

Related Services Workgroup Report and Recommendations

October 2019



Introduction

Each Child, Our Future is Ohio's shared plan for ensuring each student is challenged, prepared and empowered for his or her future through an excellent prekindergarten through grade 12 education. The plan's purpose is to lift aspirations, create hope and excitement, guide development of state-level education policies and promote high-quality educational practices across the state.

Related services personnel are essential to accomplishing this vision. The role of related services personnel and their supports for students with disabilities, their families and school staff are fundamental to the effectiveness and excellence of Ohio's educational system. This report summarizes the work of the Related Services Workgroup (see Appendix A for a list of all the members of the workgroup) and its recommendations in accordance with Section 733.65 of House Bill 49 of the 132nd General Assembly. The pertinent language is as follows:

- (A) *The Superintendent of Public Instruction shall establish a workgroup on related services personnel. The purpose of the workgroup shall be to improve the coordination of state, school, and provider efforts to address the related services needs of students with disabilities.*
- (B) *The workgroup shall include the following members:*
- (1) *Employees of the Department of Education, the Department of Higher Education, and other state agencies that have a role in addressing the related services needs of students with disabilities;*
 - (2) *Representatives of interested parties, which shall include at least the following:*
 - (a) *The Ohio Speech-Language Hearing Association;*
 - (b) *The Ohio School Psychologists Association;*
 - (c) *The Ohio Educational Service Center Association.*
 - (3) *Representatives of school district superintendents, treasurers or business managers, and other school business officials.*
- (C) *The workgroup shall do all the following:*
- (1) *Identify and evaluate causes and solutions for the shortage of related services personnel in the school setting, including evaluating the long-term sustainability of potential solutions;*
 - (2) *Establish short-term, medium-term, and long-term goals to address the shortage of related services personnel in the state and monitor progress on those goals;*
 - (3) *Report, as needed, on the work and findings of the workgroup.*
- (D) *The Department of education shall provide administrative support to the workgroup.*
- (E) *The workgroup shall cease to exist on June 30, 2019, unless the General Assembly authorizes its continuation.*
- (F) *As used in this section, "related services" has the same meaning as in section 3323.01 of the Revised Code.*

The workgroup sought to ensure its recommendations align to and are consistent with the 10 priority strategies included in *Each Child, Our Future*. The recommendations are most significantly aligned to strategies 1-3 as follows:

Strategy 1: Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective;

Strategy 2: Support every principal to be highly effective—especially those leading schools that serve the neediest children; and

Strategy 3: Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.

The workgroup met eight times from January 2018 through February 2019. During its first two meetings, the workgroup developed a mission statement and identified the current challenges facing professionals in the various related services fields. The group also responded to those challenges by articulating desired outcomes. Additionally, the workgroup developed short-term, medium-term and long-term objectives to address related services personnel shortages of the following types:

- Educational audiologists;
- Speech-language pathologists;
- School psychologists;
- School nurses;
- Occupational therapists; and
- Physical therapists.

Three subgroups were formed to focus on:

- Scope and practice;
- Survey of related services; and
- Fiscal issues.

The subgroups met several times between workgroup meetings. The subgroups completed activities, including the development of informational videos with accompanying briefs (Appendix B) on each related service area and conducted a recruitment and retention survey and reviewed the results (Appendices C and D).

Workgroup Mission Statement

Who: The Related Services Personnel Workgroup

What: Is here to find solutions to the related services personnel shortage and present our findings to legislators.

Why: To address severe shortages, because of our commitment to children, to provide equitable access to high-quality opportunities and inform funding and policy decisions. Ideally, the work we accomplish will help inform efforts to address other areas of educator shortages.

Current Challenges and Desired Outcomes

The table below provides a summary of the workgroup’s discussions about the current challenges for related services personnel and the desired outcomes to those challenges.

Current Challenges	Desired Outcomes
Financial concerns due to increasing costs for: <ul style="list-style-type: none"> • Salaries and benefits • Training • Student loan debt • Obligations of the State Teachers Retirement System and School Employees Retirement System 	Financial resources to: <ul style="list-style-type: none"> • Support salaries for related services personnel working in schools that are competitive with salaries in the private sector • Incentivize related services personnel to stay and work in particular areas of the state
Shortages due to: <ul style="list-style-type: none"> • Difficulty attracting individuals to the field • People leaving the profession or education settings • Intense competition between private and public settings • Limited pipeline and geographic constraints 	Valued profession with: <ul style="list-style-type: none"> • Equitable resources • Diverse and well-trained staff • Support of administrators to meet the needs of students • Respected and professional recognition • Student-centered and student-oriented environments to allow all children to be successful • Adequate staff-to-student ratios and manageable workloads and caseloads • Well-prepared, skilled and educated professionals • Critical focus on recruitment and retention to increase adequate pool of candidates and professionals continuing in the field
Frustrations of the current work environment: <ul style="list-style-type: none"> • Misunderstood disciplines • Underutilized • Time intensive • Excessive caseloads and workloads • Physically demanding • Undervalued • Unclear or inconsistent requirements • Stressful • Multiple requirements for systems of documentation • Computer systems that do not integrate required documentation • Time-intensive documentation across excessive caseloads 	Improved working conditions: <ul style="list-style-type: none"> • Positive climate • Adequate space and equipment • Healthy workplace expectations • Manageable workloads • Efficient and effective systems of documentation • Efficiency creating computer systems

Establish Objectives

The workgroup reviewed data from each related service area (for example, the number of current practitioners in the school setting, number of unfilled positions and estimated number of future practitioners) and identified barriers specific to each service area, as well as common barriers across the fields. The workgroup began its meetings by identifying and prioritizing short-, medium- and long-term objectives for its work. The workgroup's priorities established at the beginning of the process are summarized below. The workgroup attempted to address most of these in its recommendations.

Short-term objectives/considerations:

1. Workgroup's understanding of special education and related services funding methodology.
2. Creation of a survey to address recruitment and retention of related services personnel in the school setting.
3. Creation of one-page information briefs to increase administrators' understanding of the scope of related services practitioners' work.

Medium-term objectives/considerations:

1. Revision of the cost-based methodology used by the Ohio Department of Education as it relates to related services.
2. Recruitment and retention pathway for related services personnel.
3. Cultural shift in the thinking about related services providers. Each related services association will provide input regarding strategies to address this issue.
4. Identify greatest shortages in each related service area by region.

Long-term objectives/considerations:

1. Consider new methodology for funding used by the Department as it relates to special education.
2. Strategies to help recruit and retain individuals in all related services professions, including:
 - i. New "Grow Your Own" programs.
 - ii. New programs in specific regions of the state based on shortages of related services personnel.
3. Creation of a full-time position at the Department to oversee guidance issues and technical support associated with related services programming.
4. Identify licensure alternatives and make recommendations to the Department for licensure changes.
5. Cultural shift in the delivery of related services with a focus on a collaborative, student-driven, team-based approach to meet the needs of the whole child. Related services professionals would be important members of the team.

Summary of Work Completed by Related Services Workgroup

Based on the identified needs, the workgroup reviewed the following national, state and local resources:

- **State related services shortages survey:** A survey was conducted in 2016 by various related services organizations and the Ohio Educational Service Center Association. The survey identified current related services staffing levels, current and anticipated staffing shortages, as well as perceptions on the reasons for the shortages.
- **Ohio Master's Network – Initiatives in Education (OMNIE):** OMNIE began in September 1998 as a consortium of 12 Ohio universities collaborating with the Ohio Speech-Language Hearing Association, Ohio School Speech-Language Pathologists and Educational Audiologists Coalition, and the Ohio Department of Education. The goals of OMNIE were to increase enrollment in graduate programs, develop a paid, two-year, full-time internship in public school districts, and develop collaborative web-based graduate programs to attract individuals in areas of the state where no graduate programs exists. In total, 178 earned master's degrees in speech-language pathology via the OMNIE program between 2007 and 2012.
- **2012 Ohio Department of Health survey:** A [survey](#) was conducted in 2012 by the Ohio Department of Health to describe health care services available in Ohio schools. The survey documented information used in the development of effective programs for school nurses and provided state-level recommendations to support school nursing services.
- **National Coalition on Personnel Shortages in Special Education and Related Services website:** The workgroup reviewed a [website](#) that provides national and state data and the impact of shortages for special education and specialized instructional support personnel.

- **Presentations to the workgroup:**

- o The [Mercer County Educational Service Center](#) developed case manager positions to address the shortage of school psychologists. The case managers currently work full time in support positions under the direct supervision of licensed school psychologists to provide clerical support, administration of academic assessments and classroom observations, when applicable.
- o The [Madison-Champaign Educational Service Center](#) developed a three-day bootcamp program to train professionals in assisting school psychologists. The program includes intensive, on-site follow-up and coaching by school psychologists.
- o A local superintendent provided a district perspective on the shortage of related services personnel.
- o A Department data manager presented licensure data on currently credentialed related services providers (see Appendix C for related services data).
- o The director of the Office of Budget and School Funding for the Department presented on state funding for students with disabilities.
- o The Ohio Department of Higher Education shared challenges faced by institutions of higher education that impact related services shortages, including hiring faculty. National standards for related services areas explicitly state a ratio of faculty to students and require program leads to conduct research that is not typically required of other faculty. Occupational therapists and physical therapists are licensed through their local boards and the Department but do not have specific preparation programs.

The following table provides a list of key related services areas and the number of preparation programs across Ohio for each service area:

Ohio-Authorized Educator Preparation Programs (2018-2019)	
School audiologist	4
School counselor	17
School nurse	5
School nurse wellness coordinator (endorsement)	1
Orientation and mobility specialist	1
School psychologist	9
School social worker	3
School speech-language pathologist	11
Hearing impaired intervention specialist	3
Visually impaired intervention specialist	2

- **Survey development:** The workgroup developed a survey to gather input and feedback from professionals to address shortages in related services personnel in the school setting. (Appendix C contains the survey questions and Appendix D includes an overview of the results.)

All products developed by the workgroup are found in the appendices.

Recommendations

Below are the workgroup's recommendations to improve the coordination of state, school and provider efforts to address the related services needs of students with disabilities.

Recommendation 1 – Ensure special education services are adequately funded as part of the state funding formula.

The Related Services Workgroup supports revisions to the special education funding components of the state's school funding formula as necessary to address issues of attracting and retaining sufficient and appropriate numbers of related services staff. This recommendation largely mirrors recommendations made by the workgroup of Ohio school superintendents and treasurers convened by Representative Bob Cupp and Representative John Patterson to review the state's school funding formula. Each item requires legislative action by the General Assembly.

- **Maintain and enhance current funding levels** for special education and special education-related services through the current funding streams associated with the base cost school funding formula and special education enhancements.
- **Return to using weights to fund the six categories of students with disabilities** by using a multiplier of the base cost provided to all students as opposed to a fixed dollar amount independent of the base.
- **Fully fund special education at the recommended levels** identified in the most recent special education cost study rather than the current level of 90 percent.
- **Count and fund special education preschool students** based on an actual full-time equivalency basis instead of all students being funded at a 0.5 full-time equivalent student.
- **Catastrophic costs:** Fund catastrophic costs at a percentage of total special education (fund special education at 100 percent and set aside 10 percent for catastrophic costs).
- **Fund a special education catastrophic cost reimbursement program** by setting aside 10 percent of the calculated statewide special education funding.
- **Authorize and fund the Ohio Department of Education to update the special education cost study** that was completed in 2001. This should include new methods, assistive technology, quality facility workspace considerations and best practices. In updating the special education cost study, consider shifting the severe behavioral handicap (SBH) category from category 3 to category 4 to reflect the increased severity and intensity of need experienced by this population of students.
- **Require districts to reinvest Medicaid reimbursements received through the Ohio Medicaid School Program into special education programming and supports.** The Ohio Medicaid School Program was developed to allow districts to draw down federal Medicaid matching funding for medically necessary therapy services, certain administrative activities and specialized transportation associated with accessing therapy services.

Recommendation 2 – Adopt and implement methods to improve the recruitment and retention of individuals in all related services professions.

- **Incentives for working in hard-to-staff districts:** Provide financial incentives (for example, signing bonuses or loan forgiveness) for related services personnel who choose to work in hard-to-staff districts. Hard-to-staff districts may include high-poverty, inner-city schools or rural schools that, as a consequence of their location in economically depressed or isolated areas, offer lower salaries.
- **Funding for school psychology intern program:** Continue adequate state funding for the school psychology intern program to allow the state's psychology training programs to maximize the number of graduates in Ohio.
- **“Grow Your Own” opportunities:**
 - o *District grant opportunity:* Create a state-funded grant and request for proposal process specifically supporting a district or regional “Grow Your Own” program. Such a program could be similar to the Mercer County Educational Service Center recruitment program, which focuses on recruitment and retention strategies for special education related services personnel in the schools identified as hardest to staff or those experiencing longer-term shortages. Such programs foster the identification of existing teachers as possible candidates for related services positions and provide them with the necessary professional training to make a successful transition.
 - o *Educational service center pilot opportunity:* Establish a pilot program to support “Grow Your Own” programs through educational service centers or consortia of educational service centers in partnership with Ohio institutions of higher education. Such a program could be like the Madison-Champaign Educational Service Center recruitment program.
- **New school psychology program:** Create a school psychology task force, comprised of representatives from the Ohio Department of Higher Education, Ohio Department of Education, Ohio School Psychology Association and the Inter-University Council of Ohio to study and report on the feasibility of establishing a school psychology training program in the southeast and northwest quadrants of the state. If such a program is considered feasible and ultimately established, graduates would be targeted to work in underserved districts through financial incentives such as tuition reimbursement stipends and retention stipends.
- **Intrastate approval for school psychology internship candidates:** Expedite approval of out-of-state school psychology interns seeking placement in Ohio, depending on availability of internship opportunities and in compliance with the Ohio approved internship manual and guidelines. Evaluate the effectiveness and potential implications of interstate expansion to other related services areas such as speech-language pathologists, occupational therapists, physical therapists and others.

- **Resources for building and district administrators:** Provide resources that foster a better understanding of the related services professions, their work and the impact they have on students. This would support related services personnel being viewed as integral members of the school staff and learning community. This approach can have an impact on improving retention.
- **Continuing education and professional development:** Promote and provide high-quality continuing education opportunities for related services personnel to ensure ongoing professional development and learning, including professional learning communities or statewide and regional professional networking opportunities.
- **Increase enrollment in higher education programs:** Create a request for proposal process to incentivize university programs to increase the number of students in the “pipeline” who are planning to enter related services professions. In addition:
 - o Support the establishment of programs in geographically underserved areas of the state. Support may include providing incentives;
 - o Increase the number of knowledgeable and qualified university faculty by providing financial support for clinic-based related services providers to join university programs without guarantee of tenure. Added university faculty would allow for increased student enrollment while maintaining manageable student to faculty ratios. For example, employing a clinical occupational therapist as an adjunct professor will increase the number of students who can participate in an occupational therapist preparation program;
 - o Provide tuition assistance and/or reimbursement to graduating students who pursue related services careers in Ohio schools.
- **Resources for administrators:** Provide resources for school administrators to enhance their knowledge base and understanding of the related services professions and the associated job requirements and necessary supports for employees serving in those positions.
- **Waiver application:** Ensure districts are aware of workload and caseload requirements specified within Ohio’s Operating Standards for the Education of Children with Disabilities (Ohio Administrative Code 3301-51-09). Districts also should be made aware of the requirement to apply for waivers from the Department of Education when they are out of compliance with workload requirements in state rule. It is recommended that new waivers be created for districts out of compliance specifically in the area of related services personnel workload/caseload ratios. This new waiver will provide targeted assistance from the Department’s newly funded related services personnel (see recommendation 3). This support might include:
 - o Connecting the district with the appropriate state support team;
 - o Encouraging the district to contact neighboring districts regarding the availability of service providers;
 - o Considering alternative licensing options for teachers; and
 - o Considering other options appropriate for a district’s individual circumstances.
- **Offset administrative burden:** Provide clerical assistance to related services personnel to support reporting requirements and other administrative tasks. Also, provide adequate time to complete paperwork and parent meetings. Time for these activities should be factored into determining optimum caseloads. Adequate time should also include extra days at the beginning and end of the year.
- **Professional standards:** Ensure school districts consider the related services provider professional standards and structure the workload for an individual service provider based on all the factors set forth in Ohio’s Operating Standards for the Education of Children with Disabilities.
- **Working conditions:** Support schools in utilizing the process already prescribed under state law for establishing appropriate and manageable workloads. The Office for Exceptional Children has outlined this workload determination in the Operating Standards for the Education of Children with Disabilities. The workload process includes an initial consideration of all areas of service provided to children with and without disabilities to establish a service provider’s workload. A service provider’s workload is then used to determine a reasonable number of children assigned to a service provider’s caseload, not to exceed the maximum ratio as defined in the Ohio Department of Education’s operating standards. This process ensures service providers can provide a free appropriate public education to the students on their caseloads in light of the duties accounted for under the service providers’ workloads.
- **Professional fees:** Waive fees for related services providers’ licensure. Also consider reimbursing related services personnel for the costs of malpractice insurance.

Recommendation 3 – Create a full-time position at the Department of Education to oversee related services.

This position would engage in the following critical activities to support district needs:

- **Partnerships:** Partner with related services professional organizations, associations and boards of licensure.
- **Guidance and technical assistance:** Provide technical assistance and guidance to districts and families with regard to the procedures for the identification of students with disabilities and the services for which these students are eligible.
- **Resource development:** Develop resources and procedures for the administration of technical assistance statewide to school districts, superintendents, administrators, special education personnel and pupil services personnel about federal and state policies and procedures.
- **Student interventions:** Consult and provide technical assistance to school administrators and special education personnel on how to select and implement evidence-based therapies and interventions provided by related services personnel for students with disabilities in a school setting.
- **Workforce tracking:** Track shortages among related services personnel across disciplines and school districts.
- **Higher education partnerships:** Partner with institutes of higher education to monitor enrollment in related services personnel programs.

Recommendation 4 – Conduct a review of the licensure structure currently used by the Department of Education as it applies to related services personnel.

- **Review of current licensure requirements:** Review licensure requirements pursuant to each related services field. Determine the impact the requirements have on limiting the number of providers in the respective fields. Report findings and recommendations within one year of the commencement of the review.
- **Expedited pathway to licensure:** Create an expedited licensure pathway with related coursework, concurrent field experience and paid internships tailored to individual applicants and their previous work experience, presented credentials and professional recommendations.
- **Credential reviews:** Develop a pathway approved by the Credential Review Board for related services providers to meet qualifications for working in schools.
- **Professional standards for aides supporting related services:** In consultation with the appropriate professional associations and licensing boards, develop appropriate professional standards and licensure for aides or other support personnel for all related services personnel categories.

Recommendation 5 – Support a cultural shift with the goal that related services are viewed as part of a collaborative, student-driven, team-based approach to meet the needs of the whole child.

Related services personnel should be considered important members of the school staff and learning community. School personnel must evolve into school teams that value a high level of collaboration to diversify strategies, design methods and implement approaches together.

- **Collaboration in the Evaluation Team Report/Individualized Education Program process:** The Department should develop a guidance document discussing the need for and benefit of collaboration for evaluation and identification of student educational needs, development and prioritization of student goals and implementation of services and programs. The guidance document would be disseminated to school districts to encourage district-level discussions and reviews of current programs and services to students and engagement in strategic planning to meet the needs of the whole child. This should specifically include collaborations focused on supporting students with disabilities meeting standard graduation requirements.

Summary

The Related Services Workgroup is excited by the opportunities presented by these recommendations. While it understands that it may take time to fully implement them, it is optimistic that some progress can be made in the short term and more in the longer term. Ideally, the workgroup hopes to reconvene periodically (twice per year) to take stock on the progress toward implementation. The members of the workgroup are committed to a collaborative effort to support this work with the goal of ensuring Ohio's education system appropriately meets the needs of each child, and each child is supported toward future success.

Contents

Appendix A: Related Services Workgroup Members.....	10
Appendix B: Products Developed by the Related Services Workgroup.....	12
Appendix C: Survey for Recruitment and Retention of Related Services Providers in Schools	14
Appendix D: Survey for Recruitment and Retention of Related Services Providers in Schools: Feedback.....	20
Appendix E: Related Services Data (2013-2018)	22



Appendix A: Related Services Workgroup Members

Name	Title	Organization
Mary Arnold	Director of Occupational Therapy Program	Muskingum University 163 Stormont St MH 100 New Concord, Ohio 43762
John Biltz	Coordinator of Child Study	Akron City Schools, Administration Building 70 N. Broadway Akron, OH 44308
Matthew Bowen	Superintendent	Campbell City Schools 280 Sixth Street Campbell, Ohio
Ann Brennan	Executive Director	Ohio School Psychologists Association 4449 Easton Way, 2nd Floor Columbus, Ohio 43219
Susan Brown	Coordinator/Supervisor for SLP Auxiliary Services	Hamilton County ESC 11083 Hamilton Avenue Cincinnati, OH 45231
Craig Burford	Executive Director	Ohio Educational Service Center Association 8050 North High Street, Suite 150 Columbus, Ohio 43235
Ann Connelly	Public Health Nurse Supervisor	Ohio Department of Health 246 N. High Street Columbus, OH 43215
Barbara Conrad	Supervisor of Speech-Language Therapy Services	ESC of Lorain County 12079 Lagrange Rd. LaGrange, OH 44050
Susan Davies	Associate Professor, School Psychology	University of Dayton Raymond L. Fitz Hall, Room 629B 300 College Park Dayton, OH 45469
Sally Demmler	Director of Intervention and Support Services	Hamilton County ESC 11083 Hamilton Avenue Cincinnati, OH 45231
Brenda George	Pediatric Special Interest Section Coordinator	Ohio Occupational Therapy Association 7380 Lithopolis Road NW Carroll, Ohio, 43112
Brenda Haas	Associate Vice Chancellor of P-16 Initiatives	Ohio Department of Higher Ed 25 South Front Street Columbus, Ohio 43215
Jessica Mercerhill	Senior Director of Educator Preparation	
Matthew Ketcham	Treasurer	Madison Champaign ESC 2200 S. US Hwy 68 Urbana, Ohio 43078
Kathy McDermott	Speech/Language Pathology Supervisor	Montgomery County ESC 200 South Keowee Street Dayton, OH 45402
Carrie Spangler	Educational Audiologist	Summit County ESC 420 Washington Avenue Cuyahoga Falls, OH 44221

Name	Title	Organization
Donna Stelzer	Administrative Specialist Executive Director, <i>Ohio Association of Pupil Services Administrators</i>	Madison Champaign ESC 2200 S. US Hwy 68 Urbana, Ohio 43078
Debra Stoner	President	Ohio Association of School Nurses PO Box 118 New Straitsville, OH 43766
Gregg Thornton	Executive Director	Ohio Speech and Hearing Professionals Board 77 S. High Street, Suite 1659 Columbus, Ohio 43215
Cheryl VanHoose	Director, OT/PT Department	Miami Valley Regional Center 4801 Springfield Street Dayton, Ohio 45431

Appendix B: Products Developed by the Related Services Workgroup

Products Developed	Description	Purpose	Audience
<p>Survey for Recruitment and Retention of Related Services Providers in Schools</p> <p>-Survey: Appendix C -Feedback Summary: Appendix D</p>	<p>The survey was developed by members of the Related Services Workgroup to address shortages in related services personnel in the school setting.</p>	<p>To identify recruitment and retention strategies and recommendations to increase related services personnel in the school setting.</p>	<p>Current Ohio Department of Education-licensed related services providers:</p> <ul style="list-style-type: none"> • Speech-language pathologist; • Educational audiologist; • School psychologist; • Occupational therapist; • Physical therapist; • School nurse. <p>Members of related services organizations and boards All providers above and:</p> <ul style="list-style-type: none"> • Nurse (RN, LPN); • Occupational therapist assistant; • Physical therapist assistant.
<p>Related Services Information Briefs</p>	<p>Information and educational briefs that describe related services providers including:</p> <ul style="list-style-type: none"> • Role and responsibilities; • Information for school administrators; • Specific information unique to each provider; • References and resources. 	<p>To provide specific and targeted information on each of the following related services personnel:</p> <ul style="list-style-type: none"> • Educational audiologist • School nurse • Occupational therapist • Physical therapist • School psychologist • Speech-language pathologist <p>To provide information on the unique roles that related services personnel serve to meet the needs of students with and without disabilities.</p> <p>To recruit clinical related services providers to the school setting (for example, medical, clinical and rehabilitation).</p>	<p>To inform and educate school administrators on the required and unique roles that related services providers serve to meet the needs of students with and without disabilities.</p> <p>To recruit related services providers working in other settings than schools, such as medical, clinical and rehabilitation settings.</p>
<p>Related Services Videos</p>	<p>Based on the one-page information briefs developed, related services personnel present information contained in the resource.</p>	<p>To provide specific and targeted information on related services personnel.</p>	<ul style="list-style-type: none"> • School administrators; • Special Education Directors; • Teachers; • Families; • Clinical related services providers; • Students.

Products Developed	Description	Purpose	Audience
School Psychologists Memo	Ohio Department of Education's short-term guidance to address shortages of school psychologists.	To provide school districts with shortages of school psychologists additional flexibilities: <ul style="list-style-type: none"> • Designate administrative support staff to support school psychologists with secretarial support; • Designate a staff member as an educator on special assignment in full or in part to assist with delegated school psychology duties; • Designate a Department-licensed school counselor or speech-language pathologist to full outlined duties in full or in part. 	School districts with shortages of school psychologists.
Related Services Webpage	Dedicated page on the Ohio Department of Education's site to post legislative reports and resources of the Related Services Workgroup.	To inform and share the legislative report of workgroup recommendations and resources.	Administrators, educators, related services providers, community members.

Appendix C: Survey for Recruitment and Retention of Related Services Providers in Schools

Related Services Survey

The Ohio Department of Education has created a Related Services Committee to address shortages in related services personnel in the school setting. Your input is valuable to this discussion. Please take a few minutes to answer the following questions pertaining to RECRUITMENT and RETENTION. We value your opinion and the survey is anonymous.

* Required

Professional Practice

1. What is your Profession? *

Mark only one oval.

- Speech-Language Pathologist
- Educational Audiologist
- School Psychologist
- Occupational Therapist
- Occupational Therapist Assistant
- Assistant Physical Therapist
- Physical Therapist Assistant
- School Nurse
- Nurse (RN, LPN)
- Other

2. Do you currently hold a Pupil Services license issued by the Ohio Department of Education?

Mark only one oval.

- Yes
- No

3. Are you currently working in a school? (If you select "no", move to Licensure Preparation section)

Mark only one oval.

- Yes
- No
- I am not employed at this time

4. Are you employed by....

Mark only one oval.

- A School District
- An Educational Service Center
- An Outside Contracting Agency (either independent contractor or contracting agency) Other

5. Is your salary commensurate to:

Mark only one oval.

- A Certificated Teacher
- A Classified Staff Member
- A Classified Administrator
- A Certificated Administrator
- Other

6. Please check the region of the state in which the school district is located.

Check all that apply.

- Northeast Ohio
- Northwest Ohio
- Central Ohio
- Southeast Ohio
- Southwest Ohio
- I do not work in the schools

7. Please check the district typology area in which the school district is located.

Check all that apply.

- Urban
- Rural
- Suburban
- I do not work in the schools

8. If you do not work in schools, why not?

LICENSURE PREPARATION SATISFACTION

9. If you were licensed through a college or university educator preparation program, please rate your satisfaction with how well that program prepared you.

Mark only one oval.

	1	2	3	4	5	
Not Prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well Prepared

10. Unable to answer question above

Mark only one oval.

- I did not attend a college or university educator preparation program
- Other

11. Do you hold a Pupil Services License issued by the Ohio Department of Education above

Mark only one oval.

- Yes, I have a current Pupil Services License issued by ODE
- I do NOT have a current Pupil Services License issued by ODE, but had one in the past I have never had a Pupil Services License issued by ODE

LICENSURE PREPARATION SATISFACTION

Please indicate the importance of the following factors that may have impacted your decision to work in schools.

12. Please check the box below if you do not work in schools and then move to "Recruitment Incentives" section

Check all that apply.

I do not work in the schools at this time

13. Influencing a child's educational growth

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

14. Job Flexibility (part-time/full-time)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

15. Compensation (Salary)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

16. Benefits (Health/Dental, etc.)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

17. Distance to school site

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

18. Positive outreach to staff members representing minorities or from multi-cultural environments

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

19. Loan forgiveness

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

20. Presence of well-functioning multi-tiered system of academic and behavioral supports (MTSS/PBIS)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

21. Other factors

RECRUITMENT INCENTIVES

Due to the shortage of related services professionals in the schools, we would like to consider incentivizing professionals. Please select the importance of the following factors which, in your opinion, would incentivize a professional to work in schools.

22. Tuition reimbursement

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

23. Paid professional association dues

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

24. Paid license renewal

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

25. Help paying off student loans

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

26. Financial bonus for hard to staff schools

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

27. Paid professional development opportunities

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

28. What creative RECRUITMENT suggestions do you have?

RETENTION

Please indicate the importance of the following factors that may have impacted your decision to continue to work in schools.

29. Please check the box below if you do not work in schools and then move to “Retention Incentives” section

Check all that apply.

I do not work in the schools at this time

30. Size of caseload and workload

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

31. Positive outreach to staff members representing minorities or from multi-cultural environments to assure they do not feel isolated

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

32. Ongoing professional development and networking opportunities with other colleagues

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

33. Discipline specific supervisory support (i.e., SLP supervised by SLP)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

34. Supervisory support who understands the roles and responsibilities of personnel they supervise

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

35. Having a mentor to support me

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

36. Time allotted for paperwork and clerical support

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

37. Growth opportunities, advancement, leadership roles

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

38. Working conditions (facility)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely Important

39. School schedule

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

40. Positive school climate

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

41. State Teacher/Employee Retirement System (STRS/SERS)

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

42. More emphasis on improved services to students with less emphasis on compliance related processes

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

43. Other ideas (not listed)

44. What creative RETENTION suggestions do you have?

JOB SATISFACTION

45. If you are currently working in a school setting, please rate your job satisfaction

Mark only one oval.

	1	2	3	4	5	
Not a Consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Important

46. Unable to answer above question

Check all that apply.

I do not work in the schools at this time

47. In your opinion, what would make your job extremely satisfying

Appendix D: Survey for Recruitment and Retention of Related Services Providers in Schools: Feedback

In December 2018, the online survey was sent to a random sample of 7,977 related services personnel across nine professions. The survey closed in February 2019 and yielded a total of 2,909 respondents—a 36.5 percent overall response rate. The close to 3,000 respondents represented nine professions: speech-language pathologist, educational audiologist, school psychologist, occupational therapist, occupational therapist assistant, school nurse, nurse (RN, LPN), physical therapist, and physical therapist assistant. These professionals were asked the same series of questions about their decisions to work in schools, to continue to work in schools and their recruitment ideas. Responses from all nine professions were notably consistent.

The most important job-related factors listed by related services professionals currently NOT working in schools included large caseloads and time-consuming paperwork/administration that limits the time they can work with students. Inadequate compensation or the ability to make more money in other settings also were cited as reasons for not working in schools.

When asked for ideas on recruitment and retention, increased compensation was, by far, the most frequently mentioned recruitment and retention tool. Respondents stressed they can make more money in other settings, such as medical/skilled nursing facilities. Although not mentioned as often as financial compensation, suggestions that caseloads and workloads be reduced were second in frequency and generated the most intense answers. Many respondents expressed frustration due to the lack of adequate time to treat the children in their care, coupled with what many see as excessive and/or redundant paperwork requirements that take too much time away from working with children.

Payment of employment-related expenses, such as license renewal fees and professional development, was mentioned by several respondents. Respondents also noted creative recruitment efforts targeted to high school and college students to make them aware of opportunities in school-based settings.

The benefits of working in school settings were reported in open-ended responses:

My colleagues are creative and deeply passionate about the subjects they teach. I have supportive building administration who have made it clear that I am a necessary team member for the building to function. I am allowed a lot of face time with the children in my school and included in brainstorming solutions instead of “just test and place.”

I worked in public schools for my entire career as an SLP except for one year. One reason I liked public schools was that I liked the calendar breaks and summers off. I also liked being somewhat independent in implementing a daily schedule for therapy.

I wanted to make a positive impact with children — our future. I am an older nurse and the less physical aspect was a factor too. This has been the most challenging job ever. It has been rewarding and challenging. I do feel like I am a valuable team member and my team tells me that every week.

Knowing I am making a difference in kids' lives.

The benefits of working in the schools include a “family-friendly” schedule with school hours and summers off, supportive administration, and colleagues who are creative and deeply passionate about making a difference in the lives of children and youth. Factors consistently rated most important included a positive school climate, school schedule and size of workload/caseload. Factors rated as important by 80 percent or more respondents are school schedule and positive school climate.

- For speech and language pathologists, factors ranked as important by 80 percent or more respondents are closely related to size of workload, time allotted for paperwork/clerical support, school schedule and positive school climate.
- For occupational therapists, school schedules are considerations for continuing to work in schools for 72 percent of participants.
- School nurses report they continue to work in schools because of factors like schedules, “positive school climate,” retirement systems and working conditions.
- Nearly 90 percent of educational audiologists in schools rate “influencing a child’s educational growth” as important in impacting their decisions to work in schools.

Increased compensation was, by far, the most frequently mentioned recruitment and retention tool.

- Many respondents across all surveyed professions referenced that recruiting and retention efforts are hampered by below-market salaries. Suggestions include offering higher starting salaries, scheduled raises, and bonuses for signing on with a school, referring a new hire, longevity, working in harder-to-staff schools and obtaining or maintaining additional credentials. Many respondents mentioned the value of offering overtime pay or stipends for working extra hours, taking on higher caseloads or performing extra duties as likely to assist with retention. Finally, several commented on the disincentives offered for switching to a school position mid-career.

Other frequently mentioned suggestions include (in order of popularity):

- Although not mentioned as often as financial compensation, suggestions that caseloads and workloads be reduced were second in frequency and generated the most intense answers. Many respondents expressed frustration and several report considering leaving their jobs due to the lack of adequate time to treat the children in their care. Related suggestions to improve recruitment and retention focus on establishing and enforcing lower caseload limits, weighting caseloads based on the severity of student needs, and considering the full range of responsibilities when assessing workload.
- Relatedly, the third most common suggestion focused on reduction of paperwork requirements or, if this is not possible, more on-the-clock time for this work. Many respondents were critical of the format and restrictions placed on specific forms. Others were more concerned about the time required to complete this documentation. Many mentioned regularly working extra hours at home to ensure required forms are completed. The most common suggestions for addressing this issue include paying overtime for these extra hours; building additional time into the workweek for paperwork completion (several suggested a schedule of four treatment days to one paper work day); and reducing the strain of both high caseloads and excessive paperwork by hiring paraprofessionals, case managers or administrative assistants to perform some of this work. In addition to paperwork completion, respondents suggested these assistants could help with scheduling meetings, Medicaid billing, and even providing care in some cases. A smaller number of people recommended reducing the number of school meetings related services professionals are required to attend, as many are not relevant to their work. Finally, a few suggested advocating at the state level for a review the most egregious forms and ensuring that feedback from related services workers is incorporated into this process.

The next most frequent recruitment and retention suggestion was to pay for more employment-related expenses. Those most often mentioned include:

- License renewal fees.
- Loan forgiveness and tuition reimbursement program.
- Continuing Education Units and other professional development costs, especially when obtaining additional specializations the school currently lacks.
- Equipment, supplies and materials, especially for those newly entering the field.
- Others less frequently include payment for relocation costs, maternity leave, and a broader range of mileage expenses.

Finally, many respondents discussed the need for more creative recruitment efforts, starting in high school and college. Some of these suggestions involved relatively low-intensity efforts, such as participating in school career fairs and encouraging interested students to shadow related services professional at work. Others were much more ambitious, recommending the establishment of ongoing relationships with targeted universities, providing achievement-based graduate school scholarships for exceptional undergraduates; mentorships in the senior year before graduation in entry-level school positions; and internships. Some advocated for strategies to facilitate entry into the profession, including providing more online training opportunities, reducing or simplifying requirements and an increased willingness to hire people with varying experience levels. A smaller number of respondents suggested traditional advertising approaches would be more effective if available jobs were posted through professional journals, job search websites and/or personal outreach letters to individual service providers. Many also recommended these advertisements could do a better job promoting the perks of working in schools.

Appendix E: Related Services Data (2013-2018)

Educator/Staff Data at the Ohio Department of Education

- Two major datasets:
 - Employment & Demographic: EMIS database; reported twice annually, public districts/schools¹;
 - Licensure: CORE database; generated by ODE per applications, all Ohio credentialed educators.

Demographic, employment data reported by districts – EMIS database

- Demographic: Birthdate (age); Highest education level (no major or field of study); race, gender.
- Employment: All positions, direct and contracted, at each school/district/educational service center/joint vocational school district and for each:
 - Scheduled days, scheduled hours per day; attendance, absence and long-term illness;
 - Employing district, school;
 - Full-time equivalent (FTE), salary, funding source(s) of salary;
 - Position separation date and reason (retirement, moving districts, moving positions, other broad reasons).
- For teachers, the area, including special education; if special education, also reported is FTE devoted to special education.
- For teachers, each course they teach and the students in the courses.

For all details, please see Section 3 of the current [EMIS manual](#).

Between the 2013-2014 and 2017-2018 school years, FTEs in Ohio's public schools increased for most related services professions, except for physical therapy assistants. Table 1 shows full-time equivalents for related services personnel positions as reported in EMIS, the overall year-to-year trends with high and low points, with the percent change over the five years.

Over the same period, total student enrollment in public schools decreased from 1.73 to 1.72 million or about .6 percent.

Table 1: FTE for Related Services Personnel, 2013-2014 through 2017-2018

	2013-14	2014-15	2015-16	2016-17	2017-18	Pct Change
Educational audiologist	38	42	41	39	46	18.7
School nurse	1136	1139	1181	1163	1194	5.2
Occupational therapist	649	708	749	785	849	30.9
Occupational therapist assistant	225	257	250	246	256	13.9
Physical therapist	264	259	276	258	283	7.3
Physical therapist assistant	80	82	82	73	72	-9.4
School psychologist	1845	1908	1956	1916	1873	1.5
Speech-language pathologist	2280	2292	2370	2409	2468	8.3

Also, across years, we can look at retention of related services personnel within the public education workforce. Of school psychologists in 2013-2014, 74 percent still were in the workforce five years later; for physical therapists, that figure is 72 percent; occupational therapists, 75 percent; school nurses, 66 percent; and speech-language pathologists, 73 percent.

Using a more restrictive definition of retention – people working in the same position and in the same district – yields lower rates. Table 2 shows the number of people (not FTEs) retained in their districts *in the same positions* from 2013-2014, with percent of change from year to year and the cumulative change.

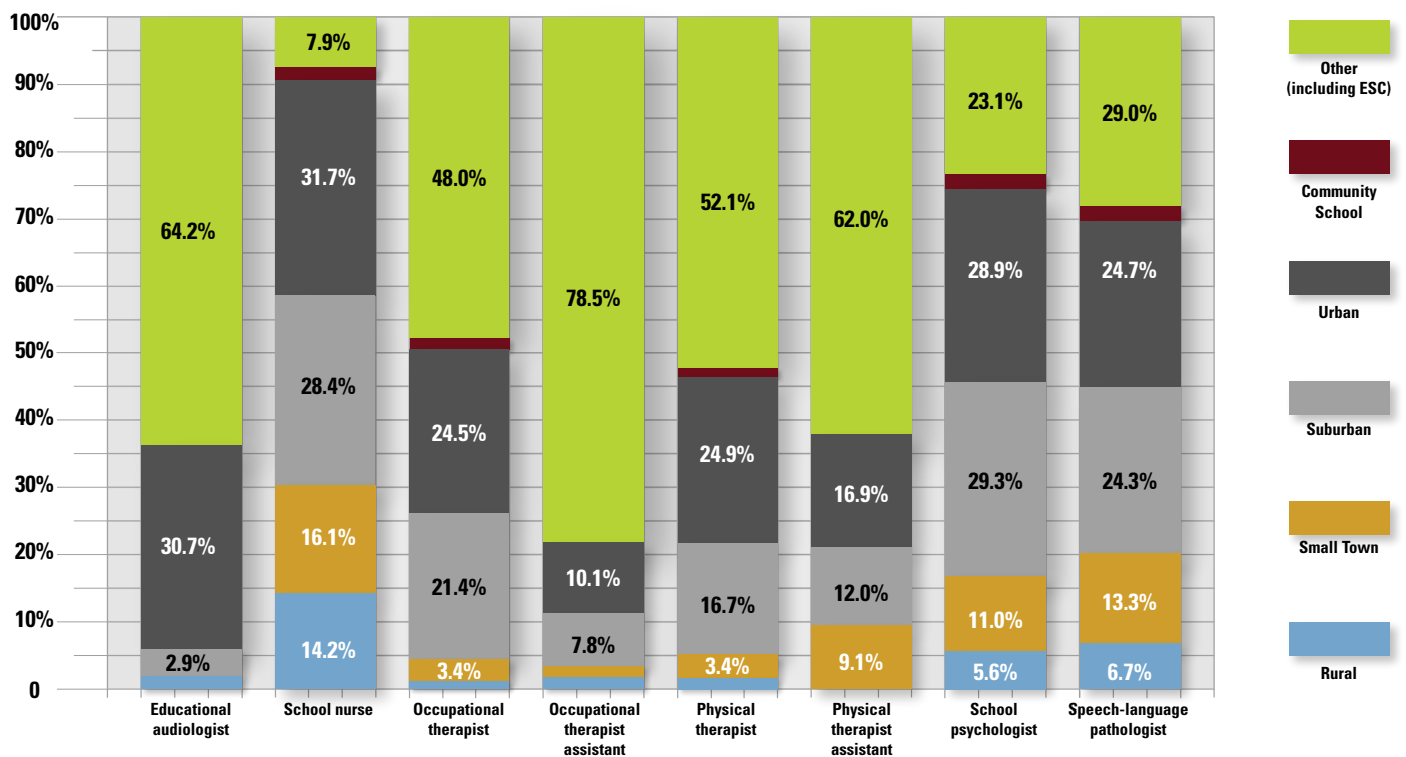
¹ "Ohio's public schools" includes traditional public schools and districts, joint vocational school districts, educational service centers, community schools (or charter schools), STEM schools.

Table 2: Retention Within Position and Within District of Related Services Personnel, 2013-2014 to 2017-2018

	Start Cohort	Year 2: 2014-15		Year 3: 2015-16		Year 4: 2016-17		Year 5: 2017-18		Over 5 years:
	2013-14	N	% Change	N	% Change	N	% Change	N	% Change	% Retained
Educational audiologist	40	36	-10%	33	-8%	31	-6%	31	0%	78%
School nurse	716	604	-16%	562	-7%	491	-13%	462	-6%	65%
Occupational therapist	247	206	-17%	184	-11%	166	-10%	156	-6%	63%
Occupational therapist assistant	294	246	-16%	231	-6%	189	-18%	188	-1%	64%
Physical therapist	90	74	-18%	68	-8%	58	-15%	56	-3%	62%
Physical therapist assistant	1793	1517	-15%	1275	-16%	1077	-16%	967	-10%	54%
School psychologist	1198	1012	-16%	912	-10%	811	-11%	742	-9%	62%
Speech-language pathologist	2395	2062	-14%	1836	-11%	1648	-10%	1516	-8%	63%

Using only the regional designations in the 2013 District Typology (for example, Rural or Small Town), we can see the distribution of these positions across the state. The "Other" category (green) includes entities other than public school districts: STEM schools, community schools, educational service centers and joint vocational school districts.

Figure 1: 2018 FTE by District Typology



Licensure data, all credentials for Ohio educators – CORE database

- All educator credentials issued to any person by the Ohio Department of Education; historical data:
 - Credential type, professional classification, fields, endorsements;
 - Issue date and effective year, expiration date.
- Organization approving license applications (ed prep university, school district, etc.).
- Accessible to the public:
 - CORE Educator profile: (<https://bit.ly/1LbirWg> or Google “Educator Profile Ohio”);
 - Ohio Department of Education staff data, including issued credentials and historical data: <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Staff-Data>.

Table 3: Educators Holding Related Services Personnel Credentials, 2017-2018.

License	Licensed Educators
School audiologist	66
Occupational therapist	1574
Occupational therapist assistants	650
Physical therapist	614
Physical therapist assistants	236
School nurse	1233
School psychologist	2699
School speech-language pathologist	4668

The number of *new* licenses issued each year for most related services personnel license types has increased in the last five years. That is, the number of *new educators* obtaining these licenses year over year is increasing. Exceptions are physical therapy assistants and speech-language pathologists, though numbers of the latter trended up between 2016-2017 and 2017-2018.

Table 4: New Licenses Issued, 2013-2014 through 2017-2018

	2013-14	2014-15	2015-16	2016-17	2017-18	Pct Change
School audiologist	5	2	2	5	6	20.0
School nurse	98	126	139	125	168	71.4
Occupational therapist	96	139	139	140	149	55.2
Occupational therapist assistant	67	62	68	72	78	16.4
Physical therapist	31	50	51	53	51	64.5
Physical therapist assistant	26	26	18	20	21	-19.2
School psychologist	214	228	227	204	231	7.9
Speech-language pathologist	356	313	341	297	327	-8.1

The Ohio school and district report card measures are calculated from employment and demographic data reported in EMIS by public districts and schools. The district report cards show the FTE of these related services providers and other positions in each public school district in Ohio, as well as the number of FTE in each position per 1,000 students within the district and statewide.

See reportcard.education.ohio.gov.

Table 5: New and Renewal Licenses Issued

	2013	2014	2015	2016	2017	% Change
Occupational Therapist						
New in State	94	140	121	123	109	
New Out of State	2	4	18	17	12	
Renew	173	183	170	187	173	
Occupational Therapist Total	269	327	309	327	294	+9.29%
Physical Therapist						
New in State	31	49	48	48	40	
New Out of State	0	1	3	5	1	
Renew	83	64	69	76	65	
Physical Therapist Total	114	114	120	129	106	-7.55%
School Audiologist						
New in State	5	2	2	5	6	
Renew	7	10	8	5	10	
School Audiologist Total	12	12	10	10	16	+25.00%
School Nurse						
New in State	99	125	138	125	156	
New Out of State	2	1	1	1	1	
Renew	236	267	265	220	183	
School Nurse Total	337	393	404	346	339	+0.59%
School Psychologist						
New in State	180	192	182	175	190	
New Out of State	34	36	45	29	37	
Renew	348	332	390	322	248	
School Psychologist Total	562	560	617	526	475	-18.32%
Social Worker						
New in State	31	28	25	40	39	
New Out of State	3	3	1	5	7	
Renew	43	53	46	52	45	
Social Worker Total	77	84	72	97	91	+15.38%
School Speech-Language Pathologist						
New in State	294	231	250	213	217	
New Out of State	67	82	91	84	93	
Renew	517	533	562	546	517	
School Speech-Language Pathologist Total	878	846	903	843	827	-6.17%