



Part B Personnel Data Collection (Table 2)

Questions and Answers

Revised March 2009

The purpose of this document is to assist states with collection of data about the number of full-time equivalent personnel employed or contracted to provide special education and related services to children with disabilities served under the Individuals with Disabilities Education Act (IDEA). States should use this document to supplement the General Instructions provided in Table 2.

Table 2 is located on the Data Accountability Center website at www.IDEAdata.org in the Data Collection Forms, Part B Forms section. The Office of Special Education Programs (OSEP) provides instructions for Table 2 to communicate data collection requirements under the IDEA to state special education program offices. All states that receive IDEA Part B funds must submit all data elements outlined in the instructions, regardless of data submission method. The data submission method may be via the DANS system or the EDFacts file specifications. For states submitting data via EDFacts, the information in this document is relevant to file specifications N070, N099, and N112.

1. Why does OSEP collect the personnel data? There is no statutory basis for this collection.

Section 618(a)(3) of *IDEA* gives OSEP the authority to collect the personnel data. OSEP uses the data about special education teachers for two of its *Government Performance and Results Act (GPRA)* indicators. Currently, these indicators are:

- The number of states with at least 90 percent of special education teachers of children ages 6 through 21 with disabilities fully certified the areas in which they are teaching.
- The number of states with at least 90 percent of preschool special education teachers fully certified in the areas in which they are teaching.

It is expected that this data collection will be used by states in developing State Personnel Development Plans required under Section 653(b)(7) of *IDEA* to receive State Personnel Development Grants. The related services personnel data are used by professional organizations and institutions of higher education.

2. Why are teachers reported according to the age of children (3-5, 6-21) rather than whether they teach preschool or regular school?

The age groupings (3-5 and 6-21) used by OSEP reflect the age groupings that are specified in *IDEA*.

3. What are the specific criteria that pre-school teachers must meet for highly qualified status?

Where a state's definition of highly qualified (HQ) includes teachers of children ages 3 through 5, the requirements are the same as for teachers of older children. Where a state's definition of highly qualified does not include teachers of children ages 3 through 5, states should use the definition of fully certified provided in the instructions for Section C.

4. How should states report personnel who are highly qualified to teach some subjects but not others?

A special education teacher must meet highly qualified requirements for every core academic subject s/he teaches. See the definition of highly qualified in Section 602(10)(D) of *IDEA*. If the teacher is not highly qualified to teach a given subject s/he teaches, that teacher should be reported as not highly qualified for the full-time equivalent (FTE) associated with teaching any such subject.

5. Rather than highly qualified versus non highly qualified, why doesn't OSEP collect teacher data according to whether the teacher met the special education endorsement requirements or whether the teacher met the core content area requirements?

Collection of additional categories regarding endorsement and core content requirements would be an additional reporting burden that OSEP does not believe is warranted at this time.

6. Do the highly qualified requirements apply to all paraprofessionals or only to those in Title I schools? If only Title I, how should paraprofessionals not in Title I schools be reported?

Section 612(a)(14)(A) of *IDEA* includes qualifications for paraprofessionals that allow paraprofessionals and assistants who are appropriately trained and supervised under state law, regulation or written policy to be used to provide special education and related services to children with disabilities. There is also no mention of Title I in Section 612 of *IDEA*. So, the qualifications specified would apply generally, not specifically to paraprofessionals in Title I schools.

7. Which paraprofessionals should be reported on this table? That is, what types of work assignments are relevant?

As defined on page 2 of the instructions, the term paraprofessional includes 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. This

definition comes from Section 1119(g)(2) of the *Elementary and Secondary Education Act (ESEA)* of 1965.

8. Why isn't the psychologist category labeled school psychologist?

The personnel category labels come from the definition of related services in *IDEA*. That definition refers to psychological services, not just those provided by a school psychologist. Therefore, the label will not be changed.

9. Are the categories highly qualified and not highly qualified the same as employed fully certified and employed not fully certified? If not, how are they different?

No, the categories highly qualified and fully certified are not the same. The changes to the personnel data collection form are more than a re-labeling of categories. Under *IDEA*, for any special education teacher, the term 'highly qualified' has the meaning given the term in Section 9101 of *ESEA* except that such term also includes the requirements described in *IDEA* Section 602(10)(B) and includes the option for teachers to meet the requirements of Section 602(10)(C) or (D).

10. Why did OSEP eliminate some of the related personnel categories?

The related services personnel categories included in the current Personnel Data Collection Form are those categories included in *IDEA*'s definition of related services [Section 602(26)]. Related services personnel categories not included in the *IDEA* definition were removed from the form. Personnel associated with removed categories should not be included anywhere on the form.

11. What are the definitions for the related services personnel categories added for school year 2006-07? What types of work assignments fall into each?

There was only one new related services personnel category (i.e., orientation and mobility specialists) and one expanded category (i.e., diagnostic and evaluation staff, which was expanded to include medical services for diagnostic and evaluation purposes and school nursing services). The definitions of both of these categories should be based on the definitions in Section 300.34 of the *IDEA* regulations.

12. Should the state report only the related services personnel who provide services solely to special education students?

No, personnel who work with both children who do and children who do not have disabilities should not be excluded from this report. However, report only the FTE such personnel spend working with children with IEPs and services plans for this collection. Personnel who do not work at all with students with disabilities should not be represented at all in this collection. This is one of the reasons that the Personnel Data Collection uses FTE. The report of related services personnel should be based on the percentage of time that those personnel work with children with disabilities.

13. How should my state report inclusion teachers working with students ages 6-21? These teachers are not required to be highly qualified. They support the regular education teacher and do not give grades, but they meet the state qualifications for the position.

The state can either count these individuals as teachers who are not highly qualified or as paraprofessionals who are qualified.

14. The educator quality data are gathered and reported based on grade of teacher assignment rather than age of student. For this report, the state will provide preschool teacher data based upon pre-kindergarten assignments. Personnel in kindergarten teaching assignments will be reported in the 6-21 grouping. Historically, the state has reported the data in this fashion. Will this meet the OSEP data requirements for the Personnel Data Collection (Table 2)?

The state would be required to provide a data note describing this departure and the reason for it. Also, the state should consider whether there are any measures that it might be able to take to adjust the data system so that it can collect these data in a manner that would allow the state to report these personnel according to the students' ages.

15. Why does OSEP collect personnel data when data on highly qualified teachers are collected under *NCLB*?

The data reported under *IDEA* are a person count and are reported by full-time equivalency (FTE). The data reported under *NCLB* are a count of classrooms.