NASP Report of Graduate Education in School Psychology: 2018–2019

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ABSTRACT

Each year, the Graduate Education Committee of the National Association of School Psychologists (NASP) administers the National School Psychology Program Database Survey. Data regarding the status of graduate education in school psychology have been collected annually for both specialist and doctoral programs since 2010. This report for the 2018–2019 academic year summarizes data solicited from the directors of all known school psychology programs and provides estimates regarding selected outcomes for those programs. During the 2018–2019 academic year, an estimated 10,173 current students (including interns) were enrolled in school psychology programs. Further, an estimated 3,128 first year students were enrolled, whereas an estimated 2,816 students (2,321 specialist-level, 495 doctoral-level) graduated from school psychology programs. Approximately 85% of specialist-level program graduates work in schools. In contrast, approximately 51% of doctoral-level program graduates work in schools, while 6% of doctoral graduates work as faculty members within a university setting. Additional data include information regarding credit hour requirements, financial support, enrollment, internship placement, and student outcomes.

The National Association of School Psychologists (NASP) has periodically collected data regarding graduate education in the United States since the mid-1970s, allowing for the monitoring of trends that impact the health of school psychology as a field. These data summarize current year enrollment, program availability, student outcomes, access to financial aid, and shifts in graduate education requirements. Reporting information concerning enrollment (including enrollment of racially and ethnically minoritized students), financial support, and other data regarding graduate education supports NASP in responding effectively to the strategic goal of addressing shortages in school psychology. These data can also provide

an important frame of reference to facilitate self-evaluation of graduate programs. Additionally, prospective students can utilize these data through an online, publicly accessible database (NASP, n.d.) to understand more fully critical variables associated with graduate programs to which they are applying.

These data also allow for the generation of annual reports, thereby offering a current snapshot of graduate education in school psychology. The survey process also meets a long-term goal of regularly tracking data to allow for more detailed trend analysis in the future. Prior to the annual reports provided by Gadke et al. (2016, 2017, 2018, 2019), Rossen and von der Embse (2014) provided a historical report of the data available up to 2014. Tracking trends is important as we examine changes in enrollment and graduation over time as well as issues that may affect personnel shortages within the field of school psychology. The current paper, the fifth annual report, provides a summary of selected data collected from graduate programs in school psychology for the 2018–2019 academic year. Given the variability in response rate on specific items, estimates for selected outcomes are provided.

METHOD

The annual *National School Psychology Program Database Survey* was open October 2018 through January 2019.

Participants

During the 2018–2019 academic year there were 263 known institutions offering a graduate education program in school psychology at either the specialist-level, doctoral-level, or both. All known program directors received email invitations to complete the survey. Across all known institutions, there are 320 programs—219 at the specialist-level and 101 at the doctoral-level. Response rates vary across programs and by survey question. Specifically, response rates for individual items ranged from 53% to 92% of specialist programs and 62% to 92% of doctoral programs. Only programs that provided complete data within a given area of the survey (e.g., credit hours, enrollment) were included in the analyses.

Measure

The *National School Psychology Program Database Survey* was developed by the NASP Graduate Education Committee to collect basic statistics and information about current graduate education programs. Respondents provide information across several domains, including the nature of programs offered, approval/accreditation status, student financial support, enrollment, faculty appointments, opportunities for respecialization, internship placements, and student outcome data.

To create an estimate of the total number of all school psychology graduate students, male students, racially and ethnically minoritized students, first-year students, graduates, graduate student outcomes, and employment outcomes from all U.S. school psychology programs during the 2018–2019 academic year, these data were extrapolated from available information in each of these domains. The extrapolation required multiplying the average by all known active school psychology programs in the United States (219 specialist-level, 101 doctoral programs).

Procedure

All known school psychology program directors were contacted via email with instructions regarding how to complete the national survey using a web-based portal through the NASP website. Multiple attempts were made to encourage participation in the survey. Frequent email messages were distributed via the

NASP Graduate Education Community Listserv as well as the Trainers of School Psychologists (TSP) Listserv, including disseminating a list of program completers. Individual email messages were sent, and telephone calls were made to program directors reminding them to complete the survey.

The portal provided program directors with direct access to enter and edit their program's data on the NASP website, along with the option to provide access to other individuals within the institution to complete the survey. All directors were sent an email providing detailed instructions regarding how to access their program, the content of the survey, and how to complete the survey.

Once the survey was completed, the portal was closed to program directors and uploaded to the NASP database. For the purposes of data analysis, data were uploaded into a single file and cleaned for missing information, notable outliers, and other response errors. Microsoft Excel was utilized for all analyses. A summary of the descriptive statistics is provided below.

RESULTS

Data were reported based on program (i.e., specialist and doctoral) across each of the variables assessed within the survey. For this annual report, results focused on program approval and accreditation, credit hour requirements, financial support, enrollment, internship placements, and student outcomes. Additionally, available data were used to extrapolate enrollment and outcome estimates for all known U.S. school psychology programs.

Program Approval and Accreditation

A detailed description of program approval and accreditation data may be found in Table 1. Overall, 219 specialist-level programs participated in this portion of the survey. Of these programs, 71% reported full NASP program approval or accreditation, 6% reported NASP program approval or accreditation with conditions, and 23% did not have NASP program approval or accreditation at the time of data collection. Among the 101 participating doctoral programs, 72% held full NASP approval or accreditation, 4% reported NASP approval or accreditation with conditions, and 24% of doctoral programs were not approved or accredited by NASP. Further, 76 out of the 101 doctoral programs who responded to the survey reported accreditation by the American Psychological Association (APA), which only accredits doctoral-level programs at this time.

Table 1. Number of Programs Reporting NASP Approval/Accreditation or APA Accreditation Status in 2018–2019 Academic Year

	Specialist	Doctoral
NASP		
Approved/Accredited	155 (71%)	72 (72%)
Approval/Accredited With Conditions	13 (6%)	4 (4%)
Not Approved	51 (23%)	25 (24%)
APA		
Accredited	–	76 (75%)
Not Accredited	–	25 (25%)
Total	219	101

Note. The number of programs totals 320 across 263 known institutions offering a school psychology program. Among the 263 institutions, 69 maintain more than one program on the same campus (e.g., a specialist-level and doctoral-level program).

Credit Hours

A detailed description of the range and average number of credit hours required for graduation can be found in Table 2. A total of 202 specialist-level programs reported data regarding credit hours required for degree completion. For the purposes of this analysis, programs that reported quarter hours were converted to semester hours by multiplying quarter hours by .67 (see McMaster et al., 1989; Thomas, 1998). The average number of required semester hours across all specialist-level programs was 68.4. The average number of credit hours for programs with NASP approval/accreditation (69.2), without NASP approval/accreditation (66.5), and NASP approval/accreditation with conditions (69.5) differed by three credit hours. Hours ranged from a reported 50 hours to 104 hours across all specialist-level programs.

Table 2. Number of Required Credit Hours Necessary to Graduate Across School Psychology Programs in 2018–2019 by NASP Program Approval/Accreditation and APA Program Accreditation Status

	Specialist			Doctoral		
	NASP Program Status					
Programs	n	$\bar{x}$ (hours)	Range	n	$\bar{x}$ (hours)	Range
Approved/Accredited	148	69.2	60–95	68	110.3	64–144
Not Approved/ Accredited	41	66.5	50–104	21	91	48–145
Approved/Accredited With Conditions	13	69.5	60–88	4	107	90–118
Total	202	68.4	50–104	93	102.8	48–145
	APA Program Status					
	n	$\bar{x}$ (hours)	Range	n	$\bar{x}$ (hours)	Range
Accredited	–	–	–	69	110.5	64–144
Not Accredited	–	–	–	22	92.5	48–145
Total	–	–	–	92	101.5	48–145

Note. Quarter credit hours were converted to Semester credit hours using the equation (credit hours)*0.67 per (see McMaster et al., 1989; Thomas, 1998).

The average number of semester hours across all doctoral programs was 102.8. The average number of hours for NASP approved/accredited doctoral programs was 110.3, whereas those without NASP approval/accreditation averaged 91 hours. The four doctoral programs that maintained NASP approval with conditions reported an average of 107 semester hours. Doctoral programs with APA accreditation averaged 110.5 hours, whereas those without APA accreditation averaged 92.5 semester hours. Hours ranged from a reported 48 to 145 hours across all doctoral-level programs; those at the lower end may reflect programs designed primarily for individuals that have already completed prior graduate coursework.

Financial Support

Table 3 provides a summary of data regarding financial support of students during their graduate education. For the purposes of this survey, funding includes any form of monetary assistance, including federal aid, student loans, or monetary assistance by the academic program or institution. Among reporting specialist-level programs, an average of 7.9 first-year students per program ($n = 117$ programs; 925 students) and 17.1 students per program across all years ($n = 117$ programs; 2001 students) received funding to complete their graduate education. On average, students employed in a work-study position, which may include graduate or teaching assistantships, completed 11.5 work hours per week ($n = 128$ programs).

Table 3. School Psychology Students Receiving Financial Support During the 2018–2019 Academic Year

	Specialist				Doctoral			
	Programs (n)	Students (n)	$\bar{x}$	Range	Programs (n)	Students (n)	$\bar{x}$	Range
1st Years [a]	117	925	7.9	0–44	65	344	5.3	0–19
All Years [a]	117	2001	17.1	0–64	72	1088	17.6	0–99
Min. Weekly GA/TA Hours	128	–	11.5	0–24	71	–	14.2	0–20

[a] Includes students receiving any form of monetary assistance through Federal Student Financial Aid or student loans, or any form of monetary assistance from the academic program (e.g., teaching or research assistantship).

Similarly, 65 doctoral programs reported that an average of 5.3 first-year students per program (*n* = 344) received funding, while 72 doctoral programs reported that an average of 17.6 students per program across all years (*n* = 1,088) received funding. Students enrolled in doctoral programs and employed in a work-study position (e.g., graduate or teaching assistantships) were required to work, on average, a minimum of 14.2 hours (*n* = 71 programs) each week.

Enrollment

Student enrollment data for reporting specialist-level and doctoral programs can be found in Table 4. During the 2018–2019 academic year, an average of 33.4 students were enrolled across reporting specialist-level U.S. school psychology programs. Specialist-level programs reported an average of 4.7 males and 10 racially and ethnically minoritized students per program. Finally, specialist-level programs reported averages of 41.4 applicants per program, 14.7 offers of admission per program, and 11.7 first year students enrolled per program.

Table 4. Student Enrollment Data Across School Psychology Programs During the 2018–2019 Academic Year

	Specialist				Doctoral			
Students	Programs (n)	Students (n)	$\bar{x}$	Range	Programs (n)	Students (n)	$\bar{x}$	Range
Total	167	5572	33.4	0–137	83	2345	28.3	2–101
Males	166	778	4.7	0–29	82	336	4.1	0–19
First Year	166	1936	11.7	0–53	83	466	5.6	0–19
Racially and Ethnically Minoritized Students	164	1633	10.0	0–66	81	672	8.3	0–60
Accepted	160	2359	14.7	0–94	80	703	8.8	0–37
Applicants	150	6216	41.4	0–180	77	2735	35.5	0–230

Note. The data reported do not represent all known programs in school psychology, and thus do not describe the enrollment in its entirety to school psychology graduate programs. Applicants refers to the number of individuals who completed applications to a program. Accepted refers to the number of individuals who were offered admission from the application pool.

There was an average of 28.3 students enrolled across reporting doctoral programs. Doctoral-level programs reported an average of 4.1 males and 8.3 racially and ethnically minoritized students per program. Finally, doctoral-level programs reported averages of 35.5 applicants per program, 8.8 offers of admission per program, and 5.6 first year students enrolled per program.

To have an estimate of the total number of all students, male students, racially and ethnically minoritized students, first-year students, and graduates across the entire nation during the 2018–2019 academic year, these data were extrapolated from available information in each of these domains (see Table 5). The extrapolation required multiplying the averages from each individual variable (e.g., average male students) by all known active school psychology programs in the United States by degree program (219 specialist-level; 101 doctoral programs). Based on this analysis, an estimated 7,315 specialist-level students and 2,858 doctoral-level students were enrolled in school psychology programs across the United States in 2018–2019, for a total estimated 10,173 students. Within specialist-level programs, there were an estimated 1,029 male students (14%), 2,190 racially and ethnically minoritized students (30%), and 2,562 first-year students. Within doctoral programs, there were an estimated 414 male students (14%), 838 racially and ethnically minoritized students (29%), and 566 first-year students. Finally, it is estimated that there were 2,321 graduates of specialist programs and 495 graduates of doctoral programs, for a total of 2,816 new graduates entering the workforce.

Table 5. Estimated Total School Psychology Graduate Student Data During the 2018–2019 Academic Year

Students	Specialist Programs *n* (estimation)	Doctoral Programs *n* (estimation)	Total (Specialist & Doctoral) *n* (estimation)
Total Students	7315	2,858	10,173
Male Students	1,029	414	1,443
First-Year Students	2,562	566	3,128
Racially and Ethnically Minoritized Students	2,190	838	3,028
Graduated	2,321	495	2,816
Graduates Employed in Schools	1,971	252	2,223
Graduates Employed as Faculty	–	30	30
Graduates Not Employed	–	–	–
Transferred From SL to DL program	87.6	–	–
Exited Program Due to Inadequate Performance	66	20	86
Withdrew From the Program	175	61	236

Note. Estimates were calculated using known number of specialist- and doctoral-level programs and the average number of students admitted and enrolled by programs that completed the survey.

Internship Placement

Table 6 provides a summary of the student internship data for specialist-level and doctoral programs. Results from 171 reporting specialist-level programs indicated 1,586 interns during the 2018–2019 academic year, with an average of 9.2 interns per program. Of these interns, 99.2% completed the entirety of their internship within a school setting. Doctoral programs presented with a more diverse set of

internship placements. Across the 90 reporting doctoral programs there were a total of 399 interns, with an average of 4.4 interns per program. Less than half of these students completed an entirely school-based internship (i.e., 43.6%), while 24.8% were part-time in the schools and 32.6% completed the entirety of their internship in a setting outside of the schools.

Table 6. Student Internship Data Across School Psychology Programs During the 2018–2019 Academic Year

	Internship Data			
	Specialist Students (*n* = 171 programs)			
Interns	*n*	$\bar{x}$	%	Range
Total	1,586	9.2	--	0–62
100% School based	1,574	9.2	99.2%	0–62
	Doctoral Students (*n* = 90 programs)			
	n	$\bar{x}$	%	Range
Total	399	4.4		0–21
100% School Based	174	1.9	43.6%	0–14
Part-Time School	99	1.1	24.8%	0–9
100% Out of School	130	1.6	32.6%	0–21
APA Accredited	192	2.3	48.1%	0–19
APPIC and CDSPP	92	1.2	23.1%	0–21
APPIC Only	0	0	0%	0
CDSPP Only	141	1.8	35.4%	0–16
Non-APPIC/CDSPP Criteria Not Met	18	.2	4.5%	0–11

There was significant variability in meeting external criteria for doctoral-level internships. Of the 90 reporting doctoral programs, 48.1% of students completed an internship accredited by the APA, and 23.1% of students completed an internship that was both an Association of Psychology Postdoctoral and Internship Centers (APPIC) member and met the Council of Directors of School Psychology Programs (CDSPP) internship guidelines. Further, 35.4% of students completed a program that solely met the CDSPP guidelines, while 4.5% of students completed an internship program that did not meet any accreditation/approval guidelines. Zero percent of students completed an internship that was a member of the APPIC only. Notably, internships accredited by the APA are also APPIC members and meet the CDSPP internship guidelines; therefore, not all categories described are mutually exclusive.

Student Outcomes

Student outcomes refer to students' graduation rates, time to graduation, and employment outcomes. Specific student outcome data can be found in Table 7, while estimates regarding graduate student and employment outcomes considering all known programs can be found in Table 5. Across 161 reporting specialist-level programs, an average of 10.6 students per program (*n* = 1,716) graduated during the 2018–2019 academic year, with a median of 3 years to degree completion. Doctoral programs (*n* = 80) reported an average of 4.9 students per program (*n* = 394) that graduated during the 2018–2019 academic year, with a median of 5 years required for degree completion.

Among reporting specialist-level programs, an average of nine graduates per program (*n* = 1,382) went to work in schools, and only one student across all programs was reported as unemployed. An additional 54 students transferred from the specialist-level to a doctoral-level program, whereas 37 students exited the program due to inadequate performance, and 120 students withdrew from the program (less than 1 student per program on average).

Table 7. Student Outcome Data Across School Psychology Programs During the 2018–2019 Academic Year

Outcome	Specialist Programs				Doctoral Programs			
	n (programs)	*n* (students)	$\bar{x}$	Range	*n* (programs)	*n* (students)	$\bar{x}$	Range
Students Graduated	161	1,716	10.6	0–75	80	394	4.9	0–34
Median Years to Degree Completion	157	–	3	0–4	76	–	5.02	0–11
Graduates Employed in School	152	1,382	9	0–33	76	189	2.5	0–24
Graduates Employed as Faculty	143	0	0	0	72	21	0.3	0–5
Employed outside of schools	143	16	0.1	0–4	74	166	2.2	0–19
Employed in another field	140	1	–	0–1	71	6	0.1	0–5
Not Employed	129	1	–	0–1	63	1	0.0	0–1
Transferred from SL to DL program	149	54	0.4	0–6	–	–	–	–
Exited due to inadequate performance	149	37	0.3	0–4	64	13	0.2	0–6
Withdrew from program	149	120	0.8	0–10	78	49	0.6	0–6

Among reporting doctoral-level programs, an average of 2.5 graduates per program (*n* = 189) were employed in schools, whereas an average of 0.3 graduates (*n* = 21) obtained employment as university faculty; only one individual was reported as unemployed. An additional 13 students exited the program due to inadequate performance, and 49 students withdrew from the program (less than 1 student per program on average).

To have an estimate of the total graduate student and employment outcomes across the country during the 2018–2019 academic year, these data were extrapolated from available information in each of these domains (see Table 5). The extrapolation required multiplying the averages from each individual domain by all known active school psychology programs in the United States by degree program (219 specialist level; 101 doctoral programs). Based on this analysis, an estimated 2,223 new graduates gained employment in K–12 schools; among them, 1,971 were from specialist-level programs, and 252 were from doctoral-level programs. An estimated 30 graduates gained employment as university faculty, all from doctoral-level programs. Finally, an estimated 88 students transferred from a specialist-level to a doctoral-

level program, 86 students (66 specialist level, 20 doctoral) exited the program due to inadequate performance, and an estimated 236 students withdrew from graduate programs.

DISCUSSION

Data reported in the 2018–2019 academic year includes information on program credit hour requirements, financial support, enrollment status, internship placement, and student outcomes. As noted in previous reports (Gadke et al., 2016, 2017, 2018, 2019), there continues to be a wide range in credit hour requirements for both specialist-level (50–104 hours) and doctoral-level programs (48–145 hours). This variance could be due to several reasons, which have been discussed in previous reports. For example, doctoral students may be exempt from graduate coursework completed in a previous specialist-level school psychology program or a degree in a related discipline. It is also likely that required hours for practicum and internship account for significant differences among programs. Nevertheless, there is significant variability in the reported number of credit hours, which may have implications for students pursing the degree in terms of time and cost. It also suggests potential differences in the breadth of training provided.

The current data indicate a slight increase in the number of credit hours required by specialist-level programs (reporting an average of 68.4 hours) but a decrease in the number of hours required by doctoral programs (reporting an average of 102.8 hours). As discussed in previous reports, there has been a small increase in credit hours required by specialist-level programs over the past several decades. However, relative to the last four reporting years (i.e., Gadke et al., 2016, 2017, 2018, 2019), there has been little change in average total credit hours indicated.

Many students in both doctoral- and specialist-level programs maintain funding throughout graduate school. According to the survey, this support most often included federal student financial aid and graduate/teaching assistantships. These data have remained relatively consistent throughout previous annual reports, suggesting financial support remains viable for students across programs.

As reported in previous years, female students continue to vastly outnumber males in terms of enrollment, comprising 86% of the total enrollment across specialist-level and doctoral-level programs. Consistent with previous years, males account for approximately 14% of all students enrolled in specialist and doctoral programs. These data remain consistent with those from the school psychology workforce (Walcott & Hyson, 2018). Further, programs at the specialist and doctoral levels reported that racially and ethnically minoritized students comprise 29–30% of total enrollment, a similar percentage to that indicated in the previous report. This number suggests an increasing trend since 2014–2015, when programs reported approximately 25% of total enrollment as racially and ethnically minoritized students. These reports continue to exceed the estimated diversity within the workforce obtained via the last NASP Membership Survey, which projected only 13% of school psychologists identifying as racially and ethnically minoritized (Walcott & Hyson, 2018).

Doctoral programs reported an increase in both applicants and students accepted for the 2018–2019 school year when compared to 2017–2018, whereas specialist-level programs reported relatively similar figures from the previous year. Specifically, doctoral programs reported an average of 35.5 applicants per program in 2018–2019 (compared to 30.5 in 2017–2018); however, average offers of admission remain similar with an average of 8.8 receiving an offer of admission per program compared to 9 in 2017–2018. Notably, caution is warranted when attempting to use applicant data to identify total applicants in a given year; a single applicant may apply to numerous programs and be counted each time as a separate applicant.

We continue to see critical shortages of school psychologists across the nation. Programs have remained similar in size and continue to admit less than half of applicants, some of whom might otherwise successfully complete a school psychology program. Efforts such as the Second Round Candidate Match (https://www.nasponline.org/aboutschool-psychology/becoming-a-school-psychologist/2nd-round-candidate-match), which provides a list of programs with remaining openings following the standard admission cycle, is one step to provide this bridge for prospective students. Nevertheless, barriers including program limits on enrollment, access to field supervision placements, and sufficient faculty potentially contribute to limited growth.

Not surprisingly, the data continue to suggest that almost all specialist-level students (99.2 %) complete their internships in a school setting, which likely leads to subsequent employment in K–12 schools. However, doctoral internships are much more varied. Less than half of doctoral students complete their internships entirely within a school setting, and another quarter spend part of their internship year within the schools. Nearly a third reported completing the entirety of their internship in settings outside of the schools. This is driven in part by an increasing trend for doctoral students to complete internships accredited by the APA, for which a low number are delivered in pre-K–12 school settings.

Finally, we report estimates of employment outcomes among the programs' most recent graduates. Among specialist-level graduates, an estimated 85% obtained employment in schools, compared to only 51% of doctoral graduates. An estimated 2,223 graduates therefore entered employment in pre-K–12 schools, similar to the 2,282 reported the previous year. This provides an important benchmark for the field's stability regarding filling vacant positions. This analysis did not obtain data regarding geographic placement. Of note, an estimated 86 students left their program due to inadequate performance, while 236 withdrew of their own accord. In sum, 322 students (or 3% of total enrolled students) left their program during the 2018–2019 academic year. Future research could potentially identify the factors that contribute to withdrawal (e.g., cost, goodness of fit, disputes or conflicts within the program) in efforts to help reduce that number even further.

Consistent with previous years, not all program coordinators responded to the survey or completed it in its entirety; therefore, an extrapolation method was necessary to generate data estimates for all school psychology graduate programs. According to this year's estimates, overall enrollment has decreased slightly in 2018–2019 to 7,315 for students enrolled in specialist programs. During the previous three years, overall enrollment had been rising from 6,827 (2015–2016) to 7,118 (2016–2017) to 7,326 (2017–2018). In contrast, estimated doctoral program enrollment increased during the 2018–2019 academic year to 2,858 students. This is in contrast to drops in estimated doctoral enrollment from 2016–2017 (3,091) to 2017–2018 (2,795). Specialist-level programs evidenced relative consistency in the number of first-year and racially and ethnically minoritized students; however, there were relative increases in male students and graduates when compared to the previous year. Doctoral programs increased the number of racially and ethnically minoritized students, first-year students, and graduates, though they experienced decreases in the number of male students when compared to the previous year.

LIMITATIONS

These data, while only presenting an overview of the current status of graduate preparation in school psychology, should be interpreted with caution because of several limitations. The greatest limitation continues to be associated with reporting methods. Programs were inconsistent regarding how they reported certain data. For example, when some programs wanted to report "0" or "no" they wrote those items in the response block; however, it appeared that some programs simply left items blank to reflect

"0" and "no." This made it impossible to decipher among those responding in the negative, and those simply not responding for certain survey items. In a similar vein, some programs left out whole sections of data or only partially completed specific items. Consistent with previous years, if data were missing or appeared to be reported in error, those data were removed from the final data set to minimize inaccuracies. Unfortunately, this resulted in an incomplete representation of all the current programs, which the authors tried to rectify by extrapolating data to obtain estimates for the field. Finally, given that these data are available to the public at the program level, it is possible that some coordinators did not report certain data that would potentially reflect poorly on their program, leading to the potential for selection bias.

The NASP Graduate Education Database serves as a valuable resource to school psychology. Addressing shortages in school psychology is one of NASP's strategic goals. To respond to these current and anticipated shortages effectively, it is essential to have accurate data about school psychology programs and graduates that can be tracked over time. It is crucial that faculty participate in the ongoing data reporting in order to maintain accurate data to help target strategies to address the current shortage, develop strategies to ensure the security of the profession, and evaluate progress over time.

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