in my life, it made me desire that same connection in school and in my community.

So my kindergarten teacher, Ms. Jeffries [inaudible 01:02:32] elementary set the tone from her experiences as a student. I remember that every day she was stand outside her door and greet us with a hug. I instantly started my days lifted and I was inspired. So in and out of school I had this tribe made up of adults that made sure I had everything that I needed to be successful. They made the effort to do things differently, they understood the power of connections, and they made me excited to be in school and want to be involved.

Very early I knew that I wanted to be a teacher because I wanted to be part of something that was larger than myself. Teaching was appealing to me because of the intentional system that I was part of.



People who understood the three R's of good teaching, relationships, relevancy, and rigor. I held on to every word of encouragement and every challenge to do well because I knew that my teachers cared about me.

From my third grade teacher, Ms. Record, who always said, "Be the best you that you can possibly be." To my fourth grade teacher, Ms. Harrison, who seemed to be six feet tall with her high expectations for us, and her insistence that we have our own visions for the future. Ms. Jeffries, Ms. Harrison, Ms. Record and so many more took the time to go beyond knowing me and they truly saw me. Pulling out my strengths and looking for opportunities for me to grow.

So this tribe of school, community, and family partnerships continue throughout my education. And early on I became involved in Girls Incorporated. This is where I met Ms. Tish and Ms. Courtney and was instantly lifted and inspired. Girls Incorporated is a nonprofit organization that serves girls and it provides gender-specific programming that's focused on the mission of inspiring girls to be strong, smart, and bold women of tomorrow.

It was Girls Inc. ... I started as a member at the age of six, eventually I was a program facilitator and then before I knew it, I was speaking at a national conference introducing the former CEO. My tribe and my connections continued to grow in middle and high school, I continued to stay involved. I was a member of the Youth Crime Watch and the STARS program, which stands for Students Teaching and Reaching Students. In this program, we had mentors, Mr. Tandy and Ms. Hanner who sponsored us to go on college tours and they also connected us to financial supports for school.

It was them who I went to help fill out the application for college and those connections that I made that connected me to the Minority Teacher Recruitment Project. So from elementary, middle and on into high school, I was lifted by people who use the power of connection and set me on a growing path to a fully funded scholarship to the University of Louisville. From the first day on campus at U of L, I had a student mentor who helped me navigate my first year. Dr. Hambrick, the former director of the MTRP program, made sure that we had everything we needed to be successful.

She, from everything from completing our class schedules to making sure that we had everything for our teacher certification test prep. And we were also sponsored to go to conferences like the National Association of Black School Educators. It was the MTRP program that supported me well into my graduation day from the University of Louisville. And it was also the MTRP program that allowed my tribe to expand and connecting me to my first teaching position. The power of connection. My first year I had support through the Kentucky Teacher Internship Program and because of the leadership of my school principal, Ms. Johnson, I never felt alone. My tribe continued to grow, my desire to expand my connections never left because it was carefully planted in the beginning.

At the end of my third year of teaching, I looked for places to advance my degree, and it was when I moved to Georgia to pursue my master's at Georgia State University where I met my mentor and advisor, Dr. Gallagher. Dr. Gallagher encouraged me to keep expanding my connections and supported me while I taught and went to school, earning my master's at Georgia State and onto my specialist degree at Piedmont College.

She took the time to know and see me. We would often have conversations about the need for more special education faculty in the field and especially women of color, and it was that connection that



impelled me to do more. I called Dr. Gallagher and I was instantly lifted. We discussed my options and she connected me with the Hexie Network. Through the power of connections, I began networking and searching for a Ph.D. program. One of my first conversations was with Dr. Dieker and Dr. Hans at the University of Central Florida. And I remember their ability to assure me that the program was going to be a personalized experience, and they reminded me as I prepared for my first interview that I should go into the interview, understanding that I was also going to be interviewing them.

Looking for that best fit, the power of connection. I thought if this is a glimpse of what the program would be like and they made this apparent from day one, I wanted to be a part of it. So when I was accepted into the Exceptional Education Doctoral Program at UCF as a LEAD IT scholar, my tribe again grew. I joined the family of educators with the shared vision of making an impact in the field and improving outcomes for students with disabilities.

The program has given me a range of experiences from attending and presenting at national conferences to partnering with schools to provide behavioral support and experiences for students. Expanding my commitment to service opportunities by mentoring young girls in the community, teaching courses and seminars on critical issues within the field, recruiting and mentoring new doctoral students, being connected as part of a team to help reinstate our undergraduate exceptional education program, collaborating with faculty on research projects and most recently participating in an eight-week leadership and policy internship at the Office of Special Education Programs, which may have a little bit to do with why I'm standing before you here today.

Originally, I felt that I was leaving the classroom when I decided to go to graduate school from the K through 12 setting. Now, I've shifted my thinking, I realized that I never left. Every experience that I have, I keep the classroom with me. And it's what drives my passion in being a special education teacher. From my kindergarten experiences with Ms. Jeffries, waiting to greet her at the door with my hug, to now standing as the doctoral student today, driven to keep our students and their needs at the center of our work.

Education has been planted in me as an opportunity for endless possibilities. My tribe of school, community and family knows the power of connection. I've stayed and I continue because I know that I'm one of the lucky ones. My attraction to the field began and extends with my being part of an intentional system that focused on working for and with me. Thank you.

*Video: Prince Williams County Schools
"Growing Our Own"*

>> Dwight Thomas: Thank you, Whitney. We all can appreciate you sharing your personal experiences. Now, we will go to two video presentations. The first video highlights strategies for attracting prospective personnel to the field of early intervention. The second video highlights a district implementing a grow your own program. We will be back with all of our speakers for questions and answers when we returned in a few minutes. As you watched the videos, feel free to submit a question to our panel. Thank you.

>> Narrator: Stephanie Terezon is a 2011 graduate of Garfield High School and a former student of Kerrydale Elementary School and Beville Middle School. Now, she's a kindergarten teacher at Bel-Air



Elementary School. Inspired by her first and third grade teachers. Ms. Terezon knew from a young age that she wanted to be a teacher. Thanks to the school division's growing our own teachers program, she was able to get a head start on this career path.

>> Kelli Stenhouse: Nationally, there is a shortage of teachers and traditional teacher preparation programs in colleges and universities across the nation. We are committed to encouraging our students to choose this rewarding and exciting career path.

>> Narrator: For many years, the school division has offered classes to inspire students to pursue this rewarding career. In 2007, the school division welcomed a partnership with the Today's Students, Tomorrow's Teachers Organization, better known as TSTT. It is now in six high schools and proved to be very beneficial for Ms. Terezon.

>> Stephanie Terezon: Today's Students, Tomorrow's Teachers brought me so much experience that when I went to college and I started to do practicum and observations and things that I was already so prepared for, whereas my peers were not as prepared for those things. So just being able to have that connection with the student, being able to do like lesson plans and manage time, and that kind of thing. The school divisions, TSTT program recruits, mentors and trains culturally diverse and economically challenged students into the field of teaching.

>> Narrator: The program is associated with a national model addressing the critical shortage of teachers of color. The TSTT program provides a vehicle to identify potential students to become teachers and work with them through a proven syllabus as a part of the investment of the school division during the high school years. Students in this program have the opportunity to apply to a network of colleges and universities that provide a 50% tuition discount or scholarship funds to assist with college expenses. They also receive a mentor through the TSTT network of colleges or universities. TSTT is one of three programs in the school division that make up the growing our own teachers initiative.

>> Kelli Stenhouse: We have the Virginia Teachers for Tomorrow Teacher Cadet Program, which is currently offered in six of our high schools and we also have the Educators Rising Club, which is a career and technical student organization, which was formerly known as the FEA or Future Educators Association.

>> Narrator: At Garfield High School. Ms. Terezon participated in both of these programs.

>> Stephanie Terezon: It'll either show you that you do want to be a teacher or show you that teaching is not what you want to do and especially doing it in high school and not having to go four years through college and to then find out this is not what I wanted to do. It's just a time saver and money saver when college is so expensive. So I think I would say go ahead and do it at least for a year and if it's not for you, it's not for you, but you'll know and be more sure of what you want to do.

>> Narrator: There are approximately 300 identified students for the 2015 - 2016 school year who have expressed an interest in pursuing careers in education. The school division hopes that someday they too will be teachers in a Prince William County Public School. For more information about the growing your own teachers program, visit the school division's website.

Video: Benny Delgado

>> Benny Delgado: My name is Benny Delgado and I am an early intervention developmental therapist, or what is known nationally as an early intervention special instructor. I was asked to speak with you today, as you begin to focus your discussions around strategies for attracting personnel to serve children with disabilities. This topic is one that is personally quite interesting to me, from not only my vantage point as a direct service provider and a pediatric transdisciplinary practice owner, but also from the broader roles I possess, as president of the Illinois Developmental Therapy Association, and a provider representative on our State's Interagency Council on Early Intervention.

Now over the last thirty years, we have seen increased awareness and increased identification of various diagnoses, as well as an ever-growing knowledge base of the importance of evidence-based intervention, and instruction, related to neuro-diverse individuals and the impact that has. These are some of the many reasons why it is critical that we have a robust workforce that is knowledgeable, flexible and vibrant. So how do we go about attracting these high-quality professionals? Well, first it begins with developing messaging. As a special education system, we must be able to effectively and eloquently communicate what our common goal is, across the various branches of special education, the special education system, where we seek to expand personnel. Exploring the various factors that individuals consider when choosing a career path, can be extremely helpful so that we can highlight those elements that we possess in our field that may be appealing to those who may be interested in the field.

Things like opportunities for career advancement and growth, the social environment with which one works in and the meaningful connections that are created in that environment, are all important to be able to highlight. As well as overall job satisfaction. We want to be able to share with prospective individuals interested in the field the profound impact that the members of the workforce have on the lives of neuro-diverse individuals, their families, and their communities. We want to gather and share stories for professionals in the field of the immense gratification that they feel from eliciting change in the lives of others, and what it feels like to empower another individual.

Well now I'm going to share with you guys one of the ways that we achieve this through the Illinois Developmental Therapy Association. We did this by creating a "What does it mean to be a DT?" campaign, where we had developmental therapists submit to us little quotes or testimonials or anecdotes of what it meant for them to provide this important service in the early intervention system in Illinois. By the way, we have permission from the family you see depicted here to be able to share this picture with you. Then what we do is, we use these types of messaging tools to generate a buzz about the field, casting as wide of a net as possible to pique the interests of individuals who might consider a career in the field of special education.

We want to contemplate the various ways we can connect with high school students, who are at the beginning of formulating their interests before eventually choosing a career path. Being that we do this through direct outreach, and providing materials centering around the field of special education, or creating collaborations with the schools to provide learning opportunities for these students that involve them in observation and learning from professionals who are currently in the field. We want to be more intentional about collaborating with universities, who prepare those in the related service fields, such as speech and language pathologists, audiologists, psychologists, physical and occupational therapists, so

that we can provide them materials about this area specialization and the benefits of the field. So that maybe they can kind of think about this field as one they hadn't considered before. We want to think about the various ways that people today gain and seek information and consider having a robust social media campaign.

Expanding and innovating ways to connect and communicate our messaging, such that, not only are we touching those that are embarking in a career, but also those who are related in the fields of private sector can be extremely useful. Maybe we can create special education ambassadors, comprised of standout professionals in the field that can help connect with respective individuals who may want to learn more about the field. Engaging others in a dynamic manner allows for the development of a pipeline of various entry points into the field of special education.

Finally, we want to think creatively about how we might incentivize or support those who may want to consider a career in special education. A robust and strong workforce must be as diverse as the population we serve. So, consider creating partnerships with organizations or associations that represent various cultures, ethnic backgrounds, gender backgrounds, and religious beliefs to share the various opportunities and benefits of a career in special education with their members. We want to contemplate the possibilities of collaborating with philanthropic organizations, whose missions align with our work, to create more scholarship programs, and greater investment in the field of special education, so that we can offer innovative incentive programs for professionals entering this field. It is through the collective advocacy work of leaders such as yourselves, that we can impart on others the importance of the work that we do in this field, and energize others to join us in creating a strong network of personnel to help, not only address our current shortages, but ensure the long-term health of success of these programs.

Questions and Answers

>> Dwight Thomas: Welcome back and thank you to Benny Delgado and our partners in Prince William County, Virginia for producing those videos. I've asked the speakers to join me for a Q&A panel. We have received numerous questions asked throughout this symposium today and we will try to answer as many of those as we can.

However, if you still have a question, then please feel free to submit your questions in the Ask a Question box under the Q&A tab near the bottom of your screen. Today's first question is to Lisa: "From a teacher's perspective, how do you implement Dr. Dieker's ideas when you don't even have the supplies for your room?"

>> Lisa Dieker: Great question, first of all, and thank you for being a teacher. So I don't know that a lot of the ideas I shared all cost money, so I think that's the first thing we have to think about, what are things we can do within the framework that we already have, such as recruiting more students from foster care. But I think the real big one we want to pay more attention to is the teacher turnover rate is between a \$2.2 to an \$8 billion loss in our educational system annually. If we could recoup that loss, it certainly would make a difference. And then one other thing you might want to look at as a teacher, just a little tip, something I was just reading yesterday in a news release is there's a lot of matching going on right now for GoFundMe accounts. I don't think that's the answer, that's a short term solution. But as a

teacher sitting there, first of all, thank you for that, but just to remind you, we should be looking for solutions that are bigger than just money, but are really long-term solutions.

>> Dwight Thomas: Great. Next question is actually to you again, Lisa. "So many great ideas today, how do we move from these pockets of excellence to more widespread use?"

>> Lisa Dieker: Well, I think that's something that I'll look to the leadership in the room here with us today and think how could we start to implement some policies that nationally would create those networks, but I also think we should look to State Directors and how can State Directors start to network and look at pockets of such as where are their exact shortages, what is the solution to the shortage in a third grade class versus in a high school Algebra class and what we do differently? But I do think it's coordinated across not just States but also agencies such as ASHA, the coalition of schools and thinking about how we partner better to come up with these answers together.

>> Dwight Thomas: Next question is to Lindsey, "What are some strategies for fostering collaboration between States, districts, and educator preparation programs around elevating the profession?"

>> Lindsey Hayes: I think it's so vitally important that we have all of those partners at the table, and one of the first things I think we can do is make sure that we have a shared understanding of data, particularly data pertaining to shortages. Sometimes looking at data in the aggregate, particularly at that national or that State level that can mask some of the underlying issues that are happening at the local level. And we know that shortages are a school level issue. They are a subject level issue down in to even just groups of students. These are where we're seeing shortages, particularly in special education.

So in terms of elevating the profession, something I think we can do that gets all of these partners at the table is take a look at our data, examine our root causes behind shortages, and then we can talk about selecting those strategies related to attracting teachers, whether that is grow your own or providing better mentoring and induction or improving working conditions. We can target those strategies that really address the root causes at the local level.

>> Dwight Thomas: Next question is to Jaumeiko, "What are some methods that could alleviate the shortages of specialized instructional support personnel?"

>> Jaumeiko Coleman: Sure. There are several methods that are underway that could impact, alleviate, or eradicate potentially some of the issues that our specialized instructional support personnel are facing broadly. The American Speech Language Hearing Association partners with members of other specialized instructional support personnel associations. I mentioned a few. The American Occupational Therapy Association, American Physical Therapy Association. And some of those strategies... with the other professional does can leverage their expertise and make changes in a comprehensive, longstanding way.

Another opportunity is to enlist the support from assistants such as speech language pathology assistants to audiology assistants who can facilitate the work of the individuals who are specialized instructional support personnel, helping them to work at the top of the license and providing those services in a way that's collaborative once again and making sure the person with the expertise is really focusing on those high level issues.

And lastly, and thinking about working on shortages, you want to make sure that you're collaborating with your colleagues within the context of thinking about the shortages broadly. So tele-practice is one of the areas that we talk about in our organization quite a bit. You might have heard of it as telemedicine. We use the term tele-practice to think about service delivery broadly.

Again, within that specialized instructional support personnel realm, I mentioned in some of my commentary that rural and remote services are important. We have a number of students who are not receiving the services they need because they're in those hard to place settings and tele-practice is a method, that's a virtual method for providing services to students that should be implemented when possible.

>> Dwight Thomas: Great. Lindsey, back to you. What are some strategies we can use to attract teachers into high needs contexts? For example, rural areas?

>> Lindsey Hayes: So, we know that, that rural areas struggle with attracting teachers to the profession and we know that's for a variety of reasons. The geographic isolation, the fact that sometimes rural districts can't provide the same sort of salaries and benefits as more heavily populated suburban and urban areas. The multiple shared roles at the school level, having a principal who's also a math teacher, who's the bus driver and the janitor. Small staffs present their own problems. So when we're talking about strategies to attract teachers to these areas, I think one of the promising ones is grow your own programs. I mentioned one from Minnesota, Teacher Cadet Program and then Pathways to Teaching. The grow your own programs can really target those rural secondary students early on in their high school career and get them on a pipeline and a trajectory as they complete their university preparation to come back to their area.

It's also important to recognize not all grow your own programs come in the same flavor, there are ones that are targeted toward high school students to get them to come back to their areas after they are finished with their university preparation, but you can also target paraeducators and sort of grow your own teachers out of that paraprofessional role.

Another thing we can do is strengthen mentoring and induction supports in rural schools and the GTL center just released a brief on mentoring and induction in rural schools and specifically identifying those challenges and solutions to address them. So we encourage you to take a look at that on the GTL center website.

>> Dwight Thomas: Right. Next question is to Whitney, you spoke about the power of connections throughout your discussion. How can high schools encourage and support more students to consider teaching as a profession?

>> Whitney Hanley: Well, I think more specifically for me especially it was the organizations in my high school that was connected to the college programs within my State. So having more of that partnership between colleges and universities with high school clubs, and organizations and giving students those opportunities to visit college campuses and the minority teacher recruitment project was so impactful for me as well because of seeing myself reflected in the individuals that were recruiting me into the profession.

>> Dwight Thomas: Thank you. Next question is to Lisa, "How could our field better harness the power of retirees?"

>> Lisa Dieker: Yeah, so that's an interesting one. And I didn't spend a lot of time on it, but it's fascinating to me. I said, our field is the one when you retire, you get the gold watch or the crystal ball and we bid you on your way. Most industries don't allow that to happen, that's a talent loss that is really bleeding as that group leaves. And so the thought would be that many industries say, "What would you like to come back and do?" And the thought would be maybe we keep retirees and say, "Hey, we're not paying you sub pay because they're not coming back for that, but we'll pay you four times, five times sub pay to come one day a week to give that novice teacher that 20% flex time".

And again, where does that money come from? Again, I go back to the heart of that teacher question. I think it's something that we think differently about subs. Maybe we have these high-quality people that say, "Yeah I want to leave, but I wouldn't mind every Thursday afternoon from one to five to be in this school to still impact kids' lives." So I don't think we've really harnessed the power of retirees even to the point of thinking about them tele-mentoring in assisted living. Many people in assisted living have really a power. And I have was in one school, I just have to show us really quickly, and there was a nanny cam in the middle of the room, and I was like, "What's the nanny cam?" And the teacher said, "Well, my mother sits and waits for kids to read books to them every day from her house," and she was a retired teacher. I was like, "That's what we need more of." So I do think that's something that we haven't harnessed well that could really help our profession in shortage areas.

>> Dwight Thomas: Thank you. Our next question is to Jaumeiko. "Personnel around the country face caseload workload challenges in both schools and early intervention. What strategies can you share the States and local programs can use to address those?"

>> Jaumeiko Coleman: Sure. I will share from the perspective of some work that's been done at ASHA that I think is applicable broadly. So ASHA has a number of resources, one of which is our caseload workload practice portal. It's a one stop shop for our members but also any stakeholder who's interested in learning about the history of caseload workload issues and some of the promise of adopting what's called a workload model, where you consider all of the efforts that an individual undertakes and how you can better spread the services of the expertise of that person to support children in schools.

Two things that I'd like to highlight, resources that we've recently developed again that I think have applicability not just for speech language pathologists and audiologists, but others are our new ASHA workload calculator. And again, this is something that anyone can access that allows you to look at where your services are being provided in a graphical display in terms of your indirect and direct services. Are you providing support in meetings with regular ed teachers? Are you supporting students on bus duty so you can better coordinate with them? The relationship building is important, but how do you balance that?

And so this tool lets you see where you're implementing your services. And secondly, we also have a module that I'll share with you. It's something that I'm really excited about because it targets our administrators. It's ASHA school's virtual town hall, it's something that's online and it is a display of administrators talking about feasible solutions to a number of issues including caseload workload, as well as how they can work together. So caseload workload is an issue, service delivery, how do you

modify service delivery appropriately and effectively? How do you deal with excessive documentation? And then we've talked a bit about excessive decreases in funding. And so that tool is something that's here for administrators that can be used across professions within the SISP world.

>> Dwight Thomas: Next question is to Lindsey, "How can the special education shortages toolkit help States think across the career continuum, to attract, prepare, and retain?"

>> Lindsey Hayes: So, I think the shortage toolkit is going to be a very valuable tool for State teams to take a look at this. As we mentioned, we have to have a lot of different partners at the table when we're looking at shortages, we have to have the State education agencies as well as those districts and schools that are most impacted and educator preparation also absolutely has to be at the table. What the shortage toolkit can do is once those groups have a common understanding of their shortage needs and their data areas is again drilling down into those root causes, why are we seeing a shortage at this particular point of the career continuum?

And furthermore, it's very important to select that evidence-based talent management strategy to address that root cause. For instance, if the root cause of a shortage in your district is really that we are losing teachers because working conditions aren't what they could be, then you can focus on attracting teachers to the profession all you want. You're still going to have a shortage problem because you can't retain teachers. So it's very important that teams are thinking in that way around making sure that they're evidence-based strategies that they're selecting are really targeted to their local needs. And I think that's something that's the tool kit will be able to help teams do.

>> Dwight Thomas: Great. We actually have a follow-up question for you, Lindsey. "What are funding sources that States can tap into to elevate the profession?"

>> Lindsey Hayes: Great. So connecting to ESSA and specifically Title II funding sources within ESSA, it's going to be a very important source of funding to fund some of these things like mentoring and induction or grow your own or other educator talent management strategies. The toolkit does point to those resources that can be used around funding. I think in special education it's important that, that we are reaching out to other offices within the SEA or the district that deal with some of those ESSA funds, to make sure that we are blending and braiding funds to the extent possible, particularly when we're talking about special education and how to address personnel shortages there.

>> Dwight Thomas: Next question is to Whitney. "How do we attract more women of minority into the profession?"

>> Whitney Hanley: I think it goes back to good clubs and organizations that I mentioned earlier. Girls Incorporated was definitely an important organization in my life and I think again, partnering with those organizations within the community that are serving the girls and women of color would be impactful in attracting people to the profession.

>> Dwight Thomas: Our next question is to Lisa or Lindsey. "How do we maintain transparency about challenges facing teachers while also fostering and encouraging and motivating the message to bring people into the profession?" Who wants to go first?

>> Lisa Dieker: Go ahead, Lindsey.

>> Lindsey Hayes: Again, I feel like this is my theme for this question and answer panel. We have to have all the stakeholders at the table. Again, I can't stress enough that preparation is at the table, I think that that is where our perspective teachers, many of them are getting their first field experiences, their first taste of what it's like to be a teacher on a day to day basis. I think that strong field experience component is so important for making sure that we are balancing the realities of the teaching profession. And it is a hard job, it's one of the hardest jobs out there. But also balancing, yes, it is a hard job but you are supported, you are supported by your State Education Agency, your district, your school leader has your back, your preparation program will have given you the skills.

And making sure that we're balancing. Yes, it is a lot of responsibility, but it is also very rewarding and I think we have to have all those partners at the table to be thinking through those consistent messages across the career continuum, attract, prepare, retain and again making sure we are sending our prospective teachers very consistent messages that this is a rewarding profession.

>> Dwight Thomas: Lisa, would you like to add that?

>> Lisa Dieker: That was fabulous, I'll just add two quick thoughts to that great answer. Thanks. Is that, I think we have to do a better job of personally connecting and I go back to what Whitney said is I am famous to be in the line of Publix and if somebody says, "Oh, I've just graduated, I don't have a job. [I'll say] Here's my card, here's my cell phone number." But I also think we have to do the same and attracting people with disabilities. We currently don't even know our teaching force for people with disabilities. And I think we really have to continue to do that to attract that population as well as diverse females, males, what have you.

And I think it's those personal connections that make that happen, so I think we have to think big but I think we have to think small at the same time. And I think going one way or the other, it means we're going to miss a group in that discussion.

>> Dwight Thomas: To follow up with that, Lisa, we have a next question related to technology. "What are a few technology ideas you might suggest to consider when recruiting and retaining teachers?"

>> Lisa Dieker: Yeah, well of course I'm a lover of technology so of course I'm immediately going to say simulations of practices because that's some of the work that I do. But honestly, really beyond that, I think we need something along the model that I learned from nursing where we would have not just bug in the ear but bug in the ear in your first year of teaching. We have that onsite on star button that a teacher can hit and say someone's sitting there waiting to say, "Don't cry. It's okay. Here's a better strategy". For that teacher that didn't have enough funds in a classroom could somebody make that connection for her?

Again, I think we need those kinds of nimble resources and I think technology does that. The last thing I think technology could do for us is big data and predictive analytics, I think it could do a great job but we've got to partner with other disciplines. We don't know technology like our friends in computer science and our friends in learning sciences that could really help us dig into that data and really solve these problems in a different way.

>> Dwight Thomas: Great. Next question is to Jaumeiko. "In related services, personnel are prepared to work with individuals along the lifespan. How can we encourage them to work with children once they enter the field?"

>> Jaumeiko Coleman: So I don't think that this will be a surprising answer, children are our future and children with disabilities, the numbers continue to grow as you saw from the trends and there are a number of categories that I showed on my slide and I would say just to point out an example, autism, there's an extreme increase there. One in 59 based on the CDC data. Most recent data and so I think there is a lot of evidence that we've seen globally that indicates that we really need to put in a concerted effort to helping all children, but particularly children with disabilities to infuse, integrate in the organizations that we work in as well as just broadly in the community.

And so with having said that, just to give some examples of what community efforts include, there are organizations, bakeries, restaurants, hospital settings where they have developed programming to make sure that they have worked with instructional designers who know about working with individuals with disabilities and what considerations should be made. There are neighborhoods being built that work with the community to make sure that the job is set up in a way to support the work life and vice versa.

And so I think that those out of the box, that shouldn't really be out of the box, but continue to be out of the box thinking we need to keep doing that to inspire. And if you think about where you'll be in the next 20, 30 years, you want to make sure that you have the support you need. So we need to make sure we train the children and work with them, educate them, support them in a way that will facilitate them supporting us in the future.

>> Dwight Thomas: Thank you. Our next question is to Whitney, "How important was the financial support considering where you are now and how can we make it easier for others to receive those types of funds and financial support?"

>> Whitney Hanley: I think those partnerships are important, financial aid was definitely central to my decisions of where to go after high school for college. So I think having that partnership with the universities and other communities resources and sources of funding and especially in conversations with school counselors when they're guiding students on financial aid or filling out college applications, that connection being there so that students know their options.

>> Dwight Thomas: Great. Thank you. Last two questions. Actually go to the Lisa, and I'll combine them when asking you. The first question, "How could we raise the culture of the profession nationally? And with that said, all the ideas you shared, if you could pick one, what would you suggest, where would you start?"

>> Lisa Dieker: Well, so the one that I would love to see is the teaching channel. I want a reality TV show, I have some certain folks I'd like to put in the classroom for the day. And having the opportunity to say, this isn't just hard but it's rewarding. I think the message is always teaching is hard. I think that it is hard work when you do something rewarding and I think that message needs to be changed. The second thing that I think I would just really want us to think about is realistically having a way to elevate our profession in a daily, not a teacher of the year, teacher of the week, but teacher of the moment and making that a national model that everybody doesn't just send teachers gift cards on the holidays or



what have you but that we really do elevate that, and I think we elevate that through teacher pay, teacher discussion and really a celebration of teachers every day.

Laurie VanderPloeg

"Closing Remarks"

>> Laurie VanderPloeg: Wow. I don't even know where to begin, what a great afternoon we have just shared with you. But yes, our children are our future, so thank you for making that comment and bringing it back to what we really are here to do and that's to support our students with disabilities across the nation. So before I get into a little bit more information about some of the next steps with OSEP, I do want to extend a very personal thank you on behalf of OSEP for all of the presenters that we've had for the three series particularly the ones this afternoon for being here with us in sharing the depth of information that you have. And I think you heard today that one of our greatest challenges that we have out of our series of attract, prepare, and retain is certainly going to be attracting young personnel into our profession.

And I think the only way that we're going to be able to do that is if we work very collectively on elevating our profession. And so I'd like the TV idea, I'll work with Lisa on that one. I'm not going to star in it, but I'd be happy to work with her on it. But there were great ideas that were shared today and I think that we have to look at how do we take this information now and disseminate it to the field across the nation and build some capacity building so that we certainly can impact the future of our infants, toddlers, children, youth with disabilities across the nation.

But I do want to share with you a little bit about some of the areas that OSEP wants to continue to work on. We're going to continue to look at how do we attract young people into our profession and elevate our profession. We certainly want to look at the preparation and ensuring that our teachers and service providers that are coming out of the preparation programs with the knowledge, skills and abilities to be able to meet the diverse needs of our children. And then certainly, the retention and we know that we lose the teachers within the first five years of their career. So how do we develop very strong induction and professional development opportunities within our local school districts to ensure that they have the appropriate support that they need and are given the resources and the tools and the strategies in order to again, meet the needs of our diverse learners.

But looking ahead, we are not done with our work around attract, prepare and retain. The series, the three series, were just the first portion of the work that we want to be able to do. Next on the docket, we will be looking at facilitating some very targeted intentional focus groups. We did start with our Part B and our Part C partners early at the OSEP conference in soliciting some information from them.

But we're going to continue to identify who are those stakeholders in the partners that are out there that are going to be critical for us to continue to collaborate with, to be able to move this work forward. And I think I've mentioned in the last series that one of them will be our general education partners because it's just as important that we pull in our general education personnel, particularly administration, into this to ensure that they know how to also support our students with disabilities. And that the administration are there to be able to also provide the needed support that they have.



So we'll have some focus groups coming up that we're going to be working on, so stay tuned for that. Some of you may be invited to participate in that and to give us some feedback. We're going to continue to work really hard with doing some information collection around the three areas that we have been focusing on within the symposia. And then looking at how do we disseminate those into the hands of the people that have a need to know, that are going to be able to impact the work to the greatest ability that they have. And so we're going to continue to look at that.

One of the primary areas of focus with the Department of Education is to ensure that we are also identifying and disseminating great evidence-based practices. And I know that the series that we have just completed today and the last two have identified some great innovative best practice and evidence-based practices. So we know that they are out there. And again, how can OSEP help with the dissemination and getting that into the hands of those that have a need to know.

And then finally, I'm looking forward to, I'm not going to say the final hurrah because our work will certainly not be over with, but we hope to be able to facilitate a summit. And again, identifying and inviting some very key stakeholders from our diverse groups to be able to come to the table and again share and highlight some of the evidence-based practices and the resources that are out there. What's currently working, what isn't working so well that we need to continue to provide some support around. But I also hope that we are able to leave that summit with some action planning and to help us identify what are the next steps.

We know that we need to continue to work with our State departments so that they have the capacity to be able to provide great support and resource and oversight for our locals. So again, they have the ability to attract, prepare and retain the most effective personnel to put in front of some of our most critical learners that we have out there. So we're really looking forward to that continued opportunity. As I stated in one of the other series that we had, OSEP didn't come into this with any really preconceived idea of what we thought we would be able to do, but we did want to facilitate an opportunity to bring our partners and our stakeholders together to coalesce around this issue and to really identify all of the resources that are available that we can help disseminate and provide support for.

So we are certainly encourage all of you that have been in the attendance for the last three series, we want to thank you for your participation in this but certainly welcome an opportunity for you to share more information. One other piece I wanted to share with you is that there will be a blog that we will be putting up today that we also want to, or there'll be some targeted questions. What's really working, what isn't working kind of around our rethink theme. But we want to continue to hear from you. So as this series ends our information gathering can't end. We have to continue to forge ahead and move forward, which has been our OSEP theme this year too, moving forward, and we are committed to moving forward with this work. So the blog is posted, it is up.

There is an opportunity for you to continue to share information with us so that we can continue to move this work forward. So I think, you know that our challenge is great and we can't get stuck there, we must move the problem from admiration, we've got to attack it and we've got to improve it. So we know that it can't be fixed easily and it's can't be fixed overnight. But I know that our collective efforts can developed a shared path forward that ends in a better place.



And together we can work to ensure that no child is denied an effective teacher. And so that is our goal, that is our mission within OSEP. And before I conclude today, I do want to extend a great big gratitude to my OSEP team. So thank you OSEP team for all of your great work in rallying behind me with this initiative and ensuring that the first part of our work has been completed and then a great big thank you to AIR for your continued support in this process. And without you as partners, we would not have been able to accomplish this either.

So thank you to all of those who have been in attendance. Thank you again to all of those who have partnered and provided us information and we continue to look forward to an opportunity to impact the field to be able to attract, prepare and retain effective personnel for all of our infants, toddlers, children, and youth with disabilities across the nation. So thank you for joining us. Turn it back over to Dwight.

>> Dwight Thomas: Thank you, Laurie for providing closing remarks on today's symposium in OSEP's 2019 Symposia Series. And many thanks to all of today's speakers, we hope that you gain an understanding of the wide variety of strategies for attracting personnel to serve children with disabilities. Additionally, I want to thank the participants for attending today's event and for submitting your questions. A recording of today's event, along with other materials will be posted in the coming days on the Symposium website, www.osepideasthatwork.org. That is also where you will find additional materials and helpful resources. Lastly, please complete the survey that will pop up on your screen at the end of the event. Thank you and enjoy the rest of your day.