**Part B Personnel Data Notes**

**2019-20 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 changes in qualification status of paraprofessionals to a change in regulation that went into effect during SY 2018-19. During SY 2019-20, all district reporting was collected and reported based on this policy change. SY 2019-20 was the first year the data was able to fully be collected and reported to the department using the new standard. All schools regardless of Title I status had the same qualification requirements for paraprofessionals. Due to this, more paraprofessionals were reported in status not qualified for all age groups.

**Arizona**

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

* Arizona confirms that the significant increase in the Physical Education and Recreation and Therapeutic Specialists category is due to some public education agencies (PEAs) incorrectly reporting General Education staff in addition to those that provided direct special education instruction.
* Arizona confirms that the significant decrease in the Not Qualified Paraprofessionals is due to some PEAs incorrectly reporting a large full time equivalent (FTE) count of Qualified Paraprofessionals in this category for SY 2018-19.

# Bureau of Indian Education

- The Bureau of Indian Education (BIE) provided more training sessions for personnel which has affected the quality of reporting of data in the database.

**Colorado**

- Staffing categories marked “no” on the State Supplemental Survey do not have data collected because there is no state level certification associated with the educational statutes.

# Connecticut

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

* In SY 2019-20, Connecticut (CT) experienced a large increase in the number of educators working under a Nonrenewable Interim Initial certificate. This certificate is for educators who had been either certified out-of-state or educated at an out-of-state teacher prep program. These educators are allowed to teach for one year while they take and pass CT’s teacher prep examinations.
* CT also experienced an increase of staff with Durational Shortage Area Permits (DSAPs). DSAPs are provided to educators who have a certain minimum level of course work in the identified area (in this case special education) and whose district has requested they be provided a permit.
* Together these two groups account for over 90% of the increase in CT's not fully certified count.

# Delaware

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

* For the 3-5 Difference, file submission is aligned to the new EDFacts Section 2.5 instructions to use Kindergarten (KN) teachers in the 6-21 category. 5-year-olds in KN are being counted in the 6-21 category. The loss in the 3-5 category can be seen in the gain in the 6-21 category.
* Para assignment is based on school grade configuration. School grade configuration can vary from year to year.

# Hawaii

- Hawaii Department of Education (HIDOE) updated the methodology for calculation of full time equivalent (FTE) for: interpreters, physical education teachers, and social workers.

# Kansas

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

* Upon investigation, Kansas discovered the increase of not fully certified teachers was a result of teacher shortage. The number of teachers on waivers and substitutes increased as shortages increased. In FY 2020, COVID hit in the 2nd semester, and districts reported they had staff near retirement who simply refused to learn to do distance learning or to come back to the classroom and risk exposure. In an effort to continue to provide educational services, teachers who were not fully certified filled many positions**.**
* SY 2020-21 increase of Nursing staff is representative of an upward trend seen over the past 5 years. Together with the increase of Counselors and rehabilitation counselors, this reflects an emphasis from the Kansas State Board on mental health as part of the student experience. Local educational agencies (LEAs) have responded with increased staffing in these related service areas:

# Kentucky

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

* From SY 2018-19 to SY 2019-20, Kentucky had an increase of Counselors and Rehabilitation Counselors. The reason for this is that school districts are hiring additional transition counselors as well as additional counselors to focus on mental health.
* From SY 2018-19 to SY 2019-20, Kentucky had an increase in Fully Certified teachers for ages 3-5 that was due to a change in the wording in the data collection system and the way those submitting the data interpreted the request.

# Massachusetts

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

* Differences may be attributed to circumstances caused by the COVID 19 Pandemic.

# 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 2018-19 and SY 2019-20. The reason for the increase: long-term substitutes were not considered fully certified unless they have a full approval in an area of special education.

# Minnesota

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

* Minnesota experienced a combination of factors that impact reporting for SY 2019-20, including changes to the Staff Automated Reporting System (STAR) and an increase in the number of teachers hired. 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. In SY 2019-20, PELSB further updated and refined STAR and the tiered licensure system, both collapsing and expanding the types of certification codes used to identify licensed staff as 'fully certified' or 'not fully certified'. These changes required important modifications to the business rules and allowed Minnesota to refine in what categories staff are reported. In addition to coding changes in the licensure system, Minnesota experienced a 15-20 percent increase in the number of early childhood special education teachers identified as 'new hires' who fell in the 'not fully certified' category. As PELSB continues to adjust and refine tiered licensure system reporting, that could continue to impact FS070 SY 2020-21 reporting.

# Missouri

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

* There was a statewide increase of aides not qualified from the prior school year. This small increase was partly due to the unavailability of testing sites due to COVID-19.

# Nebraska

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

* With the introduction of the requirement of employers at the local education agency (LEA) level to require health insurance to paraprofessionals, the state has seen a shift to contract outside agencies for paraprofessional services. Students remained served through this contracted approach.
* Nebraska has seen an increase in the reported number of counselors due to the tiered approach to addressing student social-emotional needs.
* With the introduction of the requirement of employers at the LEA level to require health insurance to paraprofessionals, the state has seen a shift to contract outside agencies for paraprofessional services. Students remained served through this contracted approach.

# Nevada

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

* For SY 2019-20 Part B Personnel Data submission due on November 4, 2020, Nevada has chosen to participate in the 1-year transition period and is reporting all staff employed or contracted to provide services to 5-year-old children with disabilities who are in kindergarten under the “age 3-5”/preschool age reporting category for the SY 2019-20 data submission.
* The year-to-year decrease in teachers reported as not fully certified between the SY 2018-19 and SY 2019-20 school years appears to be the result of teachers becoming fully certified as they move through programs for alternative routes to licensure.

# Ohio

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

* During SY 2019-20, the following factors contributed to an increase in the number of not fully certified special education teachers for students ages 6-21: COVID-19 pandemic building closures resulted in a need for more staff to serve students with disabilities remotely; an increased demand for student support due to trauma, behavioral challenges, and social-emotional needs; and a shortage of licensed intervention specialists, particularly in certain areas of the state.

# Oklahoma

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

* The number of counselors and physical educations teachers reported in SY 2019-20 dropped from the prior year because of improvements in reporting requirements and practices. Local education agencies (LEAs) over-reported full-time equivalents (FTEs) for these positions in SY 2018-19.

# Oregon

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

* SY 2019-20: There was a substantial increase in full-time equivalent (FTE) special education physical education teachers likely due to utilizing funding opportunities available to schools in Oregon to increase physical education.
* Oregon's teacher licensure agency moved to a new licensure system this year causing delays and data issues with the data feed we get. The licensure board is still working out some of the kinks. We believe the Not Certified teacher count is higher than normal due to this.
* For the age 3-5 group, some schools had reductions in staff which resulted in a decrease in the not fully certificated full time equivalent (FTE) statewide. For the age group 6 to 21 group, several schools increased fully certificated FTE which in turn reduced the not fully certificated FTE.

# Pennsylvania

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

* Due to Health and Safety requirements of Governor’s Emergency Orders in response to the COVID-19 Pandemic, there were barriers for paraeducators to completing the Pennsylvania (PA) required 20-hour training requirement due to no in person training.
* Due to Health and Safety requirements of Governor’s Emergency Orders in response to the COVID-19 Pandemic, there was a need for additional staff to provide services creating an increase of personnel in related service areas.

# Puerto Rico

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

* For this year we included the special education teachers who are employed or contracted to work with 5-year-old children with disabilities who are in Kindergarten in the school age reporting category (permitted value 6TO21).
* Recent years PRDE has incremented the demand in specialized related services to be able to supply the increase in demand of this services which has led to an increased number of FTE staff reported in the categories Audiologist and Interpreters.

# South Dakota

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

* The State’s full-time equivalency (FTE) of not qualified paraprofessionals providing services for students six through twenty-one increased because some of the local educational agencies (LEAs) hired additional paraprofessionals to meet the needs of the students with disabilities.

# Texas

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

* The decrease in the number of "certified" and "not fully certified" teachers for ages 3 through 5 is attributed to the implementation of reporting requirements for personnel in service of students age 5 and in Kindergarten (KG). Texas implemented reporting requirements for this file in SY 2019-20 to count personnel for age-5 KG in the age 6-21 group as per the file specification.
* The decrease in "not qualified" categories in both ages 3-5 and 6-21 categories is attributed to increased training and awareness for Para certification requirements in the State delivered through information and monitoring efforts. This effort along with the implementation of reporting requirements for personnel in service of students age 5 and in Kindergarten is attributed to the year-to-year increase in the "qualified" category for ages 6-21. Texas implemented reporting requirements for this file in SY 2019-20 to count personnel for age-5 KG in the age 6-21 group as per the file specification.

# Virginia

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

* The data is collected through the Instructional Personnel (IPAL) Survey which was modified for SY 2019-20.  These modifications resulted in better, clearer definitions of how staff should be identified and these changes were expected.

# Washington

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

* There were some local education agencies (LEAs) statewide reporting a small decrease in this category resulting in the overall larger statewide full time equivalent (FTE) #/% change.

# West Virginia

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

* 3-5 Qualified: All Pre-k classrooms, including preschool special education, must meet the quality requirements for Universal Pre-k outlined in West Virginia (WV) State Board Policy 2525: West Virginia’s Universal Access to a Quality Early Education System and Policy 2419: Regulations for the Education of Students with Exceptionalities. It is required for all collaborative and preschool special needs classrooms to be staffed with no less than two adults, one of whom is a teacher. It is required under Policy 2525 the second person be a teacher assistant. Persons employed and/or newly hired as an aid/assistant must hold the position of either Early Childhood Assistant Teacher Temporary Authorizations or Early Childhood Classroom Assistant Permanent Authorization (ECCAT). Local boards of education must ensure the correct certification for all staffing for pre-k classrooms. This is an area that is also part of the early childhood review process to ensure compliance. Additionally, there have been numerous individuals that held a license as an aide for special education that have taken the classes for ECCAT to become a teacher assistant for preschool. The counties must also meet the preschool caseload obligations in Policy 2419, so it is advantageous to hire individuals with an ECCAT certification. This allows more flexibility regarding programmatic planning if changes may be needed for Universal and or specific preschool special needs classrooms since it meets the requirements for both policies. There is a slight increase in staffing patterns due to the requirements and, prior to the pandemic, an increase in the numbers of students qualifying for preschool special needs which may have resulted in additional classrooms being needed in a county.
* 6-21 Qualified: Certified personnel may have decreased to a higher rate of retirement, possibly worsened by COVID-19. West Virginia does have an aging workforce population in general. With this, as well as the continued concern with recruiting and retaining teachers and other school personnel this may be a plausible explanation to the decrease in personnel reported.