**IDEA Part B Personnel for**

**School Year 2022-2023**

OSEP Data Documentation

February 2024 (revised 2/13/25)

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# Introduction

## Purpose

The purpose of this document is to provide information necessary to appropriately use State/entity level data files on Individuals with Disabilities Education Act (IDEA) Part B Personnel from the Office of Special Education Programs (OSEP). The accompanying data file provides data at the State/entity 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.

## OSEP Background

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/entities and local districts.

Section 618 of the IDEA requires that each State/entity 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 ED*Facts* system (i.e., EDPass or the ED*Facts* Metadata and Process System (E*MAPS*)). Information related to the Section 618 data collections can be found on the [IDEA Section 618 Data Products](https://www2.ed.gov/programs/osepidea/618-data/index.html) page. This data documentation deals only with the IDEA Part B Personnel data collection and file.

# OSEP IDEA Part B Personnel Data and Metadata

## State/Entity Data

States/entities are required to report the IDEA Part B Personnel data under Title 1, Part A, Subsection 618 of IDEA.

IDEA Part B Personnel Data comes from three separate files:

* FS070/DG486 - The number of full-time equivalent (FTE) special education teachers employed or contracted to work with children with disabilities (IDEA) ages 3 through 21.
* FS099/DG609 - 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.
* FS112/DG647 - 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 EDPass by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States/entities were required to submit SY 2022-23 IDEA Part B Personnel data to ED*Facts* no later than February 21, 2024. Submitted data were extracted from the ED*Facts* system after 11:59pm ET on February 21, 2024. Please see [Appendix A](#AppA) for the specific date each State/entity submitted these data.

## IDEA Part B Personnel Metadata

The IDEA Part B Personnel metadata in EDPass collects metadata related to the IDEA Part B Personnel data collection. OSEP uses the States’/entities’ IDEA Part B Personnel metadata responses to verify the accuracy of the IDEA Part B Personnel data and to appropriately understand and analyze the IDEA Part B Personnel data. This information is submitted to OSEP via EDPass by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities. States/entities were required to submit SY 2022-23 metadata to EDPass no later than February 21, 2024.

States/entities were required to report responses to the following questions:

* Please indicate all related service personnel categories that are employed or contracted to provide related services to children with disabilities (IDEA), ages 3 through 21, in your state?
  + Psychologists
  + Social Workers
  + Occupational Therapists
  + Audiologists
  + Physical Education Teachers and Recreation and Therapeutic Recreation Specialists
  + Physical Therapists
  + Speech-Language Pathologists
  + Interpreters
  + Counselors and Rehabilitation Counselors
  + Orientation and Mobility Specialists
  + Medical/Nursing Service Staff
* If No, please provide a comment.

Please see [Appendix B](#AppC) for the specific responses submitted by each State/entity as of February 21, 2024.

## Definitions

As part of the drive to streamline data collections across the Department, ED*Facts* has standardized several definitions used throughout the ED*Facts* data groups. The standardization of data definitions reduces recordkeeping and reporting burden on the States/entities, ultimately increasing the level of data quality. Refer to [Appendix C](#_Appendix_C) for the list of data definitions used in IDEA Part B Personnel data.

# Data Quality

## Data Quality Checks

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States/entities to meet the reporting requirements under Section 618 of IDEA. All timeliness, accuracy, and completeness data quality checks are outlined in the ED*Facts* Business Rules Single Inventory (BRSI), available on the [ED*Facts* Initiative](https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html) website.

### Timeliness

OSEP identifies a Section 618 data submission as **timely** if the State/entity has submitted the required data to the appropriate data submission system (i.e., EDPass or E*MAPS*) on or before the due date. The due dates for IDEA Section 618 data are:

* August 30, 2023, for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
* November 15, 2023, for Part B Dispute Resolution and Part C Dispute Resolution data collections.
* January 10, 2024, for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States/entities for the Consolidated State Performance Reports (CSPR).
* February 21, 2024 for Part B Personnel, Part B Exiting, Part B Discipline, and Part C Exiting data collections.
* August 21, 2024, for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

### Completeness

OSEP identifies a Section 618 data submission as **complete** if the State/entity 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/entity match the information in the IDEA Part B Personnel metadata.

### Accuracy

OSEP identifies a Section 618 data submission as accurate if the State/entity has submitted data that meets all the accuracy edit checks for the specific data collection.

OSEP reviews the data notes and explanations States/entities provide in relation to the submission of the Section 618 data to better understand if and how the State/entity is meeting the reporting instructions and requirements for the specific data collection. Many of these data notes and explanations are published in the [IDEA Part B Personnel Data Notes](https://data.ed.gov/dataset/docs/idea-section-618-state-part-b-personnel) documents accompanying the IDEA Section 618 data files.

## Thresholds

To assure data quality of the IDEA Part B Personnel public release data file, OSEP evaluates the submission of the data based on the “Accuracy” edit checks. If a State’s/entity’s IDEA Part B Personnel data does not meet an edit check, OSEP applies a threshold to determine whether the data quality was adequate for the purposes of public reporting of the 2022-23 IDEA Part B Personnel File.

OSEP evaluates discrepancies in counts by applying a 1% threshold. If more than a 1% discrepancy was evident in the counts, the counts may be suppressed from the public release data file. For data that violated the 1% threshold, OSEP applied an asterisk (\*) to the corresponding cell in the public file.

There are also situations in which additional information regarding the completeness of a State’s/entity’s data submission may lead OSEP to question the accuracy of the data. In these situations, OSEP may suppress the relevant counts from the public file. In these situations, OSEP applied an asterisk (\*) to the corresponding cells in the public file.

## Suppression

OSEP identified data quality concerns and suppressed IDEA Part B Personnel data for the following States/entities:

* Massachusetts: Special education teacher data were suppressed due to data quality concerns.
* New Hampshire: All personnel data were suppressed due to data quality concerns.

## Data Notes

States/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 the [IDEA Part B Personnel Data Notes](https://data.ed.gov/dataset/docs/idea-section-618-state-part-b-personnel) document when using the public file.

# File Structure

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

Number of Variables: 9

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

Updated: The date 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 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 Fully Certified/Paraprofessionals Qualified | Number of FTE special education teachers/paraprofessionals serving children with disabilities who meet the highly qualified standard |
| Teachers Not Fully Certified /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 |

# Guidance for How States Reported 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/entity, 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 should not be reported in this file?**

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

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

Report the FTE on only the percentage of time the special education teachers work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA 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).

**How are teacher FTE reported by Qualification Status (Special Education Teacher)?**

FTE is reported as either fully certified or not fully certified. Report teachers as fully certified based on the following qualifications:

A person employed as a special education teacher in the State/entity who teaches elementary school, middle school, or secondary school:

* Has obtained full State/entity certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in section 200.56(a)(2)(ii) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State/entity special education teacher licensing examination, and holds a license to teach in the State/entity as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State/entity’s public charter school law;
* Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
* Holds at least a bachelor’s degree.

Report teachers who do not meet the qualifications for fully certified (as listed above) for the position in which they are employed as not fully certified.

**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.

**Which staff should be reported in this file?**

Report the related services personnel types listed in section 2.2 Definitions above. For the types listed, include the FTE of all personnel employed or contracted to provide related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (i.e., Part B of IDEA, State/entity, or local), including personnel employed by private agencies.

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

Not included is 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.

**Does this file include all special education staff?**

The data are not a comprehensive count of all types of personnel who provide services to children with disabilities (IDEA). Report only those related services personnel types listed in section 2.2 Definitions above.

**How are related services staff data reported by FTE?**

Report the FTE on only the percentage of time the related services personnel work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA data, the data are rounded to the 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).

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

Include the FTE of personnel as ‘fully certified’ if they:

* Hold appropriate State/entity certification or licensure for the position held; or
* Hold positions for which no State/entity requirements exist (i.e., no certification or licensure requirements).[[1]](#footnote-2)

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

* Did not hold standard State/entity certification or licensure for the position to which they were assigned, or
* Did not meet other existing State/entity 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/entity certification or licensure for the position to which they were assigned or if they did not meet other existing State/entity requirements for the position.

**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 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/entity, and local), including personnel employed by private agencies.

**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 paraprofessional data reported by FTE?**

Report the FTE on only the percentage of time the special education paraprofessionals work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA data, the data are rounded to the 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).

**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 personnel qualification standards based on the criteria identified in 20 U.S.C. 1412(a)(14)(A) and (B) and 34 CFR § 300.156(a) and (b).

Under 20 U.S.C. 1412(a)(14)(A) and (B) and 34 CFR § 300.156(a) and (b), the SEA is required to establish and maintain qualifications to ensure that personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and have the content, knowledge, and skills to serve children with disabilities. Further, the qualifications for paraprofessionals must be consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

* If paraprofessionals are included in the State’s personnel qualification standards, then paraprofessionals are considered qualified for the FTE if they meet the State qualification standard for paraprofessionals.
* If paraprofessionals are not included in the State’s personnel qualification standards, then paraprofessionals are considered qualified for the FTE if they either:
  + Hold the appropriate State certification, license, registration, or other comparable requirement for the position held, or
  + Hold a position for which no State certification, license, registration, or other comparable requirements.

Paraprofessionals who meet the State qualification standards listed above are reported as qualified. Paraprofessionals who do not meet the State qualification standards listed above 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 should we report teachers and paraprofessionals who work with 5-year-old children with disabilities who are in Kindergarten (now reported in FS002)?**

Report the special education teachers and paraprofessionals who are employed or contracted to work with 5-year-old children with disabilities who are in Kindergarten in the school age reporting category.

# 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 program offices (e.g., 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 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 assess 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 the data do not contain any individual-level information and are aggregated to the State (or entity) level, the DRB determined that the aggregation of the IDEA Part B Personnel data to the State (entity) level is typically sufficient to protect privacy.

It is the consensus of the Disclosure Review Board that the 2022-2023 IDEA Part B Personnel Data File is safe for public release under FERPA.

# Appendix A

**Date of the Last State/Entity Level Submission**

| **State/Entity** | **File 070** | **File 099** | **File 112** |
| --- | --- | --- | --- |
| ALABAMA | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| ALASKA | 1/23/2024 | 1/23/2024 | 1/23/2024 |
| AMERICAN SAMOA | 2/22/2024 | 2/22/2024 | 2/22/2024 |
| ARIZONA | 2/14/2024 | 2/14/2024 | 2/14/2024 |
| ARKANSAS | 2/2/2024 | 2/2/2024 | 2/2/2024 |
| BUREAU OF INDIAN EDUCATION | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| CALIFORNIA | 2/21/2024 | 2/21/2024 | 2/21/2024 |
| COLORADO | 1/29/2024 | 1/29/2024 | 1/29/2024 |
| CONNECTICUT | 2/9/2024 | 2/13/2024 | 2/13/2024 |
| DELAWARE | 2/19/2024 | 2/20/2024 | 2/21/2024 |
| DISTRICT OF COLUMBIA | 2/14/2024 | 2/20/2024 | 2/20/2024 |
| FEDERATED STATES OF MICRONESIA | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| FLORIDA | 2/7/2024 | 1/31/2024 | 2/7/2024 |
| GEORGIA | 2/19/2024 | 2/19/2024 | 2/19/2024 |
| GUAM | 2/12/2024 | 2/12/2024 | 2/12/2024 |
| HAWAII | 1/22/2024 | 1/22/2024 | 1/22/2024 |
| IDAHO | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| ILLINOIS | 2/16/2024 | 2/16/2024 | 2/2/2024 |
| INDIANA | 2/13/2024 | 2/19/2024 | 2/7/2024 |
| IOWA | 1/22/2024 | 1/24/2024 | 1/22/2024 |
| KANSAS | 2/19/2024 | 2/20/2024 | 2/21/2024 |
| KENTUCKY | 2/5/2024 | 2/1/2024 | 2/1/2024 |
| LOUISIANA | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| MAINE | 2/13/2024 | 2/15/2024 | 2/13/2024 |
| MARYLAND | 2/16/2024 | 2/17/2024 | 2/16/2024 |
| MASSACHUSETTS | 2/21/2024 | 2/21/2024 | 2/21/2024 |
| MICHIGAN | 2/9/2024 | 2/8/2024 | 2/9/2024 |
| MINNESOTA | 2/21/2024 | 2/21/2024 | 2/21/2024 |
| MISSISSIPPI | 2/21/2024 | 2/21/2024 | 2/21/2024 |
| MISSOURI | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| MONTANA | 1/23/2024 | 1/23/2024 | 1/23/2024 |
| NEBRASKA | 2/21/2024 | 2/21/2024 | 2/21/2024 |
| NEVADA | 2/15/2024 | 2/21/2024 | 2/21/2024 |
| NEW HAMPSHIRE | 2/15/2024 | 2/15/2024 | 2/15/2024 |
| NEW JERSEY | 2/14/2024 | 2/14/2024 | 2/14/2024 |
| NEW MEXICO | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| NEW YORK | 2/15/2024 | 2/14/2024 | 2/15/2024 |
| NORTH CAROLINA | 2/2/2024 | 2/20/2024 | 2/2/2024 |
| NORTH DAKOTA | 2/2/2024 | 2/2/2024 | 2/2/2024 |
| NORTHERN MARIANAS | 2/13/2024 | 2/13/2024 | 2/13/2024 |
| OHIO | 1/29/2024 | 2/5/2024 | 2/5/2024 |
| OKLAHOMA | 2/15/2024 | 2/21/2024 | 2/15/2024 |
| OREGON | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| PENNSYLVANIA | 2/19/2024 | 2/19/2024 | 2/19/2024 |
| PUERTO RICO | 2/22/2024 | 2/21/2024 | 2/22/2024 |
| REPUBLIC OF PALAU | 2/16/2024 | 2/16/2024 | 2/16/2024 |
| REPUBLIC OF THE MARSHALL ISLANDS | 2/15/2024 | 2/20/2024 | 2/20/2024 |
| RHODE ISLAND | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| SOUTH CAROLINA | 2/20/2024 | 2/15/2024 | 2/20/2024 |
| SOUTH DAKOTA | 2/13/2024 | 2/9/2024 | 2/21/2024 |
| TENNESSEE | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| TEXAS | 2/15/2024 | 2/15/2024 | 2/15/2024 |
| UTAH | 2/15/2024 | 2/15/2024 | 2/15/2024 |
| VERMONT | 2/8/2024 | 2/8/2024 | 2/8/2024 |
| VIRGIN ISLANDS | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| VIRGINIA | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| WASHINGTON | 1/26/2024 | 1/26/2024 | 1/26/2024 |
| WEST VIRGINIA | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| WISCONSIN | 2/20/2024 | 2/20/2024 | 2/20/2024 |
| WYOMING | 2/16/2024 | 2/9/2024 | 2/16/2024 |

* Data not submitted

# Appendix B

**State/Entity Metadata Responses**

States/entities submitted these responses via EDPass.

| **State/Entity** | **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 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Alaska | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| American Samoa | Yes | No | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | No |  |
| Arizona | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Arkansas | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Speech Pathologist are considered teachers in Arkansas. Speech services is an instruction. |
| Bureau of Indian Education | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| California | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Colorado | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Connecticut | Yes | Yes | No | No | Yes | No | Yes | No | Yes | No | No | The above selected "no" are not data collected because there is no state level certification associated with the educational statutes |
| Delaware | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| District of Columbia | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Federated States of Micronesia | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Florida | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Georgia | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Guam | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Hawaii | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Idaho | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Idaho does not collect FTE for Social Workers or Counselors (Rehabilitation Counselors) specific to their work with children with disabilities. |
| Illinois | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Indiana | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Iowa | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Kansas | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Kentucky | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Louisiana | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Maine | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Maryland | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Massachusetts | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Michigan | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Minnesota | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Mississippi | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Missouri | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Montana | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Nebraska | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Nevada | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| New Hampshire | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| New Jersey | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| New Mexico | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| New York | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| North Carolina | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| North Dakota | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Northern Marianas | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | The Northern Mariana Islands does not employ or contract a Medical/Nursing Staff Service Staff; therefore, we do not use this related service personnel category. |
| Ohio | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Oklahoma | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Oregon | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Pennsylvania | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Puerto Rico | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Republic of Palau | No | No | Yes | No | No | Yes | Yes | No | No | No | No |  |
| Republic of the Marshall Islands | No | No | No | No | No | No | No | No | No | No | No | Marshall Islands does not hire related service personnel. All related services are provided through teachers who have been trained and specialized in such related services. |
| Rhode Island | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| South Carolina | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| South Dakota | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Tennessee | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Texas | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Utah | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Vermont | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Virgin Islands | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Virginia | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Washington | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| West Virginia | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Wisconsin | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| Wyoming | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |

# Appendix C

**Definitions**

**Special Education teachers** - Teachers contracted or employed to provide special education to children with disabilities (IDEA).

**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[[2]](#footnote-3)

The following are personnel categories (and permitted values) for special education related services: Category (Special Education Related Service):”

**Audiologists (AUDIO)** - 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.

**Speech-language pathologists (SPEECHPATH)** - 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 FS070 Special Education Teachers or FS112 Special Education Paraprofessionals.

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

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

**Psychologists (PSYCH)** - 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.

**Occupational therapists (OCCTHERAP)** - 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.

**Physical therapists (PHYSTHERAP)** - 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.

**Physical education teachers and recreation and therapeutic recreation specialists (PEANDREC)** – 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.

**Social workers (SOCIALWORK)** - 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.

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

* Medical services[[3]](#footnote-4) 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 are 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).

**Counselors and rehabilitation counselors (COUNSELOR)** – 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.

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

* 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.

1. Adapted from 34 C.F.R. Part 300.156(b) [↑](#footnote-ref-2)
2. Definition adapted from 20 U.S.C. § 6319(g)(2) [↑](#footnote-ref-3)
3. Adapted from 20 U.S.C. § 1401(26) and 34 C.F.R. Part 300.34(5) [↑](#footnote-ref-4)