

# **IDEA PART B PERSONNEL FOR SCHOOL YEAR 2012-2013**

OSEP Data Documentation

January 2015

## Table of Contents

<b>1.0 Introduction .....</b>	<b>3</b>
1.1 Purpose .....	3
1.2 OSEP Background .....	3
<b>2.0 OSEP Part B Personnel Data.....</b>	<b>4</b>
2.1 State Data.....	4
2.2 Definitions.....	4
<b>3.0 Data Quality .....</b>	<b>8</b>
3.1 Data Notes.....	9
3.2 State Survey Responses .....	9
<b>4.0 File Structure .....</b>	<b>9</b>
<b>5.0 Guidance for Using these data-FAQs.....</b>	<b>10</b>
5.1 Privacy Protections Used.....	14
<b>Appendix A .....</b>	<b>16</b>
<b>Appendix C .....</b>	<b>19</b>

## 1.0 Error! Reference source not found.

### 1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use state level data files on IDEA Part B Personnel from OSEP. The accompanying data file provides data at the state level on the number of full-time equivalent (FTE) special education teachers employed or contracted, the number of FTE related services personnel employed or contracted to provide related services, and the number of FTE paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.

### 1.2 OSEP Background

The Office of Special Education Programs (OSEP), within the Office of Special Education and Rehabilitative Services (OSERS), is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

Section 618 of the Individuals with Disabilities Education Act (IDEA) requires that each State submit data about the infants and toddlers, birth through age 2, who receive early intervention services under Part C of IDEA and children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA. There are 12 data collections authorized under Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. These data are collected via an EDFacts system (i.e., EDEN Submission System or the EDFacts Metadata and Process System). Information related to the Section 618 data collected via the EDEN Submission System can be found in the EDFacts Series - EDFacts Special Education/IDEA 2011-12 Study in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=196&searchTerm=EDFacts&searchType=Exact>). Information related to the IDEA Section 618 data collected via the EDEN Submission System (ESS) can be found in the IDEA Section 618 entry in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact>). This data documentation deals only with Part B Personnel data collection and file.

## 2.0 OSEP Part B Personnel Data

### 2.1 State Data

States are required to report the personnel data under Title 1, Part A, Subsection 618 of the *Individuals with Disabilities Education Act (IDEA)*.

Part B Personnel Data comes from three separate files:

- DG486/C070 - The number of full time full-time equivalent (FTE) special education teachers employed or contracted to work with children with disabilities (IDEA) ages 3 through 21.
- DG609/C099 - The number of full-time equivalent (FTE) related services personnel employed or contracted to provide related services for children with disabilities (IDEA) who are ages 3 through 21.
- DG647/C112 - The number of full-time equivalent (FTE) paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.

This information is submitted to OSEP via ESS by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States were required to submit SY 12-13 data to ED Facts no later than November 6, 2013. OSEP reviews the data for quality issues and provides feedback to states/entities. States or entities are given the opportunity to address the data quality issues prior to the data being published. Finalized data were extracted from the ED Facts system on June 5, 2014. Please see Appendix A for the specific date each state/ entity submitted these data.

### 2.2 Definitions

*Audiologists* - provide the following services to children with disabilities:

- Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teachers regarding hearing loss; and

- Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

*Counselors and rehabilitation counselors* – provide the following services to children with disabilities:

- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

*Interpreters* - provide services to children who are deaf or hard of hearing, including:

- Oral transliteration services;
- Cued language transliteration services; and
- Sign language interpreting services.

*Medical/Nursing service staff* – personnel who provide medical and nursing services including:

- Medical services<sup>1</sup> for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- Nursing services designed to enable a child with a disability to receive FAPE as described in the child’s IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

*Occupational therapists* - provide the following services to children with disabilities:

- Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.

*Orientation and mobility specialists* – personnel who provide orientation and mobility services including:

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<sup>1</sup> Adapted from 20 U.S.C. § 1401(26) and 34 C.F.R. Part 300.34(5)

- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
  - Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
  - To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - To understand and use remaining vision and distance low vision aids; and
  - Other concepts, techniques, and tools.

*Paraprofessionals* - employees who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher.<sup>2</sup>

*Physical education teachers and recreation and therapeutic recreation specialists* – provide the following services to children with disabilities:

- Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
- Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and
- Leisure education.

*Physical therapist* - provide the following services to children with disabilities:

- Screening, evaluation, and assessment of children to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

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<sup>2</sup> Definition adapted from 20 U.S.C. § 6319(g)(2)

*Psychologists* - provide the following services to children with disabilities or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- Assisting in developing positive behavioral intervention strategies.

Note – For reporting psychologists whose service time is divided between children with disabilities (IDEA) and children in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.

*Social workers* - provide the following services to children with disabilities:

- Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- Assisting in developing positive behavioral intervention strategies.

*Special Education teachers* - teachers employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers.

*Speech-language pathologists* - provide the following services to children with disabilities:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Note – This does not include speech teachers who are reported in C070 Special Education Teachers or C112 Special Education Paraprofessionals.

### 3.0 Data Quality

The Office of Special Education Programs (OSEP) reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of the Individuals with Disabilities Education Act (IDEA). OSEP identifies a Section 618 data submission as timely if the State has submitted the required data to the appropriate data submission system (i.e., EDEN Submission System (ESS) or ED Facts Metadata and Process System (EMAPS)) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in the month of November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in the month in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
- During the third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States for the Consolidated State Performance Reports (CSPR).
- The first Wednesday in the month of May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

OSEP identifies a Section 618 data submission as complete if the State has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State match the information in metadata sources such as the EMAPS State Supplemental Survey-IDEA and the EMAPS Assessment Metadata Survey.

OSEP identifies a Section 618 data submission as accurate if the State has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data Edits and Part C Data Edits documents available to States in OMB Max. The majority of these edit checks are incorporated into the business rules in ESS and



EMAPS. Specific business rules or edit checks are outlined in the ED Facts Business Rules Guide and the EMAPS user guides on [www.ed.gov/edfacts](http://www.ed.gov/edfacts).

OSEP also conducts year-to-year change analysis in order to determine if there has been a large fluctuation in the counts reported by a State from year to year. If large changes are identified, OSEP requests that the State review the data to make sure that the changes are not the result of a data quality issue and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

OSEP reviews the data notes and explanations States provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection.

In rare occasions, some data may need to be suppressed in the public release file due to data quality issues.

### 3.1 Data Notes

States or entities have the option to provide additional information to OSEP related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Please review this Word document when evaluating any state or entity data.

### 3.2 State Survey Responses

Some states provide different ages for exiting. Appendix B provides a table identifying how states classify this information as it is appropriate for this data collection.

## 4.0 File Structure

The following table provides the layout of the Part B Personnel file.

Number of Variables: 9

Extraction Date: The date the data were extracted from ED Fact Data Warehouse (EDW).

Updated: The date of when changes were made to the text, format or template of the file, if no changes have occurred this line will be blank.

Revised: The date of when updates were made to the data; if no changes have occurred this line will be blank.

Variable Name	Type
Year	Reference Year
State	State Name
Personnel Type	The list of jobs titles reported by states serving children with disabilities
Teachers (Highly Qualified)/Paraprofessionals (Qualified)	Number of FTE special education teachers/paraprofessionals serving children with disabilities who meet the highly qualified standard
Teachers (Not Highly Qualified)/Paraprofessionals (Not Qualified)	Number of FTE special education teachers/paraprofessionals serving children with disabilities who did not meet the highly qualified standard
Teachers/Paraprofessionals Total	Number of FTE special education/paraprofessionals serving children with disabilities
Fully Certified	Number of FTE related service staff serving children with disabilities who meet the fully certified standard
Not Fully Certified	Number of FTE related service staff serving children with disabilities who do not meet the fully certified standard
Fully Certified/Not Fully Certified Total	Number of FTE related service staff serving children with disabilities

## 5.0 Guidance for Using these data-FAQs

### Which teachers should be reported in this file?

Include the FTE of all special education teachers employed or contracted to provide special education and related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (i.e., Part B IDEA, State, or local), including personnel employed by private agencies. This includes:

- Preschool teachers, itinerant/consulting teachers, and home/hospital teachers.
- Teachers of children with disabilities (IDEA) in separate schools and facilities.

### Which teachers are not reported in this file?

Special education teachers who provide special education services exclusively to children with disabilities (IDEA) from birth through age 2 are excluded from this file.

### What is a special education teacher?

Special education teachers are teachers contracted or employed to provide special education to children with disabilities (IDEA).

### What if teachers serve both children with disabilities (IDEA) and students without disabilities under IDEA?

If teachers work part of their time with **children** with disabilities (IDEA) and part of their time with **children** without disabilities, report only the proportion of their FTE

the special education teacher works specifically with **children** with disabilities (IDEA) receiving special education and related services.

**How are teacher FTE reported by qualification status (teacher)?**

FTE is reported as either highly qualified or not highly qualified. Report teachers as highly qualified based on whether they meet state standards for the position.

Each state has a standard based on the definition of highly qualified in 20 U.S.C. §1401 (10).

A state may have separate criteria for classifying special education teachers as highly qualified when the teachers do not have responsibility for teaching core academic subjects.

If teachers who work with children ages 3 through 5 are not included in the state's definition of highly qualified, then report them as highly qualified if they either:

- Hold appropriate state certification or licensure for the position held.
- Hold positions for which no state requirements exist (*i.e.*, no certification or licensure requirements).

Report teachers who do not meet the standards for highly qualified (as listed above) for the position in which they are employed as not highly qualified.

**How are related services personnel who work with both children with disabilities (IDEA) and their non-disabled peers reported?**

If related services personnel work part of their time with children without disabilities, and other times with children with disabilities (IDEA), report only the proportion of their FTE that the related services personnel works specifically with children with disabilities (IDEA) receiving special education and related services.

**Which staff should not be reported in this file?**

Not include the FTE of related services personnel who:

- Provide services exclusively to children with disabilities (IDEA) from birth through age 2;
- Work exclusively with children without disabilities.

### **How are related service staff reported by certification status?**

The FTE of personnel is 'fully certified' if they:

- Hold appropriate State certification or licensure for the position held; or
- Hold positions for which *no* State requirements exist (i.e., no certification or licensure requirements).<sup>3</sup>

Include the FTE of personnel as 'not fully certified' if they:

- Did not hold standard State certification or licensure for the position to which they were assigned, or
- Did not meet other existing State requirements for the position.

These "not fully certified" individuals may be personnel employed on an emergency, provisional, or other basis (e.g. long term substitutes) if they do not hold standard state certification or licensure for the position to which they were assigned or if they did not meet other existing state requirements for the position.

### **Who are paraprofessionals?**

Paraprofessionals are employees who provide instructional support, including those who:

- (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- (2) assist with classroom management, such as organizing instructional and other materials
- (3) provide instructional assistance in a computer laboratory
- (4) conduct parental involvement activities
- (5) provide support in a library or media center
- (6) act as a translator
- (7) provide instructional support services under the direct supervision of a teacher.<sup>4</sup>

### **Which paraprofessionals should be reported in this file?**

Include the FTE of all paraprofessionals employed or contracted to provide special education and related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (*i.e.*, Part B, State, and local), including personnel employed by private agencies.

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<sup>3</sup> Adapted from 34 C.F.R. Part 300.156(b)

<sup>4</sup> Definition adapted from 20 U.S.C § 6319(g)(2)

### **What paraprofessionals should not be reported in this file?**

Exclude the FTE of special education paraprofessionals who provide special education and related services exclusively to children with disabilities (IDEA) from birth through age 2.

### **How are FTE of paraprofessional reported by qualification status?**

FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state's definition of qualified based on the criteria identified in 20 U.S.C. 1412(14)(B).

- If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
- If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
  - Hold the appropriate State certification or licensure for the position held, or
  - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

### **What if paraprofessionals serve both children with disabilities (IDEA) and students without disabilities under IDEA?**

If paraprofessionals work part of their time with children with disabilities (IDEA) and part of their time with children without disabilities under IDEA, report only the proportion of their FTE the paraprofessional works specifically with children with disabilities (IDEA) receiving special education and related services

### **How are data reported by FTE?**

The State reports the FTE on only the percentage of time the special education teachers, related services personnel, special education paraprofessionals or work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA data, the data are rounded to the hundredth decimal place. For example, a special education teacher who works specifically with children with disabilities for 3 hours per day of a 6-hour school day is counted as 0.50 FTE. A special education teacher who works 4 hours per day of a 6-hour school day is counted as 0.67 FTE. As another example, if an LEA has two special education teachers who **each** work with children with disabilities for 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding 1.334 to the nearest hundredth decimal place). For example, a paraprofessional who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE. A paraprofessional works 4 hours per day of a 6-hour school day, is counted as 0.67 FTE. As another

example, if an LEA has two paraprofessionals who each work 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place). For example, a speech and language pathologist who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE. An orientation and mobility specialist works 4 hours per day of a 6-hour school day, is counted as 0.67 FTE. As another example, if an LEA has two audiologists who each work 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

### **Where can I find more information on this topic?**

Additional information about special education related services personnel can be found at: <https://www.ideadata.org/TAMaterial.asp>

## **5.1 Privacy Protections Used**

Beginning in August 2012, the US Department of Education established a Disclosure Review Board (DRB) to review proposed data releases by the Department's principal offices (e.g., OSERS/OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by The Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and to help prevent the unauthorized disclosure of personally identifiable information in OSEP's public IDEA Section 618 data file releases.

The DRB applied the FERPA standard for de-identification to assesses whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

Since these data are not derived from education records, these data are not subject to the Privacy Act of 1974, as amended, 5 U.S.C. § 552a, the Family Educational Rights and Privacy Act of 1974, as amended, 20 U.S.C. § 1232g, or the Individuals with Disabilities Education Act, as amended, 20 U.S.C. 1417(c). Further, these data were collected under a “pledge of confidentiality,” which could trigger privacy protections under other Federal laws including the provisions of the Confidential Information Protection and Statistical Efficiency Act of 2002, 44 U.S.C. 3501 note, and that none of the data were collected by the Institute of Education Sciences, which could subject the data to Section 183 of the Education Sciences Reform Act of 2002, 20 U.S.C. § 9573. Accordingly, the DRB determined that no privacy protections are necessary.

## Appendix A

## Date of the Last State Level Submission

State	File 070	File 099	File 112
ALABAMA	11/06/2013	11/06/2013	11/20/2013
ALASKA	10/09/2013	10/09/2013	9/13/2013
AMERICAN SAMOA	10/28/2013	12/18/2013	10/28/2013
ARIZONA	10/04/2013	10/04/2013	10/04/2013
ARKANSAS	11/01/2013	11/01/2013	11/01/2013
BUREAU OF INDIAN AFFAIRS	11/06/2013	-	-
CALIFORNIA	10/17/2013	12/04/2013	11/01/2013
COLORADO	10/30/2013	10/28/2013	9/27/2013
CONNECTICUT	10/25/2013	11/26/2013	11/05/2013
DELAWARE	11/05/2013	10/29/2013	10/29/2013
DISTRICT OF COLUMBIA	11/06/2013	11/06/2013	11/06/2013
FEDERATED STATES OF MICRONESIA	10/25/2013	12/8/2013	10/25/2013
FLORIDA	11/05/2013	11/05/2013	11/05/2013
GEORGIA	10/24/2013	11/01/2013	10/24/2013
GUAM	10/22/2013	10/22/2013	10/22/2013
HAWAII	10/23/2013	10/23/2013	10/23/2013
IDAHO	11/05/2013	11/06/2013	11/06/2013
ILLINOIS	06/18/2014	06/18/2014	06/18/2014
INDIANA	11/01/2013	10/30/2013	10/29/2013
IOWA	10/31/2013	10/31/2013	10/31/2013
KANSAS	07/22/2013	07/22/2013	07/22/2013
KENTUCKY	10/15/2013	10/15/2013	10/15/2013



**IDEA Part B Personnel SY 2012-13**

<b>State</b>	<b>File 070</b>	<b>File 099</b>	<b>File 112</b>
LOUISIANA	11/04/2013	10/31/2013	11/01/2013
MAINE	11/01/2013	12/05/2013	11/01/2013
MARYLAND	11/05/2013	11/05/2013	11/01/2013
MASSACHUSETTS	11/05/2013	10/28/2013	10/28/2013
MICHIGAN	10/03/2013	10/03/2013	12/04/2013
MINNESOTA	09/10/2013	09/10/2013	08/23/2013
MISSISSIPPI	11/04/2013	11/05/2013	11/04/2013
MISSOURI	11/05/2013	11/05/2013	11/05/2013
MONTANA	10/01/2013	10/01/2013	10/01/2013
NEBRASKA	11/06/2013	11/06/2013	11/06/2013
NEVADA	10/28/2013	10/28/2013	10/28/2013
NEW HAMPSHIRE	10/31/2013	11/4/2013	10/31/2013
NEW JERSEY	08/26/2013	08/26/2013	08/26/2013
NEW MEXICO	11/05/2013	11/05/2013	11/05/2013
NEW YORK	10/25/2013	10/04/2013	10/04/2013
NORTH CAROLINA	10/16/2013	10/30/2013	10/16/2013
NORTH DAKOTA	09/04/2013	09/24/2013	09/13/2013
NORTHERN MARIANAS	10/16/2013	10/16/2013	10/16/2013
OHIO	11/05/2013	10/22/2013	10/28/2013
OKLAHOMA	10/29/2013	10/29/2013	10/29/2013
OREGON	09/24/2013	09/24/2013	09/25/2013
PENNSYLVANIA	11/04/2013	11/05/2013	11/05/2013
PUERTO RICO	10/25/2013	10/25/2013	10/25/2013
REPUBLIC OF PALAU	10/24/2013	10/31/2013	10/24/2013

**IDEA Part B Personnel SY 2012-13**

<b>State</b>	<b>File 070</b>	<b>File 099</b>	<b>File 112</b>
REPUBLIC OF THE MARSHALL ISLANDS	10/06/2013	03/19/2014	10/06/2013
RHODE ISLAND	11/04/2013	11/05/2013	11/05/2013
SOUTH CAROLINA	10/25/2013	10/25/2013	10/25/2013
SOUTH DAKOTA	10/31/2013	10/31/2013	10/31/2013
TENNESSEE	11/04/2013	11/04/2013	11/04/2013
TEXAS	10/28/2013	10/28/2013	10/28/2013
UTAH	11/07/2013	11/07/2013	11/07/2013
VERMONT	10/01/2013	10/01/2013	10/01/2013
VIRGIN ISLANDS	10/24/2013	10/24/2013	10/24/2013
VIRGINIA	10/24/2013	10/24/2013	10/24/2013
WASHINGTON	10/18/2013	10/21/2013	10/18/2013
WEST VIRGINIA	10/21/2013	09/30/2013	09/30/2013
WISCONSIN	10/21/2013	10/22/2013	10/30/2013
WYOMING	11/05/2013	10/29/2013	10/29/2013

- Data not submitted

Appendix C

State Survey Responses

State	Psychologists	Social Workers	Occupational Therapists	Audiologists	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Physical Therapists	Speech-Language Pathologists	Interpreters	Counselors & Rehabilitation Counselors	Orientation and Mobility Specialists	Medical/Nursing Service Staff	IDEA Staffing comments
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
American Samoa	✓	✓	✓	✓		✓	✓		✓	✓	✓	
Arizona	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Arkansas	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	Speech-Language Pathologist are considered teachers in Arkansas and are reported under teachers instead of related service providers
Bureau of Indian Affairs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
California	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Colorado	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Connecticut	✓	✓			✓		✓		✓			The selected "no" are not data collected because there is no state level certification associated with the educational statutes.
Delaware	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Delaware allows for all of these categories. This does not mean we currently have staff in every area.
District of Columbia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Florida	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Some of these professionals provide services to other children as well.
Georgia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

IDEA Part B Personnel SY 2012-13

State	Psychologists	Social Workers	Occupational Therapists	Audiologists	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Physical Therapists	Speech-Language Pathologists	Interpreters	Counselors & Rehabilitation Counselors	Orientation and Mobility Specialists	Medical/Nursing Service Staff	IDEA Staffing comments
Guam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hawaii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Idaho	✓		✓	✓	✓	✓	✓	✓		✓	✓	We do not collect FTE for Social Workers or Counselors (Rehabilitation Counselors) specific to their work with children with disabilities.
Illinois	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.
Iowa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Kansas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Kentucky	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Louisiana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Maine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Marshall Islands								✓				
Maryland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Massachusetts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Michigan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Micronesia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Minnesota	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Missouri	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Montana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

IDEA Part B Personnel SY 2012-13

State	Psychologists	Social Workers	Occupational Therapists	Audiologists	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Physical Therapists	Speech-Language Pathologists	Interpreters	Counselors & Rehabilitation Counselors	Orientation and Mobility Specialists	Medical/Nursing Service Staff	IDEA Staffing comments
Nebraska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nevada	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Hampshire	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Jersey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
North Dakota	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Northern Marianas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Northern Marianas does not employ or contract "Medical/Nursing Service Staff"
Ohio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Oklahoma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Oregon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Palau			✓				✓					Presently, there aren't any occupational therapist, recreational and therapeutic recreation specialist, speech language pathologist, interpreters, orientation and mobility specialist available on island. The physical therapist who was employed by the program recently resigned and moved out of Palau. However, Palau does have trained staff

IDEA Part B Personnel SY 2012-13

State	Psychologists	Social Workers	Occupational Therapists	Audiologists	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Physical Therapists	Speech-Language Pathologists	Interpreters	Counselors & Rehabilitation Counselors	Orientation and Mobility Specialists	Medical/Nursing Service Staff	IDEA Staffing comments
												members who are an occupational therapist assistant, speech service providers, and a sign language teacher who sometimes plays the role of an interpreter for students when needed. Through interagency collaboration children with disabilities ages 3-21 can access the other related services from psychologist, social workers, audiologist, physical therapist, and medical/nursing services from staff employed by the Belau National Hospital. Children with disabilities can also access counseling services and participate in PE classes at the schools where they are enrolled.
Pennsylvania	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Additional staff may also include Paraprofessionals, personal care aides.
Puerto Rico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

IDEA Part B Personnel SY 2012-13

State	Psychologists	Social Workers	Occupational Therapists	Audiologists	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Physical Therapists	Speech-Language Pathologists	Interpreters	Counselors & Rehabilitation Counselors	Orientation and Mobility Specialists	Medical/Nursing Service Staff	IDEA Staffing comments
South Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
South Dakota	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Tennessee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Personnel in Tennessee who work with students who are blind or have visual impairments may be under-counted in the EDEN file N099 (OSEP Table 2) report category labeled "Orientation and Mobility Specialist". Vision specialists who work with students who are blind or have visual impairments and their school district administrators state that these personnel do not always provide orientation and mobility instruction or that is only a small segment of the work they do with their students.
Texas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Utah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vermont	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virgin Islands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Washington	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

IDEA Part B Personnel SY 2012-13

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Wisconsin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Wyoming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	