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00:00:02.934 --> 00:00:15.804

Good afternoon. Welcome everyone to the federal personnel survey afternoon trading session. Thank you for. Joining. My name is Khalilah O'Farrow-Boulware from the special programs in data section.

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00:00:16.283 --> 00:00:27.414

We also have Laurie Ray from the supporting teaching and related services section Laurie, and I will be facilitating this trading session. This afternoon.

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00:00:28.949 --> 00:00:32.064

So, during this training session,

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00:00:32.064 --> 00:00:33.685

we will cover information,

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00:00:33.715 --> 00:00:48.594

you need to know about completing and submitting your federal personnel report and why it is important more specifically we'll cover what the federal personnel survey is and how to prepare for reporting the data we

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00:00:48.594 --> 00:00:52.195

will also cover the components of the personnel survey tool,

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00:00:52.524 --> 00:00:54.204

various scenarios on how to,

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00:00:54.984 --> 00:01:01.134

on how to calculate full time equivalency and address a few frequently asked questions.

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00:01:01.435 --> 00:01:09.805

And at the end of the session will address questions. You may have, but feel free to type your question in the chat field. Throughout this session.

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00:01:12.030 --> 00:01:15.959

So, what is the federal personnel survey?

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00:01:18.359 --> 00:01:31.974

The federal personnel survey is used to collect data required by the office of special education programs that requires state education agency to report the full time equivalency,

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00:01:32.004 --> 00:01:36.745

or amount of time spent of staff serving students with disabilities,

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00:01:36.924 --> 00:01:39.144

regardless of how they are funded.

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00:01:40.405 --> 00:01:53.844

Data in the personnel survey must reflect the staff providing services to students with disabilities ages 3 through 21 who were reported in the December child.

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00:01:54.989 --> 00:02:06.120

And the personnel survey data must not include the count, or FTE of staff who served children from birth through age 2.

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00:02:06.120 --> 00:02:15.150

Unless they also serve children with disabilities ages, 3 through 21, and those children were reported in the December.

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00:02:15.685 --> 00:02:17.844

If we're federal reporting purposes,

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00:02:17.844 --> 00:02:21.384

the data that you submit through the personnel survey,

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00:02:21.474 --> 00:02:28.794

it's broken down into 3 files submitted to and those 3 files include special education,

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00:02:28.794 --> 00:02:29.455

teachers,

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00:02:29.485 --> 00:02:29.754

pair,

22

00:02:29.754 --> 00:02:31.974

paraprofessionals and related service person.

23

00:02:31.974 --> 00:02:32.275

Now.

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00:02:35.400 --> 00:02:43.740

The federal personnel survey must be submitted by close of business on Monday, March 14th.

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00:02:43.740 --> 00:02:54.509

So, the memo on the federal personnel survey should be submitted, it should be sent out this week along with the weekly communication and.

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00:02:54.509 --> 00:03:03.419

Along with that communication, you should have access to the actual link to the survey, but definitely wanted to.

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00:03:03.419 --> 00:03:12.659

Put it on everyone's radar that the federal personnel survey must be completed and submitted by close of business on March 14th.

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00:03:14.370 --> 00:03:19.319

Let's talk about the rationale for the survey being revised.

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00:03:21.659 --> 00:03:33.539

So, um, in previous years, we had the federal personnel survey, and then we also had a survey for the related service workforce and.

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00:03:33.539 --> 00:03:43.259

We also noticed that the data that we received from the field was not accurate and it was not stable. So we.

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00:03:43.259 --> 00:03:46.530

Hope with this revision that we have.

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00:03:46.530 --> 00:03:56.064

Clarified the categories and clarify the questions so that it is easier to complete and also have included.

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00:03:56.064 --> 00:04:00.264

Some of the important work force data that we collected through the volunteer,

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00:04:00.264 --> 00:04:01.104

the work,

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00:04:01.104 --> 00:04:10.134

the related service survey that ISI directors have let us know is very helpful when you are trying to recruit or retain,

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00:04:10.585 --> 00:04:12.145

or in some ways.

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00:04:12.175 --> 00:04:13.104

Understand.

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00:04:13.409 --> 00:04:17.519

Where you sit when compared to other districts so we.

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00:04:17.545 --> 00:04:32.365

Also will make this data can be available to you upon request when you need it. So, we have combined the survey and clarify the questions. Hopefully making it a more streamlined and efficient process for you.

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00:04:33.809 --> 00:04:39.838

And we want accurate data by the way. So, we're hoping that leads to really clear accurate data.

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00:04:39.838 --> 00:04:45.329

For everyone. Okay, so let.

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00:04:45.329 --> 00:04:51.658

Look at what to do to prepare for completing the fiddle personnel survey.

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00:04:55.108 --> 00:05:08.968

In preparation for completing the survey, it is important to 1st, print a PDF copy of each section to be completed. And you'll see in this PowerPoint, a screenshot of each section.

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00:05:08.968 --> 00:05:12.149

A screen shot shot of each section.

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00:05:12.149 --> 00:05:16.858

And the federal personnel server that you can print, and I do want to.

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00:05:16.858 --> 00:05:20.428

Emphasize again that.

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00:05:20.428 --> 00:05:30.053

This is being recorded and will be posted to the federal reporting office hours website along with a copy of this PowerPoint.

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00:05:30.113 --> 00:05:37.043

So, the best case scenario is that this will be posted early during the early part of next week. So, you have access to that.

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00:05:37.379 --> 00:05:41.098

So, as I mentioned is best.

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00:05:41.098 --> 00:05:44.428

For you to print a copy of this.

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00:05:44.428 --> 00:05:54.894

Survey each section of the survey, so this may assist with a process of when you're collaborating with others to collect the data that you need to complete the survey.

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00:05:55.403 --> 00:06:03.084

If you have any questions regarding calculating or submitting the report feel free to send me an email.

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00:06:03.449 --> 00:06:11.038

If you have questions about personnel roles or how to count for.

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00:06:11.843 --> 00:06:24.653

Please contact the appropriate consultant, so there's a link below or link in this slide that will display the full list of easy consultants by discipline or content area.

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00:06:24.983 --> 00:06:31.343

And you'll also see at the end of this PowerPoint, there's a quick list of easy consultants to contact.

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00:06:33.478 --> 00:06:38.999

We've also included that list on the instruction document.

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00:06:38.999 --> 00:06:39.684

That's correct.

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00:06:41.723 --> 00:06:47.153

So be sure to report the count in full time equivalency,

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00:06:47.184 --> 00:06:52.644

or amount of time spent of personnel serving students with disabilities,

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00:06:52.944 --> 00:07:04.524

regardless of how they're funded the data in the personnel survey must reflect the personnel providing services to students with disabilities ages 3 through 21,

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00:07:04.524 --> 00:07:08.483

who were also reported in the December child count,

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00:07:08.483 --> 00:07:08.814

and,

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00:07:08.874 --> 00:07:09.863

as I previously mentioned,

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00:07:09.863 --> 00:07:24.774

do not include the count or of personnel who served children from birth through unless they also serve children with disabilities ages 3 through 21 and those children were reported in

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00:07:24.774 --> 00:07:25.584

the December.

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00:07:27.028 --> 00:07:30.988

So, for personnel who worked with preschools.

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00:07:30.988 --> 00:07:36.778

Children ages 3 through 5 report them if they either hold a.

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00:07:36.778 --> 00:07:47.334

Appropriate state certification, or licensure for the position held if they hold positions for which no state requirements exist.

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00:07:47.814 --> 00:08:02.274

For example, the position does not require certification or license, and this is not applied to teachers and other instructional personnel working with school age children ages 5 through candidate. 5, in kindergarten through 21.

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00:08:03.088 --> 00:08:08.098

So this category must hold appropriate state certification or license.

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00:08:10.918 --> 00:08:22.853

When you're looking at the related services, personnel, data, remember that this is not a comprehensive count of all types of personnel who provide services to children with disabilities.

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00:08:23.303 --> 00:08:31.973

You'll only need to report the related service personnel types listed in the survey as this is what requires for federal reporting.

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00:08:36.239 --> 00:08:42.899

So, now, let's take a look at the updated federal personnel survey, which is collected through Qualtrics.

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00:08:46.524 --> 00:08:57.293

As I mentioned earlier, the link to the survey will be included in the memo, which will be sent out this week, as part of the weekly, the East division weekly communication.

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00:08:57.594 --> 00:09:03.354

And so once you, you know, get that, you'll be able to access the survey.

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00:09:04.494 --> 00:09:15.173

Once you go to that link and access to start the survey, you will see the due date is March. 14th is also has a brief description of the survey.

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00:09:15.173 --> 00:09:23.183

We have links to instructions as well as linked to example template. So that is within this actual survey.

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00:09:25.109 --> 00:09:35.514

And as a reminder for each section of the survey, you must report data on the staff who worked with children with disabilities ages 321, who were reporting in the December child count.

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00:09:35.514 --> 00:09:46.403

So, to begin, you would select your charter or state operated program from the drop list. And move forward with completing each of the sections within the report.

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00:09:49.769 --> 00:10:03.719

In this slide special education teachers, you'll see the link above, um, in this PowerPoint and once you click it, it will display a PDF copy of the section and the survey for you to print.

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00:10:03.719 --> 00:10:14.759

The personnel roles are categorized by age of students served. We have the early childhood age is 3 through 5. P. M.

82

00:10:14.759 --> 00:10:28.553

Pre K and school age ages 5 in kindergarten through 21. so you must report data on personnel such as total number and of those who are licensed, license and certified.

83

00:10:28.553 --> 00:10:36.803

Not licensed not licensed. Uncertified. You must also report the total number of staff in the room.

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00:10:37.673 --> 00:10:46.913

Employment status, whether they are direct hire or contract salary or wage information in total number of vacancies in the role.

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00:10:47.634 --> 00:10:58.043

So if there are no personnel to document in the category, you would enter 0 or that block. So, in other words do not leave any blank fields.

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00:10:58.288 --> 00:11:12.714

In the survey, and as a quick calculation, check the number of licensed staff in the role plus the number of not license staff in the role should equal the total number of staff in that role.

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00:11:13.408 --> 00:11:23.038

Also, when you're looking at the number of direct hire staff in the role, and the number of contracted staff in the role, you should be able to add those 2.

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00:11:23.038 --> 00:11:29.364

Um, add those 2 numbers together, and it should also equal the total number of staff in the role.

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00:11:29.693 --> 00:11:38.514

So, this is a quick snapshot of the 1st personnel section, and we'll provide more detail on these categories later in the presentation.

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00:11:38.818 --> 00:11:50.999

The next section within the survey will be other special education staff and once again.

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00:11:50.999 --> 00:12:00.899

In this PowerPoint, you'll see a hyperlink of each 1 of these sections in the survey that will direct you to a PDF copy of that section.

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00:12:01.583 --> 00:12:07.403

The other special education staff section is also categorized by age of students served,

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00:12:07.764 --> 00:12:17.183

which would include early childhood ages 3 through 5 in Pre K in school age ages 5 in kindergarten through 21.

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00:12:21.328 --> 00:12:26.969

Be related separate the special education related services section.

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00:12:27.624 --> 00:12:34.583

The personnel rose listed in this section are not categorized by age of students served.

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00:12:34.943 --> 00:12:47.933

So you must report data when these personnel roles, according to who worked with students with disabilities ages 3 through 21, who were also report it in the December child count.

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00:12:52.408 --> 00:12:59.099

And the last within this survey is all students staff.

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00:12:59.099 --> 00:13:02.489

Once again, you'll see a link in this PowerPoint that will.

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00:13:02.783 --> 00:13:16.254

The rates you to a PDF copy of that section. So, in this section of the survey, you are to report data on the listed personnel who served all students, including easy students.

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00:13:16.553 --> 00:13:23.813

So those, um, those categories would be physical education, teachers, school, nurses.

101

00:13:24.178 --> 00:13:27.808

School social workers and school counselors.

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00:13:28.464 --> 00:13:38.693

And to calculate, or this section, you must apply the ABM calculation and we'll go over that a little bit later in the presentation today.

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00:13:39.083 --> 00:13:53.124

And I also want to bring to your attention whenever you get to the 4th slide or the 4th screen within the survey, when you click the arrow, that will be submitting the reports submitting these surveys.

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00:13:54.808 --> 00:13:58.288

Once you submit the survey.

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00:13:58.943 --> 00:14:04.494

There is an option for you to download a copy of the PDF of the survey.

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00:14:04.644 --> 00:14:18.533

However, you can always if he wants to get an Excel spreadsheet copy of what you submit, it just simply send me an email and I'll be able to provide you with an Excel version of the information you submitted.

107

00:14:21.298 --> 00:14:30.688

So, let's go on and clarify some of these categories that's listed within the survey.

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00:14:30.688 --> 00:14:44.818

Number of licensed staff in this role, this would be the number of licensed personnel and the discipline or curriculum hired for this role, regardless of funding source.

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00:14:44.818 --> 00:14:59.399

Part time, full time at generates or contracted hired status. So when you look at this column, think about whether there should be any personnel to provide services without a license.

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00:14:59.399 --> 00:15:12.269

The only exception to this is if the position or role does not have any state requirements where there are no certification or life insurance requirements for that position or row.

111

00:15:13.349 --> 00:15:25.913

So, for the next column of the licensed staff in this role number certified, this is a subset of the total number of licensed personnel for that role.

112

00:15:26.333 --> 00:15:31.943

So, this indicates either HR category suggests professional educator,

113

00:15:32.183 --> 00:15:34.104

student services personnel,

114

00:15:34.433 --> 00:15:34.884

and,

115

00:15:34.884 --> 00:15:42.864

or especially certification thinking about certified in adaptive or nationally board certified.

116

00:15:43.163 --> 00:15:43.913

So.

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00:15:44.219 --> 00:15:48.839

The 2nd column is a subset of the total number of licensed staff.

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00:15:50.308 --> 00:15:53.969

Then we look at of license staff.

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00:15:53.969 --> 00:16:07.649

This is the calculated full time equivalency of all licensed personnel in this role. So you are using number that's documented in the license staff in this role field to calculate the.

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00:16:09.269 --> 00:16:14.428

The next column is number of not licensed staff in this role.

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00:16:14.428 --> 00:16:29.183

So, this is the total number of not licensed personnel higher to work in this role, regardless of funding source, whether they're part timer full time, itinerate or contracted or higher status.

122

00:16:30.173 --> 00:16:30.533

So,

123

00:16:30.533 --> 00:16:31.734
an example,

124
00:16:33.594 --> 00:16:33.863
so,

125
00:16:33.863 --> 00:16:35.033
as I previously mentioned,

126
00:16:35.033 --> 00:16:45.474
there are exceptions such as a position or role in which there are no certification or license your requirements for that position or role.

127
00:16:45.808 --> 00:16:56.399
Taking a look at of the not license staff in this role. What is the numbers certified? So this would be a subset.

128
00:16:56.399 --> 00:17:00.744
Of the total number of not licensed personnel for each role.

129
00:17:01.134 --> 00:17:13.614
So this may include non-certified public school employees with positions and which certification is not a prerequisite as defined by the North Carolina State Board of education.

130
00:17:14.124 --> 00:17:22.223
So, an example of a, an example of this category would be, um, would include and adapted.

131
00:17:22.528 --> 00:17:32.338
Physical educator who is licensed in, provides adaptive services, but is not certified and adapted PE.

132
00:17:36.778 --> 00:17:46.558
Hey, we're going to move on to more clarification. Yeah, so, um.

133
00:17:46.558 --> 00:17:56.519
We tried to make these categories more straightforward, but you may need to spend some time thinking about the personnel. You have each role.

134
00:17:56.519 --> 00:18:03.628
And getting the, um, we have here some full time equivalents that are not licensed.

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00:18:03.628 --> 00:18:08.098

And there's also some spot checks that you can do, where.

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00:18:08.098 --> 00:18:17.848

The total number of staff should equal your contracted and hired staff, you know, you can do some spot checks to make sure your your math works. Um.

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00:18:17.848 --> 00:18:21.328

When we have folks that are.

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00:18:21.328 --> 00:18:25.048

That are directly hired that's employed.

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00:18:25.048 --> 00:18:33.358

Staff members versus contracted folks where you're, you're running contracts either multi-year contracts or a year to year. So, uh.

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00:18:33.358 --> 00:18:48.324

We hope that these categories are much clearer 1 question that we had in our last session that we, we clarified here for you guys is that we are asking for some of the workforce data. 1 of those pieces is wage or salary.

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00:18:48.564 --> 00:19:01.314

So, if you are contracting, you would report wage if you are hiring that that personnel, then you would report salary but you're not going to include benefits in in that calculation.

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00:19:01.913 --> 00:19:07.523

And then we also want to understand the total number of vacancies. We really do want accurate data.

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00:19:07.979 --> 00:19:16.949

We may have personnel that are not the, the personnel we would like to have serving in these roles, but we definitely want to have.

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00:19:16.949 --> 00:19:28.469

Accuracy on who we have serving in the roles currently, or as of the December 1 timeframe. And so if you have vacancies, we also want to understand.

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00:19:28.469 --> 00:19:35.788

Long term vacancies or unposted vacancy so any vacancies you have in this personnel type, we want you to include that here.

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00:19:39.479 --> 00:19:42.659

Wonderful. Okay.

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00:19:42.659 --> 00:19:48.598

So, let me know if that's zoomed in too much.

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00:19:48.598 --> 00:19:54.118

Or is that better? Hopefully everyone can see that.

149

00:19:56.219 --> 00:20:10.259

So, when things become complicated, it's always good to practice is always a good practice to go back to the policy definitions and apply these as best as you can for each unique circumstance. And this is, you know, to.

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00:20:10.259 --> 00:20:13.348

Bring more clarification on, you know.

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00:20:13.348 --> 00:20:21.328

Which staff is considered license, not licensed on and so forth. So, the main thing is to go back to.

152

00:20:21.328 --> 00:20:28.798

Go back to policy definitions and try to apply them as the best you can for each 1 of those unique circumstances.

153

00:20:28.798 --> 00:20:38.459

So, clearly, we have a question in the chat we've been answering some questions in the chat, but Elizabeth raises a clarification point to be considered.

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00:20:38.459 --> 00:20:47.038

Certified licensed, and to be clear, Elizabeth, we've separated those 2 things out in this survey. Um.

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00:20:47.038 --> 00:20:50.939

To be considered certified license does this.

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00:20:50.939 --> 00:20:58.679

Include provisionally licensed staff, or they considered non-certified staff. So that's a great question.

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00:20:58.679 --> 00:21:03.838

It's really about whether they have licensure.

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00:21:03.838 --> 00:21:09.749

Dpi licensure or state licensure if they have current licensure, then they are licensed.

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00:21:09.749 --> 00:21:16.588

And certified could be either certified by their HR category or certification.

160

00:21:16.588 --> 00:21:24.449

As a Cape certification or board certification so we've tried to separate those 2 things out. So, it'll be easier to answer.

161

00:21:24.449 --> 00:21:27.778

Is that right? Do you have anything to add? Clearly that I get that right?

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00:21:27.778 --> 00:21:37.048

Oh, no, that's great. Thank you. And I see a few questions about availability of the.

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00:21:37.048 --> 00:21:42.449

Survey the survey is available now, however, you know, just.

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00:21:42.449 --> 00:21:49.979

Protocol is for the official memo to submit it and I know today.

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00:21:49.979 --> 00:22:03.419

Wednesday is the day that the weekly communication comes out so once that weekly communication comes out, then you'll be able to access the survey. However.

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00:22:03.419 --> 00:22:13.618

I have no problems with making sure a copy of that survey link is provided to you in a chat view or if, um.

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00:22:13.618 --> 00:22:16.888

By the end of this session, do you want to.

168

00:22:16.888 --> 00:22:23.009

Go ahead and get started with reviewing that information. Are there any other questions?

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00:22:23.009 --> 00:22:37.138

To address in the chat to address so there's 1 other clarification for the provisional license. So if it's provisional, that would be not licensed. Then you can look for more detail about that.

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00:22:37.138 --> 00:22:42.838

In the queue that will be posted and Jennifer's reporting that they receive the memo.

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00:22:42.838 --> 00:22:46.439

Already okay. Wonderful. Wonderful. Yes.

172

00:22:48.628 --> 00:22:55.979

Let's see ask this question we have psychologists, social workers and counselors that are employed.

173

00:22:55.979 --> 00:23:01.229

By CPS, and our facilities are not part of the education services section.

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00:23:01.229 --> 00:23:10.888

They were with all students and at their assigned facilities what I include them in our data. So, if you're looking at the section for.

175

00:23:12.419 --> 00:23:19.019

The last part for all the, the all students staff, the staff that serve all students, including students.

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00:23:19.019 --> 00:23:29.578

You will only be reporting on those roles that are listed and this is just part this is just to address offset requirements. So, just as a reminder.

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00:23:29.578 --> 00:23:41.429

Every particular, you know, every personnel, every role is not captured within the survey. Only those roles that that are required for federal reporting.

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00:23:42.749 --> 00:23:47.878
Are there any other questions?

179
00:23:47.878 --> 00:23:55.618
To address at this point. Okay.

180
00:23:58.584 --> 00:24:06.683
All right, so with this slide, this slide, um, provides information on the North Carolina, professional educators, license categories.

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00:24:06.743 --> 00:24:16.284
So any personnel in these categories that, that you see listed in this slot must have a current license to practice. So.

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00:24:16.528 --> 00:24:30.868
Definitely reflect on when you count unlicensed personnel or not licensed personnel, should there be anyone serving in these positions that you see listed on the slide without a license?

183
00:24:30.868 --> 00:24:35.219
So, you really have to take a look at your personnel.

184
00:24:35.219 --> 00:24:39.838
And if they fit these categories, ensure that they have a license.

185
00:24:42.118 --> 00:24:50.009
For this slide, this is the North Carolina State Board of education, non-certified.

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00:24:50.009 --> 00:25:03.959
Public school employees, so this is what the board of education considers non or has listed identified as non-certified public school employees. So.

187
00:25:03.959 --> 00:25:11.483
They include positions in which certification is not a prerequisite as defined by the North Carolina State Board of education.

188
00:25:11.693 --> 00:25:26.243
However, there are some non-certified positions that have special requirements such as a license or other special certification. So, for example, when you're documenting your survey and.

189

00:25:26.519 --> 00:25:30.989
If you have any number other than 0 lifted.

190
00:25:30.989 --> 00:25:37.919
And not as not license for, for example, occupational therapy assistant.

191
00:25:37.919 --> 00:25:44.338
Or physical therapists definitely take a look at that and ensure.

192
00:25:44.338 --> 00:25:49.078
And verify your information. So, in other words, even though.

193
00:25:49.078 --> 00:25:54.148
There is not a state license for occupational therapy assistant.

194
00:25:54.384 --> 00:26:07.344
The state board of education has identified a special requirement that occupational therapy assistance must be license. So, this hopefully, this slide.

195
00:26:07.344 --> 00:26:10.733
This information presented in this lot will provide.

196
00:26:11.038 --> 00:26:15.449
Additional clarification when you're identifying.

197
00:26:15.449 --> 00:26:21.419
Personnel and reporting personnel that are licensed, not licensed.

198
00:26:25.378 --> 00:26:31.919
Again, I just wanted to say if you have questions about any of that, that's when you call your.

199
00:26:31.919 --> 00:26:39.929
Consultant for that discipline and they can assist you, but I think it's, I think we've given you resources here that it should be.

200
00:26:39.929 --> 00:26:43.709
Pretty clear, but we don't want you to be confused. Mm. Hmm.

201
00:26:43.709 --> 00:26:52.798

Exactly, so now let's take a look at a few examples of calculating, full time equivalency.

202

00:26:55.499 --> 00:26:58.973

When calculating or full time?

203

00:26:59.003 --> 00:27:10.614

Well, excuse me, when calculate for full time personnel serving only easy students, you want to divide the total hours worked per week.

204

00:27:10.943 --> 00:27:25.013

Maddie total hours in a work week. So, in this 1st, example, there is 1 employee who works 37.5 hours per week and they only serve easy students during that time.

205

00:27:25.013 --> 00:27:38.663

So to calculate in this scenario, you would divide 37.5 hours worked week by 37.5 hours in the work week. And the and this example is 1.0.

206

00:27:45.118 --> 00:27:53.338

In the 2nd example, there are 5 full time personnel serving only students.

207

00:27:53.338 --> 00:28:02.098

So calculate the total number. Excuse me? The total hours worked per week for all full time personnel in that role.

208

00:28:03.628 --> 00:28:08.398

Then, divide by the total hours in the work week.

209

00:28:08.398 --> 00:28:11.638

Excuse me, I have something in my throat.

210

00:28:14.969 --> 00:28:19.709

That was probably a little bit extra information that you needed to know. I apologize.

211

00:28:19.709 --> 00:28:28.439

So, let me go back in the 2nd example there are 5 full time personnel serving only easy students.

212

00:28:28.439 --> 00:28:36.088

So, you calculate the total hours worked per week for all of the full time personnel in that role.

213

00:28:36.088 --> 00:28:46.588

Then divided by the total hours in the work week. So, in this example, each of the 5 employees work 37.5 hours per week.

214

00:28:46.588 --> 00:28:57.479

And they serve only easy students during that time. So, you will multiply 37.5 hours by 5 to get 187.5 total hours.

215

00:28:57.479 --> 00:29:10.169

Then you're going to divide 187.5, total hours by 837.5 hour, work week. And the, in this 2nd example is 5.0.

216

00:29:10.169 --> 00:29:18.598

And I do want to mention that there were some questions about an FTE calculator or conversion charts.

217

00:29:18.598 --> 00:29:21.719

Those resources are being updated.

218

00:29:21.719 --> 00:29:22.048

And,

219

00:29:22.044 --> 00:29:22.284

you know,

220

00:29:22.284 --> 00:29:25.074

provided in the survey tool,

221

00:29:25.703 --> 00:29:27.743

but do keep in mind that,

222

00:29:27.773 --> 00:29:28.134

um,

223

00:29:28.163 --> 00:29:33.413

1 of the resources like the FTE calculator is for if you,

224

00:29:33.624 --> 00:29:37.314

if your district has a 40 hour work week.

225

00:29:37.558 --> 00:29:49.378

So, if your district has a different hour, work week, such as 37.5, then you have to be mindful of those resources that you use.

226

00:29:51.868 --> 00:29:55.348

All right, so the next example.

227

00:29:57.503 --> 00:30:11.874

Is whenever you're calculating FTE for part time personnel serving only students 1st calculate the total hours worked per week then you're going to divide by the total hours in a work week.

228

00:30:12.294 --> 00:30:17.604

So, in this 1st example, there's 1 employee who works 15 hours per week.

229

00:30:18.148 --> 00:30:25.558

And serves only easy students during that time. So, you would divide 15 hours worked in the week.

230

00:30:25.558 --> 00:30:33.239

By 37.5 hours in the work week. So the, in this example is 0.4.

231

00:30:35.128 --> 00:30:38.429

In the 2nd example in this next example.

232

00:30:38.429 --> 00:30:50.098

There are 2 part time personnel serving only students. So, 1st calculate the total hours work per week for all part time personnel in that role.

233

00:30:50.098 --> 00:30:54.088

And divide by the total hours in the work week.

234

00:30:54.088 --> 00:31:03.233

So, in this example, you'll see that both audiologists work 20 hours per week, and they both served easy students during that time.

235

00:31:03.713 --> 00:31:11.423

So, you would multiply 20 hours by the 2 audiologists to get 40, total hours worked per week.

236

00:31:12.564 --> 00:31:24.503

Then provide 40, total hours by the 37.5 hour work week. So the, in this example is 1.067 you want to be sure to round the to the nearest hundreds.

237

00:31:24.503 --> 00:31:28.703

So, what will be documented in the survey would be 1.07.

238

00:31:37.528 --> 00:31:40.769

And this next scenario.

239

00:31:40.769 --> 00:31:46.528

So, when you're calculating for full time personnel, serving all students.

240

00:31:46.528 --> 00:31:50.578

You will need to apply the average daily membership calculation.

241

00:31:50.578 --> 00:32:01.108

To do that, you would go to the December 2021 child count by report, which is posted to the division website.

242

00:32:01.108 --> 00:32:12.118

And convert the 3 through 21 percentage to a decimal and apply that to each personnel in this category.

243

00:32:12.118 --> 00:32:15.179

So, in this example.

244

00:32:15.179 --> 00:32:25.679

There are 5 P. E teachers who serve all students and the for this sample is 13.8.

245

00:32:25.679 --> 00:32:37.199

So, I will convert the 13.8% to 0.138, which then becomes 0.14 rounded to the nearest hundreds.

246

00:32:37.199 --> 00:32:49.949

Next, I will multiply the number of full time personnel in this role just 5 P teachers. I will multiply that by the to calculate the.

247

00:32:49.949 --> 00:32:59.939

So, multiply 5 P. E teachers by 0.14 and the, in this example is 0.70.

248

00:33:03.298 --> 00:33:08.429

Another scenario of calculating.

249

00:33:08.429 --> 00:33:17.429

So, what about personnel who serve all students, including EC students?
But they only work part time.

250

00:33:17.429 --> 00:33:24.388

So, when you're calculating for part time personnel, serving all students.

251

00:33:24.388 --> 00:33:27.419

1st calculate the total hours worked.

252

00:33:27.419 --> 00:33:34.138

Per week for that role and then apply that to the average daily membership calculation.

253

00:33:34.138 --> 00:33:43.858

So, in this example LEA, the ADM for the district is 13.8%, which converts to 0.14.

254

00:33:43.973 --> 00:33:58.794

Round it to the nearest hundredths, and there are 2 part time school, social workers serving all students. So, I need to calculate the total hours work per week for those 2 part time social workers.

255

00:33:59.038 --> 00:34:05.699

In that room, and then I would divide by the total hours in the work week.

256

00:34:05.699 --> 00:34:10.378

Followed by multiplying that by the ADM.

257

00:34:10.378 --> 00:34:20.398

So, in this example, both school social workers work 25 hours per week, and they serve all students during that time.

258

00:34:20.398 --> 00:34:26.938

So, I would then multiply 25 hours by the 2 social workers.

259

00:34:26.938 --> 00:34:32.309

The 2 school, social workers to get 50, total hours worked per week.

260

00:34:32.309 --> 00:34:36.748

Next, I will divide 50, total hours.

261

00:34:36.748 --> 00:34:40.018

Body 37.5 hour, work week.

262

00:34:40.018 --> 00:34:45.028

Which calculates the 1.33, this is routed to the nearest hundredths.

263

00:34:46.289 --> 00:34:51.898

Then I'm going to multiply the 1.33 by the.

264

00:34:51.898 --> 00:34:54.958

0.1 for.

265

00:34:54.958 --> 00:34:58.289

Which becomes 0.19.

266

00:34:58.289 --> 00:35:09.418

Round it to the nearest hundreds, and I do want to bring your attention to once you have, once you get access to the survey, the link.

267

00:35:09.418 --> 00:35:12.628

There is a link to the instructions.

268

00:35:12.628 --> 00:35:24.358

Yeah, there's a link to the instructions and it provides all of these different scenarios that I mentioned. So just wanted to bring that to your attention as well.

269

00:35:26.099 --> 00:35:30.869

Hey.

270

00:35:33.389 --> 00:35:37.798

There we go, so now.

271

00:35:37.798 --> 00:35:50.668

Before we move to looking at personnel survey I'm gonna just pause for a moment to see. Are there any questions that we need to address at this point?

272

00:35:54.148 --> 00:35:57.929

And I do appreciate, um, the assistance.

273

00:35:57.929 --> 00:36:04.768

Kelly Blass and Lori Ray, about addressing, you know, some responding to some of these questions so far.

274

00:36:06.298 --> 00:36:10.768

I think Kelly's all over it. Kelly is there anything that we need to bring out?

275

00:36:12.599 --> 00:36:16.588

I think we're okay right now. Okay, awesome. Thank you.

276

00:36:16.588 --> 00:36:21.298

All right, so let's take a look at some of the, um.

277

00:36:21.298 --> 00:36:26.489

In the personnel survey, and we're going to look at adaptive physical educator.

278

00:36:28.079 --> 00:36:32.548

So, I think this is 1 of the more, um.

279

00:36:32.934 --> 00:36:35.753

Important things to think through.

280

00:36:36.143 --> 00:36:45.143

And the question is when I'm trying to complete this survey for physical educators and or adapted physical teachers,

281

00:36:45.623 --> 00:36:47.603

can it be someone with a K,

282

00:36:47.634 --> 00:36:49.914

a special education license,

283

00:36:50.184 --> 00:36:51.684

or a physical therapist?

284

00:36:52.344 --> 00:37:04.014

What, if I have a general education teacher providing AP, what does certified mean for AP? So, there is some confusion around this, and we wanted to take this opportunity to clarify.

285

00:37:04.043 --> 00:37:18.804

So, only and I see my, my, my friend and colleague Sally Jones is on the call. So, I want to make sure, you know, she's a resource for you, but only a person with a physical education license can provide a.

286

00:37:19.918 --> 00:37:30.179

And or adapted PE, instruction, a PT cannot provide that instruction, nor can a K, a special educator. So.

287

00:37:30.563 --> 00:37:35.994

Many school districts have a collaborative approach,

288

00:37:36.744 --> 00:37:38.574

because they do not,

289

00:37:38.603 --> 00:37:53.333

they do not have currently a hired certified adaptive physical educator so they may have a collaborative approach for providing that evaluation but you're completing the survey to document what personnel are providing services to students with disabilities.

290

00:37:54.179 --> 00:37:58.679

And so, you're thinking about for December 1.

291

00:37:58.679 --> 00:38:04.949

Who was providing services to students with disabilities and what was their role?

292

00:38:04.949 --> 00:38:14.190

And then accounting them or doing the accordingly. So, a general education licensed PE, teacher may provide adapted.

293

00:38:14.190 --> 00:38:22.349

Or specialized instruction when you don't have certified AP, teacher, adapted physical educator um.

294

00:38:22.349 --> 00:38:29.940

A licensed physical education teacher who is certified as an adapted physical educator.

295

00:38:29.940 --> 00:38:34.079

Has completed additional training and it's similar to a board.

296

00:38:34.079 --> 00:38:43.320

Certified teachers, so that's 1 another reason why we separated out the certified from the licensed. The critical thing is that you think through.

297

00:38:43.320 --> 00:38:48.659

Were they serving students with disabilities? December? 1 what is their role.

298

00:38:48.659 --> 00:39:01.500

And understanding if how they're like, if they're licensed, and if they are certified, and then putting them in the correct category. Another important thing is we want to make certain that no personnel is counted twice.

299

00:39:01.500 --> 00:39:05.550

And I think the reason this is complicated for the data.

300

00:39:05.550 --> 00:39:08.639

Survey, it's because it's complicated.

301

00:39:08.639 --> 00:39:16.800

Um, in in how we hire people to serve this area of this specialized instructional area.

302

00:39:19.289 --> 00:39:33.239

Sally, did you have anything you wanted to add? No, I'm good. Thank you. Just know that you have any questions. You can always reach out to me.

303

00:39:35.730 --> 00:39:42.690

Thank you. All right. Let's take a look at an for language facilitator.

304

00:39:43.525 --> 00:39:54.355

With a full-time language facilitator for a student with a hearing impairment, not what they hearing the impairment be counted under speech language pathologist.

305

00:39:54.744 --> 00:40:01.945

And the answer is no, however, they can be counted as a professional. If they meet 1 of the following criteria.

306

00:40:02.280 --> 00:40:11.489

They provide 101, 2 to 3 if such tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher.

307

00:40:11.489 --> 00:40:21.300

If they assist with classroom management, such as organizing, instructional and other materials, provide instructional assistance with.

308

00:40:21.300 --> 00:40:25.135

And within a computer laboratory conduct,

309

00:40:25.135 --> 00:40:27.204

parental involvement activities,

310

00:40:27.474 --> 00:40:28.735

provide support,

311

00:40:28.735 --> 00:40:32.514

and a library or media center act as a translator,

312

00:40:32.514 --> 00:40:38.034

or provide instructional support services under the direct supervision of a teacher.

313

00:40:38.304 --> 00:40:40.824

So, these are the criteria.

314

00:40:41.190 --> 00:40:50.610

What are these criteria? If the language facilitator meets 1 of these criteria, they can be counted as a professional a pair of professional

315

00:40:55.829 --> 00:40:59.190

All right, let's take a look at another.

316

00:40:59.190 --> 00:41:02.280

Regarding serving students and.

317

00:41:02.280 --> 00:41:16.980

Regarding service students, inclusively. So, this question is really asking what if your P. P teachers school counselor guidance counselor works with children with disabilities to calculate the.

318

00:41:16.980 --> 00:41:23.280

Is that only if they are providing services such as adaptive that are listed in an.

319

00:41:23.280 --> 00:41:30.420

What, if what if they are just seeing them in general P AC student.

320

00:41:30.420 --> 00:41:36.389

For their P block, but without adapted physical education, special education or related services.

321

00:41:36.389 --> 00:41:44.610

So, this is a question, I think is really important to be clear. We are counting where children receives services.

322

00:41:44.610 --> 00:41:54.929

Um, and let's all celebrate that, because that would get super complicated. We ourselves, we are trying to get account for the personnel who are serving students with disabilities.

323

00:41:54.929 --> 00:41:58.079

And how they're licensed.

324

00:41:58.079 --> 00:42:06.780

So, where they serve students with disabilities, be it, general education, or special education, that is not part of what you're thinking about.

325

00:42:08.190 --> 00:42:11.579

So, the answer that we provided there is that.

326

00:42:11.579 --> 00:42:22.829

We are counting as a or adopted PE, teacher, regardless of the instructional setting. These teachers should be licensed in PE and not counted twice.

327

00:42:22.829 --> 00:42:29.190

Any teacher holding certification and adapted physical education should be counted.

328

00:42:29.190 --> 00:42:33.539

As a licensed teacher, and in the certified.

329

00:42:33.539 --> 00:42:46.289

Column and Linda, I see you want to copy Kelly, put the link and all of these resources that we are going through today will be posted together for your reference.

330

00:42:46.289 --> 00:42:51.809

Yes, the next.

331

00:42:51.809 --> 00:43:03.114

What about general education? Teachers who have students with disabilities in their classrooms special education, specials, teachers, such as art, technology and Spanish teachers.

332

00:43:03.295 --> 00:43:11.394

What about if our nurse administers any medication to students with disabilities? What would that time be counted?

333

00:43:11.815 --> 00:43:25.494

So, the answer is, this report requires you to count include all staff personnel who provide special education and or work with students with disabilities from ages 321. so, general, Ed, teachers are in Spanish teachers are not.

334

00:43:27.449 --> 00:43:37.949

Um, not counted, so you'll notice in the revised survey that we have separated various personnel categories to provide more clarity.

335

00:43:39.929 --> 00:43:43.199

When you're documenting the, this information.

336

00:43:45.355 --> 00:44:00.264

Each year, the data that all charters and submit is included in a state level report and submit it to it is then posted on the East division website under federal reporting.

337

00:44:00.264 --> 00:44:08.755

If you are interested in reviewing the state level data, and the next slide actually has the link to the federal personnel survey.

338

00:44:08.965 --> 00:44:21.025

So, as it was mentioned earlier the weekly, the weekly communication that has already gone out. So that has the link to the federal personnel survey.

339

00:44:21.445 --> 00:44:29.065

Also, the link has been shared in the, in the chat for those who want to go ahead and access the survey.

340

00:44:29.574 --> 00:44:32.454

And this isn't this PowerPoint,

341

00:44:32.454 --> 00:44:43.344

and as a reminder a copy of this PowerPoint will be posted along with both the morning and afternoon sessions it'll be posted to the federal reporting office hours,

342

00:44:43.375 --> 00:44:43.764

um,

343

00:44:43.795 --> 00:44:44.875

website.

344

00:44:44.934 --> 00:44:59.005

It just takes a, you know, a few days for the request. The web request to be completed, you know, by the by. So, the best case scenario is that you'll be able to view the.

345

00:44:59.309 --> 00:45:04.949

Recorded sessions along with accessing this PowerPoint by the beginning of next week.

346

00:45:07.050 --> 00:45:11.099

So, are there any questions.

347

00:45:11.099 --> 00:45:22.704

Feel free to answer your question, or document your question in the chat field so that we may view it and respond, um, and moving forward as you're working on this survey.

348

00:45:22.704 --> 00:45:31.974

If you have any technical questions regarding the survey or calculations, feel free to, um, E mail me.

349

00:45:32.369 --> 00:45:44.099

Um, if you have any questions regarding personnel roles or qualifications, contact consultant for that discipline, so, these next 2 slides has a list of consultants.

350

00:45:45.389 --> 00:45:52.349

And, um, as you're looking at this information, I also want to drop in the chat.

351

00:45:52.349 --> 00:45:58.500

There this is a link to a quick evaluation on today's session. Um.

352

00:45:58.500 --> 00:46:05.969

Greatly appreciate anyone and everyone's input, so feel free to complete that evaluation.

353

00:46:07.530 --> 00:46:18.355

So Jennifer's question, and I wanted to just give a reminder that Kelly told me that districts can request their data to be provided back to them.

354

00:46:18.775 --> 00:46:30.264

So, if there's some of these data points, that would be helpful to get back you can certainly contact. I think it's contact or Kelly. Yeah. Get those Jennifer the reason.

355

00:46:31.704 --> 00:46:40.554

We are including, so, as we said, we updated it to combined 2 surveys that we were doing into 1 to try to save you guys a little bit of time.

356

00:46:40.855 --> 00:46:48.355

The reason the salary component is in there is we are experiencing a staffing crisis and we're trying to get information about.

357

00:46:48.659 --> 00:46:57.329

Salary so that we can give averages and demonstrate need for paying market.

358

00:46:57.329 --> 00:47:08.190

Marketable salary that salaries that can work in the marketplace and so we're trying to get information about salary because directors have told.

359

00:47:08.190 --> 00:47:19.469

Us and particularly the related service providers in the in the past how helpful it is to have salary information as a compare. And also to just understand where you are.

360

00:47:19.469 --> 00:47:29.400

Um, for your district, so that's why wonderful. Always good to know why.

361

00:47:29.400 --> 00:47:32.519

Always good to know the way. That is correct.

362

00:47:32.519 --> 00:47:37.860

Well, that concludes our afternoon session.

363

00:47:37.860 --> 00:47:52.525

For today, once again, I want to thank everyone for your attention and participation during the session with your questions. Um, if there, you know, any other questions feel free to.

364

00:47:53.070 --> 00:47:57.389

Send your question in the chat field and.

365

00:47:57.715 --> 00:48:12.144

I'll be looking by the beginning of next week to have the recording of these sessions the morning and afternoon sessions along with the PowerPoint on the federal reporting office hours website by the,

366

00:48:12.175 --> 00:48:12.534

um,

367

00:48:12.565 --> 00:48:14.425

the early part of next week.

368

00:48:15.059 --> 00:48:23.519

You know, want to thank everyone for attending this afternoon and hope everyone enjoys the rest of your day. Thank you so much.

369

00:48:24.659 --> 00:48:33.809

And we appreciate your efforts to get accurate data in so that we can help you have accurate data for your program management. Thank you.

370

00:48:33.809 --> 00:48:35.784

Thank you. Bye. Bye.