



**Kansas Association of  
School Psychologists**

# 2024 Shortage Report ..... Beyond the Ratio



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## **2024 REPORT ON THE SHORTAGES OF SCHOOL PSYCHOLOGISTS IN KANSAS: BEYOND THE RATIO**

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### **ABSTRACT**

In this report, the ongoing shortages of school psychologists across Kansas are examined, along with the impact these have on the services being provided within Kansas K-12 schools. Despite improvements since the 2017 report, challenges persist, which limit the scope of school psychological services provided within schools and contribute to ongoing concerns with satisfaction and long-term retention of Kansas school psychologists. Overcoming these barriers and improving the ratios and workloads of school psychologists, would allow comprehensive school psychological services to be provided, in alignment with national recommendations, and shift the focus toward preventative practices that decrease the prevalence of academic and social/emotional needs within schools. KASP provides recommendations to key stakeholders across the state to take a robust, multifaceted approach designed to bring equitable, comprehensive school psychological services to all school children in Kansas.

Recommendations for Kansas School Psychologists target advocacy to raise awareness of the profession and local recruitment efforts. Employers of Kansas School Psychologists are encouraged to target recruitment and retention efforts through collaboration with universities and review of local practices and policies. Suggestions for Kansas School Psychologist Graduate Programs relate to seeking avenues for collaborative, targeted recruitment, identifying funding sources, and supporting the ongoing development of current psychologists in the field. Kansas Lawmakers are urged to support these efforts with policies and incentives that will increase the likelihood of state-wide recruitment and retention of school psychologists.

***Detailed Recommendations for Kansas stakeholders begin on page 10 of this report.***

## INTRODUCTION

Professional organizations in the field of education have been monitoring employment shortages, even prior to the COVID-19 Pandemic, with the awareness that these shortages undermine the quality of educational support and services that students receive (Billingsley & Bettini, 2019; Ingersoll, et al., 2019; NASP 2016). Within the field of school psychology specifically, national and state associations have been working together to monitor shortages and develop solutions to address the unique challenges that states are facing. The Kansas Association of School Psychologists (KASP) and their active membership have long been aware of the school psychology shortage in Kansas and last reported on this issue in a 2017 report. Though more recent data shows improvement, there remain questions regarding the impact of ongoing shortages, changes in the field since the Pandemic, and the geographical challenges faced by school psychologists in Kansas, particularly those serving rural populations.

Since the last *Report on the Shortage of School Psychologists in Kansas* in 2017, Kansas schools, like most schools across our nation, have recognized the growing mental health needs and widening achievement gaps (Panchal et al., 2022). Despite the growing need and increased services being provided in the schools, most schools are not increasing the number of mental health providers, such as school psychologists, who are uniquely trained to provide a full scope of educational and mental health support and services to students. Moreover, researchers predict shortages of school psychologists to continue through 2025 and are likely to endure. The impact of school psychology shortages is further compounded by shortages in related mental health and teaching professions and attrition rates. Collectively, these factors can be expected to continue to impact the provision of services to students and school communities (NASP, 2021b).

The National Association of School Psychologists provides clear recommendations for student-to-school psychologist ratios, which ensure reasonable caseloads for school psychologists so that they may more effectively provide comprehensive school psychological services. This recommended ratio is 1 school psychologist for every 500 students (NASP, 2021c). Kansas is not alone in falling short of this recommended ratio. Barriers to meeting this recommendation are numerous and include shortages of trained school psychologists available for hire. The enduring shortages in the profession, and specifically within the state of Kansas, paired with growing needs among students, present significant challenges to educational systems working to meet the needs of students.

This report is an overdue update on the shortages and workforce conditions of school psychologists in Kansas. To gain a better understanding of the full scope of issues related to shortages and the practice of school psychology in Kansas, factors related to workload, diversity and types of services provided by school psychologists, and job satisfaction were explored, with the goal of generating informed recommendations. Despite existing efforts of KASP to address workforce shortages, the status of the profession and the outlook for Kansas students and school communities necessitates a continued, robust, multifaceted approach to improving conditions within the field to ensure educational environments conducive to student success and retention of high-quality professionals. Ultimately, KASP strives to provide data and information that will assist in the continued development of advocacy, focusing on realistic recommendations that will bring equitable, comprehensive school psychological services to all school children in Kansas.

## RESULTS

To further examine the current shortages within Kansas and the impact these shortages have on the current professionals in the field, KASP surveyed Kansas school psychologists in 2021 and 2022, reviewed national and state-reported data, and collected updated enrollment data from Kansas school psychology graduate training programs. The KASP surveys aimed to collect information related to current school psychologists' ability to provide comprehensive school psychological services, professional satisfaction, and other potential barriers that may prevent the provision of comprehensive and adequate school psychological services to all school communities in Kansas.

KASP membership currently consists of 206 school psychologists. Based on the most recent data from the National Center for Education Statistics 2021–2022 Common Core of Data (CCD), the total number of school psychologists practicing within the K–12 setting in Kansas is approximately 450 (NASP, 2021c). To reach as many practicing school psychologists as possible, surveys were distributed via the KASP listserv, which consisted of current and past KASP members as well as KASP affiliates. Additionally, the request for participation encouraged recipients to share the survey link with school psychology practitioners to capture responses from a representative group of Kansas school psychologists.

The 2021 KASP *Future of the Field* survey was distributed via email to those on the KASP listserv (814 email contacts). Of those contacted, 184 school psychologists completed the survey. The 2021 KASP survey was conducted as an update of the 2016 survey; the results of the 2016 survey were reported on in the *2017 KASP Report on the Shortages of School Psychologists in Kansas*.

The 2022 KASP *Beyond the Ratio: An examination of factors influencing the provision of school psychological services to Kansas school communities* survey was distributed via email to those on the KASP listserv (890 email contacts). Of those contacted, 102 school psychologists completed the survey. The 2022 KASP survey was designed as a follow-up to the 2021 KASP survey to explore data beyond the ratio and clarify additional factors contributing to shortages in Kansas.

### Demographics

Reflective of the current KASP membership profile, the highest percentage of those completing both the 2021 and 2022 surveys serve school communities within the KASP's Central region.

**TABLE 1: 2021 AND 2022 KASP SURVEY DEMOGRAPHICS BY REGION**

REGION	2021 Distribution %	2022 Distribution %	2024 KASP Membership Profile
CENTRAL	42.8%	35.6%	55.3%
NORTHEAST	38.1%	35.6%	26.7%
SOUTHEAST	7.5%	11.9%	12.1%
WESTERN	11.6%	16.8%	5.8%

Additional demographic information gathered from the 2022 survey sought to clarify the following variables among respondents: (a) years of experience as a school psychologist, (b) locale classification, (c) employing entities, and (d) number of buildings served. Of those who responded to the survey, 22% reported 0–3 years as a school psychologist, while 33% reported between 4 and 10 years of experience,

28% reported 11-20 years, 14% reported 21-30 years and 3% reported more than 30 years of experience in the field of school psychology.

Of those who completed the survey, 36.6% characterized their communities as rural, whereas 47.52% reported serving suburban communities and 15.84% classified their service area as urban. Fifty-one percent of participants reported being employed by a school district, while 11%, 35%, and 3% were employed by special education cooperatives, interlocals, and other entities, respectively. School psychologists responding to the survey were most likely to serve two buildings (31.37%), while 23.53% of participants reported serving one building and 41.1% indicated that they provide services in three or more buildings.

## **Ratios**

The recommended ratio of students to school psychologists from the National Association of School Psychologists (NASP) is 1 school psychologist for every 500 students (NASP, 2021c). The most updated data from the National Center for Education Statistics 2021-2022 Common Core of Data (CCD), the data NASP recommends for monitoring ratio and shortages, reflects a national ratio of 1,127 students to 1 school psychologist during the 21-22 school year. Kansas ranks 23rd nationally with a state average of 1,069 students to 1 school psychologist (NASP, 2021c). Though this ratio is reported by NASP as improving, based on annual reviews, a ratio more than double the recommendation does not support the implementation of a comprehensive practice model, and has a potential compounding impact on job satisfaction and burnout rates of those currently in practice.

The 2021 and 2022 KASP surveys indicate that the percentage of school psychologists with a ratio below the recommendation decreased over the two-year period, and the percentage of school psychologists in the two highest ratio categories increased, suggesting continued student-to-school psychologist ratio concerns in Kansas, especially at the extreme ends. In 2022, of the 102 respondents, 64% reported a ratio of 1:700 or higher, only a 1% increase from 2021.

**TABLE 2: 2021 AND 2022 KASP SURVEY, REPORTED SCHOOL PSYCHOLOGIST TO STUDENT RATIOS**

<b>RATIO</b>	<b>2021 Distribution %</b>	<b>2022 Distribution %</b>
<b>1: 300-500</b>	19.2%	13.9%
<b>1:500-700</b>	17.6%	21.8%
<b>1: 700-900</b>	21.4%	18.8%
<b>1: 900-1100</b>	22.5%	14.9%
<b>1:1100-1500</b>	14.3%	20.8%
<b>1:1500+</b>	4.9%	9.9%

## **Comprehensive School Psychological Services**

To further assess the practices of school psychologists in Kansas, the 2022 KASP Membership survey asked respondents to indicate what areas of practice they engage in regularly. It is recommended by NASP, and the goal of the recommended ratios, that all school psychologists regularly engage in practices in all 10 domains of professional practice in order to provide comprehensive psychological services (NASP, 2020).

Domains 3 and 4 are domains of practice that allow school psychologists to provide direct services to students. Only 76.5% of school psychologists reported being regularly involved in direct academic support to students and only 54.9% of school psychologists reported being regularly involved in direct mental and

behavioral health services to students. Additionally, only 44.1% of school psychologists reported being regularly involved in practices that promote safe and supportive schools, and 52% of school psychologists reported being regularly involved in family, school, and community collaboration. These are areas of practice that school psychologists with high ratios and caseloads are unable to provide to their school communities and are practices that school psychologists report a desire to engage in more regularly and comprehensively.

When the respondents were asked to expand upon the areas of practice that they desired to practice more regularly or more comprehensively, common themes among comments included:

- Direct involvement with providing mental and behavioral health services such as counseling, trauma-informed practices, trauma-responsive discipline, and SEL prevention.
- More time to collaborate with outside agencies, teachers/staff, and parents.
- Participating in MTSS, including, collecting screening and progress monitoring data, providing interventions and staff support, and ensuring research-based practices.
- Involvement in systems-level initiatives.
- Involvement in crisis response teams.
- Leadership development.
- Resources to ensure culturally appropriate/non-discriminatory assessment practices.

**TABLE 3: 2022 KASP SURVEY, DISTRIBUTION OF SCHOOL PSYCHOLOGISTS BY NASP DOMAINS OF PRACTICE**

<b>NASP DOMAINS</b>	<b>% of School Psychs Regularly Engaged in Practice Domain</b>	<b>% of School Psychs wanting to Engage in More</b>
<b>1. DATA-BASED DECISION MAKING</b>	99%	25.3%
<b>2. CONSULTATION AND COLLABORATION</b>	98%	26.3%
<b>3. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS</b>	76.5%	50.5%
<b>4. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS</b>	54.9%	65.3%
<b>5. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING</b>	59.8%	60%
<b>6. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS</b>	44.1%	50.5%
<b>7. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION</b>	52%	46.3%
<b>8. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS</b>	63.7%	40%
<b>9. RESEARCH AND EVIDENCE-BASED PRACTICE</b>	51%	41.1%
<b>10. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</b>	95%	26.3%

### ***Prohibitive Factors to Comprehensive School Psychological Services***

When asked to identify up to three factors most prohibitive to their ability to provide comprehensive school psychological services, respondents most frequently indicated Clerical and Compliance Requirements (51%) and Increased Student Behaviors (43%) as prohibitive factors followed by Providing Training and Support to Underqualified or Undertrained Professionals (31%), Lack of Effective Educational Structure or Programming (Curriculum, MTSS, etc.) (28%), and Administration Not Understanding or Supporting the Full Scope of School Psychology Practice (24%).

**TABLE 4: 2022 KASP SURVEY, REPORTED FACTORS THAT PROHIBIT COMPREHENSIVE SERVICES**

PROHIBITIVE FACTOR	% Rating as 1 of Top 3 Factors
CLERICAL AND COMPLIANCE RESPONSIBILITIES	51%
ADMINISTRATIVE RESPONSIBILITIES BEYOND LEADERSHIP	8%
ADMINISTRATION NOT UNDERSTANDING OR SUPPORTING THE FULL SCOPE OF SCHOOL PSYCHOLOGY PRACTICE	24%
STRESS FROM POOR WORK/LIFE BALANCE	18%
INCREASED STUDENT BEHAVIOR	43%
PROVIDING TRAINING AND SUPPORT TO UNDERQUALIFIED OR UNDERTRAINED PROFESSIONALS	31%
OTHER UNFILLED POSITIONS WITHIN...	16%
LACK OF SCHOOL PSYCHOLOGY...	15%
LACK OF EFFECTIVE EDUCATIONAL STRUCTURE OR PROGRAMMING (CURRICULUM, MTSS, ETC.)	28%
LACK OF CONSISTENCY AND EXPECTATIONS...	6%
CHANGES IN SOCIETY AND EDUCATION...	14%
TRAVEL BETWEEN ASSIGNED SCHOOLS	4%

### ***Workload Factors and Satisfaction***

In considering the workload of school psychologists, the number of buildings assigned is a factor that influences their ability to provide comprehensive services. Of the 102 respondents (2022 survey), 46 (45%) reported that they were assigned to 3 or more buildings, indicating that serving multiple buildings is a common practice in Kansas. Additional analysis indicates a significant negative correlation between the number of buildings served and the diversity of services provided ( $r_s = -.265, p = .009$ ), as well as the number of students served (ratio) ( $r_s = .390, p < .001$ ), suggesting that those who serve more buildings tend to serve more children and provide less comprehensive services. Finally, a significant negative correlation was found between the number of buildings served and satisfaction with workload, with those serving more buildings reporting less satisfaction ( $r_s = .390, p < .001$ ). It is notable that of those who reported working in rural communities, 59% reported serving 3 or more buildings, compared to 35% who worked in suburban communities and 6% who worked in urban communities. School psychologists working in rural communities may have large caseloads as well as multiple buildings, which creates additional challenges and barriers when trying to serve as essential members of building teams and lessens their capacity to provide comprehensive school psychological services.

**TABLE 5: 2022 KASP SURVEY, DISTRIBUTION OF SCHOOL PSYCHOLOGISTS BY NUMBER OF BUILDINGS SERVED**

NUMBER OF BUILDINGS	2022 Distribution %
1	23.53%
2	31.37%
3	18.63%
4	13.72%
5	5.88%
7 OR MORE	2.94%

Related to the number of buildings served is the amount of time spent commuting between buildings. Though a majority of respondents (2022 survey) reported 2 hours or less of drive time per week ( $n = 91$ ,

90%), it is notable that, unlike number of buildings served, the amount of time spent commuting between buildings is not correlated with ratios; school psychologists who spend the most time commuting between buildings may have a lower workload. It is likely that those with the most commuting between buildings work in the most rural areas of the state, with smaller numbers of students spread over a larger geographic area, creating yet another barrier to the provision of effective and comprehensive services. Indeed, a significant correlation between commute time and diversity of practice indicates that those with the longest commute times report providing less comprehensive services ( $r_s = -.340, p < .001$ ). In addition, weekly commute time is significantly correlated with overall job satisfaction ( $r^s = -.244, p = .014$ ), with those who have higher weekly commuting between assigned buildings reporting less overall job satisfaction.

A final factor related to workload is the number of special education evaluations the school psychologist completes in an academic year. Based on a nationwide survey of school psychologists, collected by NASP in 2020, school psychologists are engaged in assessment-related tasks above all other professional responsibilities, and complete an average of 55 evaluations per year (Farmer et al., 2021). Among school psychologists in Kansas (2022 survey), 48% ( $n = 49$ ) reported that they typically complete more than 60 evaluations a year, and 15% ( $n = 15$ ) reported to typically complete more than 100 evaluations a year. Not surprisingly, the number of yearly evaluations is significantly correlated with the number of students served (ratio) ( $r_s = .399, p < .001$ ); those with higher ratios conduct more evaluations. Furthermore, number of yearly evaluations completed is negatively correlated with satisfaction with workload ( $r_s = -.500, p < .001$ ) and the diversity of tasks regularly practiced ( $r_s = -.265, p = .007$ ). Those completing the most evaluations, particularly more than 60 per year, are more apt to feel overworked and are less satisfied with the diversity or variety of services they provide.

**TABLE 6: 2022 KASP SURVEY, DISTRIBUTION OF SCHOOL PSYCHOLOGISTS BY NUMBER OF EVALUATIONS**

<b>NUMBER OF EVALUATIONS PER YEAR</b>	<b>2022 Distribution %</b>
<b>0-20</b>	6%
<b>21-40</b>	7%
<b>41-60</b>	21%
<b>61-80</b>	29%
<b>81-100</b>	21%
<b>101-120</b>	12%
<b>MORE THAN 120</b>	4%

### ***School Psychologists in Training***

Kansas boasts 5 graduate school psychology training programs, with only 12 other states nationally having more training programs, which serves as an advantage for filling the shortage gap. These training programs (Emporia State University, Fort Hays State University, Pittsburg State University, University of Kansas, and Wichita State University) provided updated enrollment data for this report. In total, the graduate programs anticipate 50 school psychology interns available to fill full-time school psychology positions by Fall 2024. However, it is important to note that not all Kansas-trained school psychologists remain in Kansas. While not gathered as part of the recent surveys, data gathered for the 2017 Report on the Shortage of School Psychologists in Kansas (KASP, 2017) revealed that nearly 20% of new graduates were expected to intern out of state. Additionally, anecdotal reports from university faculty indicate that this is consistent with current enrollment and placement trends among recent graduates.

**TABLE 7: KANSAS SCHOOL PSYCHOLOGY GRADUATE PROGRAMS, TOTAL SCHOOL PSYCHOLOGY INTERNS**

UNIVERSITY	2017 Interns	2024 Interns
EMPORIA STATE UNIVERSITY	13	17
FORT HAYS STATE UNIVERSITY	7	13
PITTSBURG STATE UNIVERSITY	7	6
*UNIVERSITY OF KANSAS	5	8
WICHITA STATE UNIVERSITY	4	6
<b>TOTAL</b>	<b>36</b>	<b>50</b>

\*Note: The University of Kansas maintains program approval by the National Association of School Psychologists, which requires a school psychology faculty-to-student ratio of 1:12

### **Future Openings**

KASP members were surveyed in 2021 about when they anticipated no longer practicing as school psychologists in Kansas, a repeat of data collected by KASP in 2016. In addition to the reasons for no longer practicing, KASP asked respondents to indicate the factors that are influencing their decision to leave the field. Of the 183 respondents, 15 (8%) anticipated leaving the field at the end of the 2021-2022 school year. Another 28 (15%) anticipated leaving the field in the next 2-3 years. This data, as compared to the 2016 KASP survey data, suggests an improvement in retention; however, if 23% of school psychologists leave the field in the next three years, Kansas can anticipate a reduction of approximately 105 professionals. Though improved, the current number of students in training in Kansas programs is insufficient to keep up with retention and fill new positions needed to improve ratios and caseloads.

Of the 43 respondents who anticipate leaving the field in the next 1-3 years, only 10 (23%) reported this decision to be based on retirement. Other factors associated with the decision to leave the field in the next 1-3 years included leaving the state (30%), changing jobs within education (16%), changing jobs outside of education (23%), and other (8%).

**Table 8: 2016 & 2021 KASP Survey, Anticipated Departure from the Field**

2016 Data	2016 Data	2016 Data	2021 Data	2021 Data	2021 Data
Leaving Current School Year	Leaving 2-3 Years	Total % Leaving 1-3 Years	Leaving Current School Year	Leaving 2-3 Years	Total % Leaving 1-3 Years
15%	33%	48%	8%	15%	25%

### **Recommendation from Kansas School Psychologists**

The 2022 KASP Membership survey also asked respondents for suggestions on how KASP and other state organizations and entities can help ensure Kansas School Psychologists are able to provide more comprehensive, accessible, and equitable services to the students and school communities they serve.

Common themes from these responses include:

- Address Shortages, Caseloads, Ratios, and Burnout
  - Ensure competitive market for school psychologists to increase recruitment and retention.
  - Provide a statement/recommendation for “ratio cap” aligned with NASP recommendations.
  - Develop a system to assist in quantifying caseloads that consider contributing factors to workload beyond student numbers for more equitable distribution of caseloads.
- Advocate to District Administration and State Law Makers
  - Improve ratios and ensure equitable/appropriate wages.
  - Increase understanding of the competencies and value of school psychologists.
  - Fully fund special education, especially considering post-pandemic needs.



- Promote high-quality MTSS/GEI processes.
- Additional Training at the University Level for Comprehensive Service Provisions.
- Continued High-Quality Professional Development through KASP.
  - Organize professional development by NASP Domains of Practice.
  - Provide easily accessible and concise updates on best practices.

## INTERPRETATION

Given the improving ratios of Kansas school psychologists to students, as reported by NASP, improved retention rates as seen by a decreased percentage of Kansas school psychologists leaving the field in the next 3 years, and the increased number of graduates from the state training programs, it is evident that key stakeholders including KASP and Kansas school districts have been working to make improvements. KASP has addressed shortages through advocacy, continuing to provide professional development in varying modalities, providing legislative and policy updates to their membership, and reporting on current needs through reports such as this. However, based on the data collected through the 2021 and 2022 KASP surveys, concerns with shortages remain, which directly impact the services that school psychologists can provide to their Kansas school communities and students.

Addressing the ratio of school psychologists to students is imperative to ensuring that students and school communities are adequately supported. Kansas has a deficit of approximately 540 school psychologists (based on CDD 2021–2022 data) and would need to double the number of school psychologists in our state to reach NASP’s recommended ratios. Moreover, as we look beyond the ratio, several factors are crucial to address in order to meet this goal. Working to reduce the total number of buildings served as well as drive time, particularly for those in rural settings, may serve as a protective factor to school communities and to the job satisfaction and longevity of school psychologists within the state. An additional supportive factor for both school psychologists and students, as indicated by Kansas school psychologist’s reported desire to practice across the domains of practice, and in recognition of the impact of preventative services, may be a reevaluation of established job duties to allow for expanded use of the skill set of school psychologists in alignment with the NASP Practice Model.

Kansas school psychologists have identified several barriers to the provision of comprehensive school psychological services. The most impactful barriers that could be addressed at the district or state level include clerical, compliance, or administrative responsibilities that do not require school psychology expertise and detract from school psychological services; a lack of understanding or support for school psychologists engaging in comprehensive school psychological services; and inadequate structures and programming that lead to reactive educational and behavioral intervention resulting in insufficient time for preventive programming and services.

Though enrollment trends indicate increases in the number of students being prepared for the field and national data reflects improvement toward target ratios (NASP, 2021c), due to the current ratios/caseloads, unique geographical needs, and continued concerns with retention, it is clear that the number of students currently trained in Kansas training programs alone remains insufficient for filling the shortage gap and moving Kansas toward comprehensive school psychological services.

As school psychologists are uniquely trained to provide the most comprehensive of practices among mental health and other specialized staff within the school setting, moving toward the recommended ratio of 1:500 is economically responsible and essential to addressing the scope of needs within our

schools. However, given the current deficit and the compounding factors that impact current practices across Kansas, a multi-faceted approach from all stakeholders that can address retention, training, and recruitment should be explored.

## **RECOMMENDATIONS**

The following recommendations were developed by KASP Executive Board members based on data presented within this report, which represents the voice of Kansas School Psychologists and is in alignment with recommendations from the National Association of School Psychologists for addressing shortages (NASP, 2021a). While not all-inclusive, these recommendations aim to provide stakeholders with actionable items they may engage in to propel our collective goal of addressing workforce shortages forward to ensure the provision of comprehensive school psychological services to Kansas students and school communities. KASP remains committed to supporting school psychologists and stakeholders across Kansas in the collective effort to alleviate the impact of workforce shortages and will continue advocating for the profession and empowering Kansas children, educators, and families.

### ***Kansas School Psychologists***

- Engage in advocacy with your local school boards and state lawmakers to raise awareness of the role of the school psychologist and the services they offer.
- Utilize NASP resources such as the NASP Exposure Project to spread awareness of the profession and locally recruit future school psychologists into the field.
- Collaborate with high school and undergraduate programs to provide opportunities for job shadowing, mentorship, or undergraduate field placement.
- Collaborate with graduate school psychology programs to provide practicum and internship supervision.
- Work with district-level colleagues to apply for the Excellence in School Psychological Services (ESPS) recognition program through NASP to highlight district efforts aligned with the NASP practice model and receive feedback on how to work toward implementing comprehensive school psychological services.

### ***Kansas Employers***

- Collaborate with university school psychology graduate programs to establish partnerships that support grow-your-own initiatives with accessible tuition reimbursement.
- Maintain competitive salary and benefits packages for school psychologists, recognizing their scope of practice and expertise in the field, including stipends for NCSP credentials.
- Develop a workload distribution system that considers factors beyond student ratios and fairly compensates school psychologists for disproportionate workloads due to local shortages.
- Offload clerical, case management, and compliance responsibilities to prioritize comprehensive school psychological services that include preventative measures and direct student services.
- Offer mentoring programs and high-quality professional development opportunities specific to school psychologists.

### ***Kansas School Psychology Graduate Programs***

- Increase the visibility of school psychology through undergraduate courses and student organizations across multiple disciplines to recruit future school psychologists.

- Seek federal grant funding for scholarships and recruitment initiatives related to filling underserved areas and underrepresented minorities in Kansas.
- Collaborate with underserved or hard-to-staff school districts to establish partnerships that support grow-your-own initiatives.
- Ensure the availability of high-quality training opportunities in alignment with the NASP Practice Model for Kansas school psychologists.
- Facilitate collaborations with other academic disciplines, such as education, counseling, and social work, to provide interdisciplinary training experiences that prepare school psychologists for holistic collaboration within school settings.

### ***Kansas Lawmakers***

- Provide monetary incentives to prompt local funding streams to recruit, hire, and retain licensed school psychologists, especially in underserved, high-need, and hard-to-staff communities across Kansas.
- Enact legislation for the Interstate Compact for School Psychologists as promoted by the Council of State Governments, Department of Defense, and the National Association of School Psychologists to support credentialing reciprocity for school psychologists nationally.
- Promote comprehensive school psychological services including recognizing school psychologists as mental health professionals and restrict alternative or emergency credentialing that allows related professionals to supplant school psychologists.
- Support legislation aimed at adequately funding general and special education to ensure obligations related to state and federal law addressing students with disabilities, school climate and safety, and social and emotional learning are met.

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