

Part B Personnel Data Notes

2018-19 Reporting Year

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

Alaska

- The State provided the following response(s) to large Year to Year change(s):
 - Alaska attributes the increase in not qualified special education paraprofessionals reported to a change in regulation that went into effect during SY 2018-19. Due to the change in regulation, all instructional paraprofessionals have the same qualification requirements regardless of the Title I Status of schools.

American Samoa

- Although we don't have any contracted personnel for the categories marked no; the department has access to these professionals and these services through Memorandum of Understanding (MOU) for other agencies.

Arizona

- The State provided the following response(s) to large Year to Year change(s):
 - Arizona believes the changes might be due to the following factors:
 - 1) Children attending multiple locations have seen an increase in interpreters through our state institutions for the deaf and blind to accommodate multiple locations; this led to a hiring increase for the past year to provide services to a variety of locations at local education agencies (LEAs) across the state.
 - 2) The decrease in social workers may potentially be tied to confusion as to what the position involves, classification of the position by a school's administration, and lack of a realistic workload. This has led to individuals potentially leaving the field for better opportunities.

Arkansas

- The State provided the following response(s) to large Year to Year change(s):
 - Arkansas in SY 2018-19 entered its final year of an interagency with the Department of Human Services Division of Developmental Disabilities Services (DDS). Programs licensed by DDS served an Individuals with Disabilities Education Act (IDEA) service provider for ages 3-5 (preschool). These programs used a supervising teacher model which utilized a higher number of paraprofessionals. At the start of SY 2018-19, some programs had already opted out of being a Part B 3-5 provider, reducing the number of paraprofessionals being employed.
- Speech-Language Pathologists are considered teachers in Arkansas and are reported under teachers instead of related service providers.

Colorado

- The State provided the following response(s) to large Year to Year change(s):

- This increase in unqualified or underqualified staff is likely due to a statewide teacher shortage. According to the 2018-19 Teacher Shortage Survey Results, 3.31% of Special Education Generalist, 14.86% of Special Education Specialist for the Visually Impaired and 18.01% of Special Education Specialist for the Deaf and Hard of Hearing went unfilled or filled through a shortage mechanism. A "shortage mechanisms" is defined as "hiring long-term substitutes, retired educators, alternative licensure program candidates and emergency authorization candidates. These individuals typically do not hold the proper license to serve special education populations. Special Education Support Positions also were hard to fill, such as School Nurse (4.94%), School Physical Therapist (4.03%) and School Psychologists (5.32%). Small Rural Districts and Board of Cooperative Educational Services (BOCES) were most likely to fill shortages through a shortage mechanism according to the report. These positions are consistent with positions we see in the full-time equivalency (FTE) increases for unqualified staff.

Connecticut

- The State provided the following response(s) to large Year to Year change(s):

- Personnel Count Totals were accidentally duplicated in the file, which resulted in statewide personnel data for the 2017-18 school year for the state of Connecticut to be reported as twice the actual count.

Georgia

- The State provided the following response(s) to large Year to Year change(s):

- Georgia continues to face shortages of qualified educators, especially in high-need areas such as special education. The Georgia Department of Education (GaDOE) is partnering with local education agencies (LEAs) to support their efforts to attract, prepare, and retain teachers. Georgia is pursuing a robust Teacher Pipeline legislation and promoting changes to allow districts to utilities retired educators full-time to fill high-need teaching positions.
- Fewer paraprofessionals were needed for the 3-5 age group based on the needs and number of students in this group. The actual number of not qualified paras decreased, but the % of not qualified increased due to the total decrease in 3-5 paras. More paraprofessionals were needed for the 6-21 age group based on the needs and number of students in this group. However, districts could not always employ qualified paras and about 2/3 of the additional paras are not qualified resulting in an increase in the % of not qualified paras in the 6-21 age range.

Hawaii

- The State provided the following response(s) to large Year to Year change(s):

- There was a large increase of not fully certified teachers in SY 2018-19.
- The Hawaii Department of Education (HIDOE) has updated the methodology of calculating the full-time equivalency (FTE) for medical/nursing service staff FTE.
- There was an increase in student enrollment from SY 2017 to SY 2018 and a need for additional supports.

Idaho

- Idaho does not collect full time equivalency (FTE) for Social Workers or Counselors (Rehabilitation Counselors) specific to their work with children with disabilities.

- The State provided the following response(s) to large Year to Year change(s):

- Idaho's Special Education team has worked with the Technical Support team to improve data quality through communication and training to local education agencies (LEAs) regarding personnel data. Elements of the collection were adjusted for SY 2018-19 data reporting:
 - A number of personnel were recorded with multiple unique identifiers for SY 2018-19 collection personnel data were merged to ensure staff were appropriately counted.
 - To reduce reporting burden on LEAs assignment codes were adjusted starting in the beginning of SY 2018-19 collection.
 - Through reexamining codes included in each of the personnel files a duplication was identified and addressed which substantially reduced the count of teachers.

Illinois

- The State provided the following response(s) to large Year to Year change(s):

- These are small n-sizes. Due to this, the trend data are volatile.

Indiana

- Speech-Language Pathologists are employed/contracted in Indiana, but they are not considered related services personnel because speech is not considered a related service in Indiana.

Kansas

- Kansas developed a new data collection application which more accurately verifies licensure status by date for determining qualifying status for special education\ providers.

Kentucky

- The State provided the following response(s) to large Year to Year change(s):

- Kentucky had an increase of counselors from SY 2017-18 to SY 2018-19. Local education agencies (LEAs) have noted that they had opportunities to hire additional vocational rehabilitation counselors due to some changes in funding in some LEAs. LEAs are also focusing more on mental health and have hired more mental health counselors as a result of this initiative.

- Kentucky has positions named Speech Language Pathology Assistant, Occupational Therapist Assistant, and Physical Therapist Assistant which are employees on track for final certification and these are reported as Not Fully Certified.

Massachusetts

- The State provided the following response(s) to large Year to Year change(s):

- Increases reflect better local education agency (LEA) reporting.

Michigan

- The State provided the following response(s) to large Year to Year change(s):

- There was an increase in special education teachers not fully certified between SY 2017-18 and SY 2018-19. The reason for the increase: long-term substitutes are not considered fully certified unless they have a full approval in an area of special education. In addition, some special education teachers are teaching on a temporary approval under Michigan rule 340.1783 which Michigan considers a permit and not fully certified.

Minnesota

- The State provided the following response(s) to large Year to Year change(s):
 - In 2017 the Minnesota legislature established the Professional Educator Licensing and Standards Board (PELSB) and created a tiered licensure system for the issuance of teaching licenses in Minnesota. In 2018 PELSB adopted rules to help implement the tiered licensure system. In SY 2018-19 PELSB had not yet updated or aligned certification codes so any special education teacher who held a license, regardless of tier level, was counted as 'fully certified', accounting for the increase. As the tiered licensure system is adjusted and refined it is expected this could have a potential effect on SY 2019-20 reporting.

Nevada

- The State provided the following response(s) to large Year to Year change(s):
 - The year-to-year increase in teachers reported as not fully certified between SY 2017-18 and SY 2018-19 is the result of improved technical assistance to local education agencies (LEAs) and improved data quality review and control.
 - Beginning in SY 2018-19, the Nevada state education agency (SEA) filled an additional position, and that position has implemented clear, continuous technical assistance and training provided to local education agencies (LEAs) on accurate data entry into the student information system. The technical assistance system has included one: one communication, and has included data review and validation processes, and additional training on file specifications/definitions and expectations. The technical assistance system has also established protocols for preliminary data submission from the LEAs to SEA, so that data quality can be analyzed prior to submission.

New Hampshire

- The State provided the following response(s) to large Year to Year change(s):
 - The state is using a new data survey.

New Jersey

- NJ has only fully certified special education teachers serving students.
- The State provided the following response(s) to large Year to Year change(s):
 - Changes were made to SY 2018-19 data collection which reported improved data quality.

New Mexico

- The State provided the following response(s) to large Year to Year change(s):
 - The increase in the number of not fully certified staff appears to be associated with the teacher shortage the state is experiencing.

- The state education agency (SEA) does not include Physical Education Teachers, Recreation and Therapeutic Recreation Specialists and Counselors as related services personnel. SEA does include Rehabilitation Counselors and Diagnosticians as related services personnel.

North Carolina

- The State provided the following response(s) to large Year to Year change(s):
- North Carolina provided extensive face to face training on the Federal Personnel report and created how-to videos on calculating the full-time equivalency (FTE) to all districts this year. We believe this training has improved the data quality and reporting from the districts.

Northern Marianas

- Northern Marianas does not employ or contract Medical/Nursing Service Staff.

Oklahoma

- The State provided the following response(s) to large Year to Year change(s):
- We suspect the increase in teachers is due to a need for personnel providing basic supports in the classroom.
 - The personnel data match what was reported by districts for counselors, medical/nursing staff and physical education teachers. The very high annual increases are not likely correct and are due to two districts' misunderstanding of the submission. We have not been able to resolve these numbers.

Oregon

- The State provided the following response(s) to large Year to Year change(s):
- Oregon has been experiencing age 3 to 5 teacher shortages in rural areas and implemented new requirements for preschool teacher certification (birth to age 5) which is thought to have impacted the data. To mitigate these shortages, temporary authorizations certificates were issued as an alternate means to achieve full certification within twelve months. This action appears to have positively impacted the SY 2018-19 data.

Pennsylvania

- Additional staff may also include Paraprofessionals, personal care aides.

Republic of Palau

- Presently, there aren't any occupational therapist, recreational and therapeutic recreation specialist, speech language pathologist, orientation and mobility specialist or an interpreter available on island. However, there's a physical therapist assistant who continues to provide services and the program is still looking for someone trained to provide occupational therapy. A trained staff member continues to provide speech services. A teacher is now involved in an ongoing training on sign language to support students with hearing impairments. Through interagency collaboration children/youth with disabilities ages 3-21 can access the other related services from psychologist, social workers, audiologist, and medical/nursing services from staff employed by the Belau National Hospital. Children/youths with disabilities can also access counseling services and participate in physical education classes at the schools where they are enrolled.

Republic of the Marshall Islands

- Special Education Teachers provide services to the children. Other specialized personnel marked no are not available at this time.

Texas

- The State provided the following response(s) to large Year to Year change(s):
 - The Texas Education Agency (TEA) verified that the data match state records and are accurate. The decrease in the number of "not qualified" personnel for ages 3 through 5 is attributed to the implementation of the high-quality prekindergarten program grant which required teachers to be certified and have additional qualifications.

Vermont

- The State provided the following response(s) to large Year to Year change(s):
 - These year-to-year differences are a result of late personnel reporting for SY 2017-18.

West Virginia

- The State provided the following response(s) to large Year to Year change(s):
 - Licensed Practical Nurses (LPNs) were included in SY 2017-18 data but not in SY 2018-19 data in error. To correct this and other errors like it in West Virginia, the Office of Special Education and Student Support is working to train special education directors and provide technical assistance in properly calculating the full-time equivalency (FTE).

Wisconsin

- The State provided the following response(s) to large Year to Year change(s):
 - In adopting the criteria for "Fully Certified" per requirements under the Every Student Succeeds Act (ESSA) and as reported in *EDFacts* File FS070, special education teachers who previously were identified as "highly qualified" while working under emergency licensure are now not "fully certified" under the ESSA requirements.
 - The increase in full time equivalency (FTE) of special education teachers and paraprofessionals serving ages 6-21 reported as not qualified for SY 2018-19 as compared to the prior school year can largely be attributed to the largest local education agency (LEA) in the state.
 - The Department of Public Instruction (DPI) continues to provide LEAs a licensure audit results report as a means of ensuring all staff are qualified.