



**Study to Measure the Delivery of Services in Accordance with the Individualized
Education Programs of Students with Disabilities:
Provider Survey Report 2011-12**

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Executive Summary

Under the Modified Consent Decree Outcome #13, the Los Angeles Unified School District (the District) must provide evidence that at least 93% of special education services required by students' Individualized Education Programs (IEPs) were delivered and 85% of the services must meet the frequency and duration specified in the IEPs. To help understand possible reasons why the District has not met all of the goals of this outcome since it was established in 2003, the Office of Data and Accountability in conjunction with the Office of the Independent Monitor and the American Institutes for Research conducted a survey of special education service providers in the spring of 2012.

The survey was administered online to 4,861 providers, of whom 2,607 responded. The survey asked providers the degree to which certain factors impacted their ability to complete their student service sessions and their service tracking logs. Factors reported by one third or more of the providers as being a moderate to major factor are listed below, along with the percentages of providers that reported it as a moderate or major factor. The results are organized by factors that impact service delivery, factors that impact the tracking of service provision and the use of Welligent, a web-based software system used for online IEPs and tracking of related services. The results below are for all services combined; please consult the full report for individual service categories.

Factors that Impact Service Delivery:

- Completing non-Welligent paperwork (33%)
- Attending IEP meetings (41%)
- Time spent entering Welligent documentation (43%)
- Conducting assessments and writing reports (48%); 25% reported this as a major factor

- Note that the survey did ask about the degree to which the number of students served was a factor; however, just under one third identified this as a moderate or major factor (32%).

Factors that Impact the Tracking of Services:

- Speed of the Welligent system (40%)
- Limited time during the work day (53%); 27% reported this as a major factor

Use of Welligent

- 85% of the responding providers work on their Welligent logs on a weekly basis
- Providers spent an average of 152 minutes per week on Welligent service tracking
- 71% of the responding providers use additional Welligent reports to self-monitor service delivery

In addition to the close-ended questions, providers were asked what was the one aspect within the service delivery system that should be improved. Improvements to the Welligent system were mentioned by 72% of the respondents. Although many mentioned problems with specific pages or functions, overall they believed that the system was inefficient, inaccurate, and slow.

In conclusion, providers reported numerous factors that impact their ability to provide services to students with disabilities. The results varied by service, but overall factors reported as moderate or major were similar. Although close to one third indicated the number of students was a moderate or major issue, time spent entering Welligent documentation and conducting assessments/writing reports were major concerns. Many reported that they are required to do tasks that take them away from working with their students. Procedures should be put in place that either limit these tasks or provide assistance to reduce time spent away from students.

Regarding factors that impact their ability to complete their documentation, providers frequently identified limited time during the work day and the speed of the Welligent system as moderate or major factors. An inefficient and slow computer system for tracking services appears to frustrate providers and takes time away from working with students. Although

useful, the Welligent system does not appear to be functioning in an efficient manner. Improvements should be implemented to make the system more efficient by shortening the time required to make entries, decreasing downtime, and making data more easily accessible. Also, many providers are continuing to use other tools to track and monitor students outside the Welligent system. If Welligent were more user friendly, all providers might be more willing to use one system which would reduce documentation time and improve the District's ability to track the data and follow the delivery of services to all students.

Overview

Since 1996 the Los Angeles Unified School District (LAUSD or the District) special education program has been under a court-ordered consent decree (Chanda Smith vs. LAUSD). In 2003 this consent decree was modified to include measurable outcomes. Modified Consent Decree (MCD) Outcome #13 states that the District must provide evidence that at least 93% of special education services required by students' Individualized Education Programs (IEPs) were delivered and 85% of the services must meet the frequency and duration specified in the IEPs. Based on a comparison of IEPs and provider logs, the study addressed the following three questions for the past nine years:

- (1) Was there evidence of service delivery?
- (2) Did the student receive service at the frequency (i.e., how often the service was provided) stated on the IEP?
- (3) Did the student receive service for the duration (i.e., amount of time service was provided) stated on the IEP?

Although the District has been making steady progress towards the goals of Outcome #13, it has not met all three goals of service delivery. In order to get a clearer understanding of why the District is not meeting Outcome #13, an online survey was distributed to special education service providers. Only services that are part of the MCD Outcome #13 study were included.¹ The survey was designed to get a deeper understanding of what factors might be impacting the delivery and documentation of services. Questions focused on provider caseload, factors impacting the delivery of services, and the Welligent documentation system. Providers were

¹ Audiology, Blind/Partially Sighted Itinerant, Counseling and Guidance, Deaf/Hard of Hearing Itinerant, Orientation Mobility for Blind, Adapted Physical Education, Language and Speech (including Non-Public Agency), Inclusion, Physical Therapy, Occupational Therapy, Occupational Therapy - Clinic, School Mental Health, Least Restrictive Environment Counselor, Pre-Kindergarten Itinerant, Non-Public Agency - Behavior Intervention Implementation, Non-Public Agency - Behavior Intervention Development, Orthopedic Impairment Services, PKIT Head Start, Head Start - Language and Speech, Educationally Related Mental Health Services (ERMHS), and Resource Specialist Program

asked to focus on only the 2012 part of the 2011–12 school year when answering the survey questions in order to focus on what is happening currently.

Methods

The Office of Data and Accountability in conjunction with the Office of the Independent Monitor (OIM) and the American Institutes for Research (AIR) developed the questionnaire. During January through March 2012, 11 focus groups were conducted with 39 individuals, which included supervisors, managers, and service providers.² While OIM suggested recommendations to the Division of Special Education (the Division) based on the findings, the information was also used to help design questions for the service provider survey. Pilot testing of the survey was conducted to fine-tune the questions, the response options, the time needed to complete the survey, and the use of the online survey.

The Division acquired e-mail addresses for both LAUSD and contracted providers from the Welligent system. A link to the online survey (*SurveyMonkey*) was sent to 4,861 people by the Office of Data and Accountability. In addition to e-mail reminders sent by the Office of Data and Accountability, the Division promoted the completion of the survey at meetings and in their newsletter. The survey was open May 21 through June 22, 2012 in order to give the providers sufficient time to complete the brief survey (approximately 10–15 minutes).

The majority of the questions had closed-ended response options. However, at the end of the survey, the providers were asked two open-ended questions:

- 1) Briefly list or describe any additional factors that may challenge your ability to meet the service delivery requirements of all the students you service, and
- 2) If there is one thing within the service delivery system, including Welligent, that should be improved, what should it be?

Based on these comments, major themes were identified and a coding scheme was developed.

A team of three coders worked to code the data. Initially each comment was coded by two

² See the Office of the Independent Monitor's *Report of the Findings of Focus Groups to Identify Factors that may be Limiting the Ability to Deliver Services in Accordance with the Individual Education Programs of Students with Disabilities* (April 10, 2012) for a full discussion of the focus groups and the findings.

coders and entered into *Ethnograph 6.0*. The third coder reviewed the cases where the two coders disagreed and made a determination of the final code.

Overall Findings

Of the 4,861 providers sent the survey by e-mail, 2,653 took the survey, 115 had opted out of *SurveyMonkey*, and 215 had incorrect e-mail addresses. Of those that took it, less than 2% indicated that they weren't service providers and were exited from the survey. The following results are based on 2,607 service providers.³ See Tables 1 and 2 for the distribution of providers.

As shown in Table 1, over 75% of the Physical Therapy, Least Restrictive Environment, and Deaf/Hard of Hearing Itinerant or Audiology providers responded to the survey. At least half of each of the remaining groups responded except for the Non-Public Agency – Behaviorists (19%).

Table 1: Number of providers receiving the survey and taking the survey⁴

	N receiving the survey	N (%) taking the survey
Adapted Physical Education	195	108 (55%)
Deaf/Hard of Hearing Itinerant or Audiology	61	47 (77%)
Language and Speech or Non-Public Agency Services - Speech	580	390 (67%)
Least Restrictive Environment	61	48 (79%)
Non-Public Agency - Behavior	1,477	274 (19%)
Occupational Therapy or Occupational Therapy - Clinic	239	167 (70%)
Physical Therapy	36	30 (83%)
Pre-School	74	42 (57%)
Pupil Counseling/Counseling and Guidance, School Mental Health, or ERMHS	737	459 (62%)
Resource Specialist Program	1,403	950 (68%)
Visual Impairment Itinerant Service	45	33 (73%)
Other	-	40
No Response	-	19
TOTAL	4,908	2,607

³ If a provider did not answer a question their response is still included in the analysis so totals do not always equal 100%.

⁴ These numbers came from separate lists so the numbers are not an exact match. Some providers did not identify with the response options (Others) and some did not respond to this question although they said they were providers in the previous question (No response).

Table 2: Distribution of the providers taking the survey

	%
Adapted Physical Education	4.1%
Deaf/Hard of Hearing Itinerant or Audiology	1.8%
Language and Speech or Non-Public Agency Services - Speech	15%
Least Restrictive Environment	1.8%
Non-Public Agency - Behavior	10.5%
Occupational Therapy or Occupational Therapy - Clinic	6.4%
Physical Therapy	1.2%
Pre-School	1.6%
Pupil Counseling/Counseling and Guidance, School Mental Health, or ERMHS	17.6%
Resource Specialist Program	36.4%
Visual Impairment Itinerant Service	1.3%
Other	1.5%
No Response	0.7%
TOTAL	100%

Work Assignment

Half of the providers conduct services at one school site (50%) whereas 39% are at multiple sites, 1% are at a non-school location, and 9% have a combined assignment (e.g., school and clinic or school and special assignment). Over three quarters are District employees (76%) and 88% are full-time employees. Two thirds of the providers (67%) provide services to Kindergarten to Grade 5, 42% to Grades 6–8, 34% to Grades 9–12+, and 28% to Infant/Pre-school.⁵

Caseload

A caseload can be determined by contractual limits or workload. On average, providers are assigned to 3.1 schools with a range of 1 to 49 sites. In an average month, they visit 3.0 school or non-school locations, providing service to an average of 26.5 students.⁶ Full-time employees averaged 27.8 students and part-time employees averaged 14.7 students. Physical Therapy, Deaf/hard of Hearing or Audiology, and Pre-School averaged the most number of locations. Non-Public Agency – Behaviorists had the least number of students (3.8) whereas Speech Therapists had the most (51.5). Table 3 displays the average number of locations and students by service category.

⁵ Providers can see more than one grade grouping so the numbers do not add up to 100%.

⁶ Providers only counted students for which they were required to complete a service log in Welligent.

Table 3: In an average month, at how many locations and to how many students do you provide service?⁷

	Average N of Locations	Average N of Students
Adapted Physical Education	4.4	38.5
Deaf/Hard of Hearing Itinerant or Audiology	12.0	35.0
Language and Speech or Non-Public Agency Services - Speech	2.7	51.5
Least Restrictive Environment	7.3	16.2
Non-Public Agency - Behavior	3.9	3.8
Occupational Therapy or Occupational Therapy - Clinic	4.7	34.2
Physical Therapy	12.6	33.7
Pre-School	11.3	19.0
Pupil Counseling/Counseling and Guidance, School Mental Health, or ERMHS	2.2	14.8
Resource Specialist Program	1.1	26.6
Visual Impairment Itinerant Service	5.9	13.6
Other	4.9	4.9

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. See Tables 4, 5, and 6 for their responses.

As shown in Table 4, the inability to make up sessions due to limited time at the school site or the student's schedule are the most prevalent school factors mentioned. In both cases, close to 30% reported these as moderate or major factors.

⁷ A few cases were eliminated from the analysis as they were out of range and would have skewed the data. For example, if the provider listed all students at the school.

Table 4: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	17.6%	30.2%	21.9%	15.5%	8.5%
Teachers don't release their students	12.6%	40.1%	27.6%	10.6%	2.9%
Serving non-enrolled students ⁸	27.6%	34.5%	17.8%	9.3%	4.5%
Parents don't bring their children to appointments	35.3%	36.5%	14.2%	5.5%	2.3%
Unable to make up sessions due to limited time at school site	16.6%	31.8%	16.1%	15.5%	13.7%
Unable to make up sessions due to student's schedule ⁹	10.0%	26.4%	27.7%	19.6%	10.0%
Unable to make up sessions due to school's schedule	10.2%	29.3%	28.0%	17.3%	9.1%
Rotating school schedules such as Block schedule or 4by4	43.8%	32.9%	8.5%	4.9%	3.7%

Most found the IEP factors to not be a factor or to be a minor one (see Table 5). However, IEPs not being closed in a timely manner and the timely scheduling of IEP meetings and amendments were factors for almost one third of the providers.

Table 5: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	53.7%	21.9%	12.3%	5.8%
IEPs are not closed in a timely manner ¹⁰	39.4%	23.8%	18.1%	12.5%
Notification of assessments	44.7%	23.3%	15.7%	10.1%
Timely scheduling of IEP meetings and amendments	39.6%	22.9%	19.9%	11.3%
Not being notified of IEP meeting dates	47.7%	21.2%	13.9%	11.0%

As seen in Table 6, the number of students assigned to a provider is mentioned as a moderate to major factor in completing their service sessions (31.8%). When examining only those with a multiple school assignment, 36.4% indicated that the number of locations was a moderate or major factor. Time spent conducting assessments and writing reports (47.8%), entering Welligent documentation (42.6%), attending IEP meetings (40.7%), and completing non-

⁸ Providers may have duties that they perform for students who are not enrolled in LAUSD schools such as pre-school students.

⁹ For example, teachers may not release students for their services because of activities that are occurring in the classroom.

¹⁰ In these cases, the provider can not act upon what is in the IEP until it is officially closed.

Welligent paperwork (33.1%) were reported as a moderate or major impact on the provider’s ability to complete their student service sessions. One quarter indicated that conducting assessments and report writing was a major factor.

Table 6: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	5.4%	35.4%	21.2%	18.3%	13.5%
Number of schools	25.7%	40.2%	11.6%	8.8%	7.6%
Specially designed program	28.6%	47.6%	10.5%	4.5%	2.5%
Completing paperwork (non-Welligent)	5.6%	27.3%	27.7%	19.2%	13.9%
Time spent entering Welligent documentation	2.8%	20.9%	27.4%	23.3%	19.3%
Time spent figuring out new features and changes to Welligent	3.5%	30.0%	31.8%	17.5%	11.0%
Incorrect caseload roster due to Welligent or SIS errors	8.4%	36.2%	27.7%	12.9%	8.6%
Attending IEP meetings	6.9%	21.5%	24.7%	21.5%	19.2%
Conducting assessments and report writing	6.9%	18.1%	21.0%	22.5%	25.3%
Preparing for sessions	5.4%	37.2%	31.5%	14.2%	5.4%
Scheduling appointments for non-enrolled students	30.6%	37.7%	16.3%	6.3%	3.0%
Consulting with teachers	4.8%	36.2%	33.1%	14.5%	5.1%
Working with parents	6.1%	40.7%	31.2%	11.2%	4.6%
Providing compensatory services	21.0%	41.7%	19.2%	7.3%	4.6%
Attending to Due Process issues	27.5%	40.9%	15.0%	6.1%	4.4%
Traveling between sites	35.9%	32.3%	14.4%	6.7%	4.5%
Other intervention	22.7%	35.1%	20.9%	9.5%	5.6%

Providers were asked about the timeframe in which they are typically able to make up a missed session. The Division has guidelines as to what sessions need to be made up and which ones do not.¹¹ In the open-ended questions, which will be discussed later in this report, it was found that there is confusion over what the rules are for making up sessions. Services have different frequency prescriptions depending on the type of service. Some providers meet with their students daily while most others meet less frequently. For all time prescriptions, between 4 and 8 percent of the providers reported that they did not have time to make up sessions within the IEP calendar year. This was higher for providers providing daily or more than one session during the week. Daily services that are missed are usually made up within the week, but missed

¹¹ For example, cancelled sessions such as student absence, refused service, student no show, school closure, school-wide testing, and student’s IEP meeting are not required to be made up.

weekly and monthly services are more often made up within the month. See Table 7 for these results.

Table 7: If a session needs to be made up, when is it usually made up?

	Not Applicable¹²	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	42.4%	28.0%	12.2%	2.8%	8.1%
For weekly services (one contact)	15.1%	30.6%	34.1%	7.2%	6.5%
For weekly services (multiple contacts)	28.0%	20.4%	29.4%	7.4%	8.4%
For monthly services	26.7%	7.3%	44.5%	11.4%	3.6%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, and the kinds of equipment they use. Per District guidelines, providers should be entering their log data every week. Most providers indicated that they do work on their logs every week (85%). In fact, two thirds indicated that they work on them several days a week (66%) with 37% indicating that they work on them 5 days or more. Less than 10% work on them only a few days a month or less. In an average week, providers work on Welligent 152 minutes with the range being from 0 to 960 minutes.¹³ This time includes not only minutes on service tracking but also case notes, session notes, updating case records, and opening new service logs; however, this does not include time writing reports or IEPs. Providers were asked what kinds of computer equipment they use to enter their Welligent data.¹⁴ The majority of providers use a laptop computer provided by the District (55%) and/or a school-site computer (50%); however, providers also indicate that they used their own laptop computer (31%), desktop computer at their homes (29%), and/or company/agency computers (6%).

¹² Not Applicable may mean that the provider does not have prescriptions for that amount or they never have to make up sessions.

¹³ There were several amounts of minutes indicated that was deemed unlikely and were therefore eliminated from the analysis. It is worth noting that providers that indicated 100,000 minutes or above a week were making a point about how long it was taking them to complete the service logs but including these figures would make the mean meaningless.

¹⁴ Providers may use more than one piece of equipment to do their documentation.

Providers were also asked about the factors that impact their ability to complete their service tracking logs (see Table 8). Although all were factors for some of the providers, the two most prevalent factors were limited time during the work day (52.5%) and the speed of the Welligent system (40.3%). The inability to connect to the Internet at work (29.1%) and the inability to log on to the Welligent system (26.0%) were also mentioned frequently. The last four items in the table were found not to be a factor for close to half of the providers.

Table 8: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	14.4%	25.6%	25.1%	27.4%
Inability to connect to the Internet at work	25.6%	37.7%	18.6%	10.5%
Inability to log on to the Welligent system	23.8%	42.8%	17.5%	8.5%
Speed of the Welligent system	17.6%	34.6%	22.3%	18.0%
Unfamiliarity with new features or changes to Welligent	42.7%	35.2%	10.8%	3.8%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	46.1%	31.8%	10.2%	4.3%
Access to your program’s technical assistance regarding Welligent issues	48.3%	29.7%	9.7%	4.9%
Access to the Welligent Help Desk regarding Welligent issues	46.0%	29.8%	10.4%	6.3%

The providers were asked what types of tools, in addition to the required tracking log in Welligent, they use to monitor their service delivery. The District provides Welligent reports to help them monitor themselves such as the Monthly Service Logs, RSP Monthly Attendance Reports, Report 310P – Provider Services, or Report 315 – Missing Services Report. The survey also asked about non-Welligent tools. Most providers use the Welligent reports (71%), followed by personal logs (62%), department logs/records (20%), roll books (12%), and/or other tools (6%). Many use a combination of tools. Most reported that they had the necessary tools to self-monitor service delivery (84%). Of those that indicated that they didn’t have the necessary tools, 74% were using the Welligent reports as well as other tools.

The following 12 sections display the results by individual service grouping:

Findings for Adapted Physical Education Service Providers

These results are based on 108 respondents. On average, they are assigned to 4.7 schools with a range of 1 to 11 sites. In an average month, they visit 4.4 school or non-school locations, providing service to an average of 38.5 students.

A majority of the providers are at multiple school sites (69%) whereas 23% are at one site, 7% have a combined assignment (e.g., school and clinic or school and special assignment), and 0% are at a non-school location. Almost all are District (97%) and full-time employees (96%). Over three fourths of the providers (76%) provide services to Kindergarten to Grade 5, 67% to Grades 6-8, 47% to Grades 9-12+, and 66% to Infant/Pre-school.¹⁵

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The inability to make up sessions due to limited time at the school site, the student's schedule, or the school's schedule are mentioned the most frequently as a moderate to major factor; however, school factors appear to be considered small (see Table 9).

¹⁵ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Table 9: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	29.6%	35.2%	18.5%	10.2%	2.8%
Teachers don't release their students	14.8%	49.1%	25.0%	5.6%	1.9%
Serving non-enrolled students	26.9%	42.6%	15.7%	7.4%	3.7%
Parents don't bring their children to appointments	24.1%	43.5%	17.6%	7.4%	3.7%
Unable to make up sessions due to limited time at school site	11.1%	39.8%	16.7%	19.4%	9.3%
Unable to make up sessions due to student's schedule	8.3%	38.9%	27.8%	13.9%	7.4%
Unable to make up sessions due to school's schedule	9.3%	36.1%	29.6%	15.7%	5.6%
Rotating school schedules such as Block schedule or 4by4	38.0%	37.0%	9.3%	4.6%	7.4%

Although many found IEP factors to be not a factor or a minor one, over one quarter of the providers found each of these to have a moderate to major impact. IEPs not being closed in a timely manner had the largest impact (47.3%) (see Table 10).

Table 10: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	37.0%	32.4%	19.4%	7.4%
IEPs are not closed in a timely manner	20.4%	28.7%	26.9%	20.4%
Notification of assessments	29.6%	34.3%	24.1%	8.3%
Timely scheduling of IEP meetings and amendments	20.4%	38.9%	24.1%	13.0%
Not being notified of IEP meeting dates	22.2%	34.3%	27.8%	12.0%

As shown in Table 11, the number of students and the number of schools assigned to a provider are not large factors in completing their service sessions. Time spent conducting assessments and writing reports (32.4%) and attending IEP meetings (37.9%) both impact the provider's ability to complete their student service sessions.

Table 11: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	3.7%	58.3%	21.3%	9.3%	3.7%
Number of schools	10.2%	51.9%	17.6%	11.1%	5.6%
Specially designed program	25.9%	58.3%	11.1%	.9%	0%
Completing paperwork (non-Welligent)	4.6%	51.9%	23.1%	13.9%	2.8%
Time spent entering Welligent documentation	2.8%	39.8%	25.9%	17.6%	10.2%
Time spent figuring out new features and changes to Welligent	2.8%	38.0%	30.6%	16.7%	8.3%
Incorrect caseload roster due to Welligent or SIS errors	4.6%	44.4%	30.6%	8.3%	8.3%
Attending IEP meetings	2.8%	25.9%	29.6%	23.1%	14.8%
Conducting assessments and report writing	2.8%	33.3%	27.8%	19.4%	13.0%
Preparing for sessions	3.7%	54.6%	30.6%	6.5%	.9%
Scheduling appointments for non-enrolled students	25.9%	46.3%	18.5%	5.6%	0%
Consulting with teachers	4.6%	66.7%	20.4%	4.6%	0%
Working with parents	6.5%	63.0%	19.4%	5.6%	1.9%
Providing compensatory services	14.8%	57.4%	16.7%	4.6%	2.8%
Attending to Due Process issues	13.0%	59.3%	15.7%	4.6%	3.7%
Traveling between sites	15.7%	43.5%	27.8%	7.4%	1.9%
Other intervention	23.1%	53.7%	16.7%	1.9%	.9%

Some services are daily for this service. For daily sessions it is usually made up within the week. For weekly and monthly sessions it is usually made up within the month. In some cases they felt that they did not have time to make it up. This was most true for daily sessions. See Table 12 for the results.

Table 12: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	39.8%	30.6%	15.7%	.9%	9.3%
For weekly services (one contact)	20.4%	32.4%	36.1%	2.8%	4.6%
For weekly services (multiple contacts)	25.9%	19.4%	40.7%	3.7%	6.5%
For monthly services	39.8%	10.2%	38.0%	4.6%	3.7%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most of the providers work on their provider

logs every week (89%) with 59% indicating that they work on them 5 days or more. Less than 6% work on them only a few days a month or less. In an average week, providers work on them 161 minutes with the range being from 5 to 900 minutes. The majority use a school-site computer (66%) and/or a laptop computer provided by the District (60%) to complete their work.

As shown in Table 13, the two largest factors were limited time during the work day (41.7%) and the speed of the Welligent system (38.9%). The last three items in the table were found not to be a factor for close to half of the providers.

Table 13: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	22.2%	30.6%	20.4%	21.3%
Inability to connect to the Internet at work	20.4%	43.5%	21.3%	9.3%
Inability to log on to the Welligent system	23.1%	48.1%	17.6%	5.6%
Speed of the Welligent system	18.5%	37.0%	26.9%	12.0%
Unfamiliarity with new features or changes to Welligent	37.0%	43.5%	6.5%	7.4%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	40.7%	38.0%	10.2%	5.6%
Access to your program’s technical assistance regarding Welligent issues	49.1%	33.3%	9.3%	2.8%
Access to the Welligent Help Desk regarding Welligent issues	47.2%	36.1%	6.5%	4.6%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (89%), followed by the roll book (55%), personal logs (38%), department logs/records (27%), and/or other tools (5%). Most found that they have the necessary tools to self-monitor service delivery (87%).

Findings for Deaf/Hard of Hearing or Audiology Service Providers

The following results are based on 47 respondents. On average they are assigned to 12.2 schools with a range of 1 to 35 sites. In an average month they visit 12.0 school or non-school locations, providing service to an average of 35 students.

Most of the providers are at multiple school sites (79%) whereas 19% have a combined assignment (e.g., school and clinic or school and special assignment). Almost all are District (96%) and full-time employees (87%). Most provide services to all grade levels (79% at Infant/Pre-school, 94% at Kindergarten to Grade 5, 81% at Grades 6–8, and 79% at Grades 9–12+).¹⁶

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The school factors have no or minor impact on their ability to complete student service sessions (see Table 14).

Table 14: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	40.4%	29.8%	10.6%	4.3%	6.4%
Teachers don't release their students	10.6%	40.4%	27.7%	12.8%	0%
Serving non-enrolled students	29.8%	44.7%	12.8%	4.3%	0%
Parents don't bring their children to appointments	38.3%	34.0%	8.5%	6.4%	4.3%
Unable to make up sessions due to limited time at school site	6.4%	46.8%	12.8%	19.1%	6.4%
Unable to make up sessions due to student's schedule	4.3%	38.3%	23.4%	21.3%	4.3%
Unable to make up sessions due to school's schedule	4.3%	40.4%	21.3%	19.1%	6.4%
Rotating school schedules such as Block schedule or 4by4	12.8%	40.4%	17.0%	6.4%	14.9%

¹⁶ Providers can see more than one grade grouping so the numbers do not add up to 100%.

All of the IEP factors had some impact on the providers (see Table 15). Over half (51.1%) indicated that not closing IEPs in a timely manner was a moderate or major factor for them.

Table 15: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	23.4%	31.9%	23.4%	12.8%
IEPs are not closed in a timely manner	12.8%	27.7%	38.3%	12.8%
Notification of assessments	25.5%	27.7%	21.3%	17.0%
Timely scheduling of IEP meetings and amendments	23.4%	27.7%	23.4%	17.0%
Not being notified of IEP meeting dates	23.4%	23.4%	23.4%	21.3%

As shown in Table 16, the number of students and the number of schools assigned to a provider are not factors in completing their service sessions. Time spent entering Welligent documentation (44.6%), conducting assessments and writing reports (40.4%), attending IEP meetings (34%), and figuring out new features or changes to Welligent (31.9%) all impact the provider’s ability to complete their student service sessions. Over one quarter of the providers mentioned time spent entering Welligent documentation as a major factor.

Table 16: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	4.3%	53.2%	14.9%	10.6%	8.5%
Number of schools	6.4%	46.8%	21.3%	10.6%	6.4%
Specially designed program	12.8%	70.2%	4.3%	2.1%	2.1%
Completing paperwork (non-Welligent)	2.1%	40.4%	34.0%	6.4%	8.5%
Time spent entering Welligent documentation	2.1%	23.4%	21.3%	19.1%	25.5%
Time spent figuring out new features and changes to Welligent	6.4%	23.4%	29.8%	10.6%	21.3%
Incorrect caseload roster due to Welligent or SIS errors	4.3%	38.3%	25.5%	6.4%	17.0%
Attending IEP meetings	2.1%	21.3%	34.0%	10.6%	23.4%
Conducting assessments and report writing	2.1%	31.9%	17.0%	19.1%	21.3%
Preparing for sessions	6.4%	51.1%	23.4%	6.4%	4.3%
Scheduling appointments for non-enrolled students	36.2%	38.3%	10.6%	0%	6.4%
Consulting with teachers	6.4%	53.2%	17.0%	10.6%	4.3%
Working with parents	4.3%	53.2%	19.1%	8.5%	6.4%
Providing compensatory services	23.4%	44.7%	14.9%	6.4%	2.1%
Attending to Due Process issues	34.0%	34.0%	17.0%	2.1%	4.3%
Traveling between sites	8.5%	38.3%	25.5%	8.5%	10.6%
Other intervention	36.2%	40.4%	14.9%	0%	0%

Services are not usually on a daily bases for this service. For weekly and monthly sessions it is usually made up within the month. Almost everyone felt that they had time to make up sessions. See Table 17 for the results.

Table 17: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	72.3%	10.6%	6.4%	0%	2.1%
For weekly services (one contact)	2.1%	27.7%	53.2%	8.5%	0%
For weekly services (multiple contacts)	23.4%	17.0%	36.2%	12.8%	2.1%
For monthly services	6.4%	4.3%	68.1%	12.8%	0%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most of the providers work on their provider logs every week (87%) with 45% indicating that they work on them 5 days or more. Less than 5% work on them only a few days a month. In an average week, providers work on them 244 minutes with the range being from 8 to 900 minutes. Over half use a school-site computer (57%), a personal laptop computer (53%), and/or a personal desktop computer (51%) to complete their work.

As shown in Table 18, all of the factors impacted some of the providers. The two most prevalent factors were speed of the Welligent system (34%) and the inability to connect to the Internet at work (25.5%). Limited time during the work day and the inability to log on to the Welligent system were also frequently mentioned as factors. The last four items in the table were found not to be a factor for over one third of the providers.

Table 18: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	21.3%	23.4%	25.5%	21.3%
Inability to connect to the Internet at work	10.6%	36.2%	19.1%	25.5%
Inability to log on to the Welligent system	14.9%	36.2%	23.4%	17.0%
Speed of the Welligent system	14.9%	21.3%	21.3%	34.0%
Unfamiliarity with new features or changes to Welligent	36.2%	29.8%	21.3%	4.3%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	36.2%	40.4%	8.5%	6.4%
Access to your program's technical assistance regarding Welligent issues	42.6%	27.7%	12.8%	8.5%
Access to the Welligent Help Desk regarding Welligent issues	36.2%	31.9%	14.9%	8.5%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (79%), followed by personal logs (75%), department logs/records (34%), and/or other tools (4%). Most found that they have the necessary tools to self-monitor service delivery (85%).

Findings for Language and Speech or Non-Public Agency Services – Speech Service Providers

The following results are based on 390 respondents. On average they are assigned to 2.7 schools with a range of 0 to 30 sites. In an average month they visit 2.7 school or non-school locations, providing service to an average of 51.5 students. Since over one third are Non-Public Agency/per diem employees (35.6%), this was broken down further into District and per diem employees. On average, District employees are assigned to 2.7 schools, visit 2.8 sites, and provide services to 52.1 students. Similarly, per diem employees are assigned to 2.5 schools, visit 2.7 sites, and see 50.3 students. However, when comparing the modes (most frequently occurring response) for these two groups, District employees provided service to 55 students whereas per diem employees provided service to 70 students.

A majority of the providers are at multiple school sites (64%) whereas 18% are at one site, 14% have a combined assignment (e.g., school and clinic or school and special assignment), and 3% are at other non-school locations. Most are full-time employees (85%). The providers provide services to Kindergarten to Grade 5 (89%), Infant/Pre-School (71%), Grades 6–8 (42%), and Grades 9–12+ (29%).¹⁷ More students receive this type of service in the lower grade levels.

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The inability to make up sessions due to limited time at the school site (45.4%), the student's schedule (49.7%), or the school's schedule (40.3%) all are factors for the providers (see Table 19).

¹⁷ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Table 19: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	29.5%	37.9%	19.5%	7.2%	2.1%
Teachers don't release their students	10.5%	26.7%	44.1%	11.5%	3.3%
Serving non-enrolled students	21.0%	30.5%	28.2%	12.3%	4.1%
Parents don't bring their children to appointments	32.3%	31.5%	20.3%	9.0%	3.1%
Unable to make up sessions due to limited time at school site	8.2%	20.3%	22.3%	24.1%	21.3%
Unable to make up sessions due to student's schedule	3.8%	13.6%	29.0%	32.8%	16.9%
Unable to make up sessions due to school's schedule	5.1%	18.2%	32.6%	25.9%	14.4%
Rotating school schedules such as Block schedule or 4by4	53.8%	25.9%	7.9%	5.4%	3.1%

All of the IEP factors impact their ability to complete the session (see Table 20). Over 50% indicated that IEPs not being closed in a timely manner (54.9%) and the timely scheduling of IEP meetings and amendments (55.1%) are moderate to major factors.

Table 20: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	33.1%	28.5%	21.3%	13.3%
IEPs are not closed in a timely manner	21.0%	20.3%	28.5%	26.4%
Notification of assessments	23.6%	24.1%	26.9%	21.5%
Timely scheduling of IEP meetings and amendments	20.8%	20.3%	31.8%	23.3%
Not being notified of IEP meeting dates	27.7%	26.2%	24.6%	17.7%

As shown in Table 21, the number of students (46.9%) and the number of schools (29.5%) assigned to a provider are both factors in completing their service sessions. Many of the job factors are as well, especially attending IEP meetings (69.2%), conducting assessments and writing reports (62.8%), and entering Welligent documentation (53.9%). District and per diem employees indicated that the same job factors impacted their ability to complete their service sessions; however, the per diem employees felt that the number of schools was impacting their job more than the District employees.

Table 21: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	2.6%	22.8%	23.8%	25.1%	21.8%
Number of schools	6.9%	38.5%	21.3%	18.7%	10.8%
Specially designed program	22.8%	45.4%	16.7%	7.4%	3.8%
Completing paperwork (non-Welligent)	3.3%	24.9%	28.7%	22.8%	16.4%
Time spent entering Welligent documentation	1.3%	19.0%	22.1%	26.2%	27.7%
Time spent figuring out new features and changes to Welligent	1.3%	24.1%	35.4%	22.3%	13.1%
Incorrect caseload roster due to Welligent or SIS errors	3.8%	18.7%	35.4%	23.1%	15.1%
Attending IEP meetings	4.4%	7.4%	15.1%	25.9%	43.3%
Conducting assessments and report writing	4.9%	11.5%	16.9%	32.8%	30.0%
Preparing for sessions	2.8%	34.1%	37.7%	17.7%	3.8%
Scheduling appointments for non-enrolled students	20.5%	35.1%	26.4%	11.0%	3.1%
Consulting with teachers	4.4%	35.4%	39.0%	13.6%	3.8%
Working with parents	5.4%	38.7%	37.4%	11.0%	3.6%
Providing compensatory services	10.3%	30.5%	31.0%	13.1%	11.3%
Attending to Due Process issues	15.6%	28.5%	26.4%	13.6%	12.1%
Traveling between sites	17.2%	39.2%	22.6%	10.8%	6.4%
Other intervention	36.4%	39.0%	14.9%	3.8%	2.1%

Services are not usually on a daily bases. For weekly and monthly sessions it is usually made up within the month. For some sessions they felt that they did not have time to make it up. This was especially true for services that meet multiple times a week. One fifth of the District employees (20%) felt that they could not make up weekly sessions that met more than once a week. See Table 22 for the results.

Table 22: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	56.4%	14.1%	12.1%	6.9%	6.7%
For weekly services (one contact)	2.3%	23.3%	43.6%	17.9%	9.0%
For weekly services (multiple contacts)	6.2%	12.1%	42.1%	19.2%	16.7%
For monthly services	7.2%	4.6%	59.7%	22.1%	2.6%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Almost all of the providers work on their provider logs every week (93%) with 62% indicating that they work on them 5 days or more. Less than 3% work on them only a few days a month or less than once a month. In an average week, providers work on them 218 minutes with the range being from 0 to 900 minutes. Both District and per diem employees are most likely to use a District laptop. Over 90% work on their logs at least once a week; however, in an average week, District employees work on their logs 231 minutes whereas per diem employees work on them 195 minutes. The majority use a laptop computer provided by the District (74%) but 41% use a school-site computer to complete their work.

As shown in Table 23, the two most prevalent factors were limited time during the work day (50.8%) and the speed of the Welligent system (49.2%). The last four items in the table were found not to be a factor or only a minor factor for over half of the providers. Overall, these had more of an impact on District versus per diem employees.

Table 23: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	15.1%	29.0%	26.7%	24.1%
Inability to connect to the Internet at work	22.3%	41.3%	18.5%	12.8%
Inability to log on to the Welligent system	20.3%	44.9%	19.0%	10.8%
Speed of the Welligent system	11.8%	33.8%	24.6%	24.6%
Unfamiliarity with new features or changes to Welligent	36.9%	41.3%	12.6%	4.1%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	23.1%	42.6%	20.0%	9.2%
Access to your program's technical assistance regarding Welligent issues	43.1%	33.1%	12.3%	6.4%
Access to the Welligent Help Desk regarding Welligent issues	43.6%	32.1%	13.1%	6.2%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (88%), followed by personal logs (62%), department logs/records (20%), a

roll book (6%), and/or other tools (3%). Most found that they have the necessary tools to self-monitor service delivery (87%).

Findings for Least Restrictive Environment Itinerant Service Providers¹⁸

The following results are based on 48 respondents. On average they are assigned to 8.2 schools with a range of 1 to 33 sites. In an average month they visit 7.3 school or non-school locations, providing service to an average of 16.2 students.

Most of the providers are at multiple school sites (85%) whereas only 15% are at one school site. Almost all are full-time District employees (98%). A majority provide services to Kindergarten to Grade 5 (85%), Grades 6–8 (71%), Grades 9–12+ (46%), but few Infant/Pre-school students (4%).¹⁹

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The inability to make up sessions due to limited time at the school site (31.2%) is the largest school factor (see Table 24).

Table 24: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	31.3%	33.3%	14.6%	14.6%	4.2%
Teachers don't release their students	27.1%	50.0%	6.3%	12.5%	2.1%
Serving non-enrolled students	45.8%	29.2%	14.6%	2.1%	6.3%
Parents don't bring their children to appointments	54.2%	31.3%	12.5%	0%	0%
Unable to make up sessions due to limited time at school site	22.9%	14.6%	29.2%	22.9%	8.3%
Unable to make up sessions due to student's schedule	14.6%	20.8%	35.4%	18.8%	8.3%
Unable to make up sessions due to school's schedule	10.4%	18.8%	45.8%	16.7%	6.3%
Rotating school schedules such as Block schedule or 4by4	33.3%	35.4%	8.3%	16.7%	4.2%

¹⁸ This included Inclusion, Least Restrictive Environment Counselors, and Orthopedic Impairment.

¹⁹ Providers can see more than one grade grouping so the numbers do not add up to 100%.

IEPs not being closed in a timely manner (35.4%) and the timely scheduling of IEP meetings and amendments (45.9%) were factors for over a third of the providers (see Table 25).

Table 25: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	41.7%	37.5%	4.2%	14.6%
IEPs are not closed in a timely manner	22.9%	39.6%	12.5%	22.9%
Notification of assessments	45.8%	29.2%	8.3%	14.6%
Timely scheduling of IEP meetings and amendments	33.3%	18.8%	27.1%	18.8%
Not being notified of IEP meeting dates	41.7%	29.2%	8.3%	18.8%

As shown in Table 26, the number of students (22.9%) and the number of schools assigned to a provider (29.2%) are factors in completing their service sessions. Corresponding to this, traveling between sites was mentioned by many of the providers (41.7%). Over one third of the providers also mentioned time spent conducting assessments and writing reports (41.7%), completing non-Welligent paperwork (35.4%), entering Welligent documentation (35.4%), and preparing for sessions (35.4%).

Table 26: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	6.3%	47.9%	20.8%	12.5%	10.4%
Number of schools	10.4%	35.4%	22.9%	16.7%	12.5%
Specially designed program	18.8%	54.2%	14.6%	6.3%	4.2%
Completing paperwork (non-Welligent)	6.3%	20.8%	35.4%	22.9%	12.5%
Time spent entering Welligent documentation	4.2%	20.8%	37.5%	25.0%	10.4%
Time spent figuring out new features and changes to Welligent	4.2%	27.1%	41.7%	14.6%	10.4%
Incorrect caseload roster due to Welligent or SIS errors	8.3%	56.3%	25.0%	6.3%	2.1%
Attending IEP meetings	4.2%	16.7%	45.8%	16.7%	14.6%
Conducting assessments and report writing	10.4%	14.6%	31.3%	25.0%	16.7%
Preparing for sessions	10.4%	27.1%	25.0%	25.0%	10.4%
Scheduling appointments for non-enrolled students	39.6%	43.8%	6.3%	6.3%	2.1%
Consulting with teachers	6.3%	29.2%	35.4%	16.7%	10.4%
Working with parents	4.2%	39.6%	31.3%	14.6%	8.3%
Providing compensatory services	22.9%	27.1%	27.1%	12.5%	8.3%
Attending to Due Process issues	37.5%	37.5%	18.8%	4.2%	0%
Traveling between sites	12.5%	22.9%	20.8%	25.0%	16.7%
Other intervention	31.3%	22.9%	27.1%	12.5%	4.2%

Daily services are more often made up within the week whereas weekly and monthly sessions are usually made up within the month. Some providers were unable to make up daily or weekly sessions but all felt that they could make up monthly sessions. See Table 27 for the results.

Table 27: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	47.9%	25.0%	12.5%	8.3%	4.2%
For weekly services (one contact)	39.6%	18.8%	27.1%	10.4%	2.1%
For weekly services (multiple contacts)	39.6%	14.6%	25.0%	14.6%	4.2%
For monthly services	45.8%	6.3%	37.5%	8.3%	0%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most of the providers work on their provider logs every week (88%) with 38% indicating that they work on them 5 days or more. However, 10% work on them only a few days a month. In an average week, providers work on them 143 minutes with the range being from 15 to 600 minutes. The majority use a school-site computer to enter their data (73%). Laptop computers provided by the District (54%), personal desktop computers at home (42%), and/or personal laptop computers (35%) were also frequently used.

As shown in Table 28, all of the factors impacted the providers to some extent. The first four items in the table were listed by many of the providers. Over one quarter of the providers had major concerns with limited time during the day (27.1%) and the speed of the Welligent system (27.1%). The last four items in the table were found not to be factors for about half of the providers.

Table 28: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	14.6%	20.8%	35.4%	27.1%
Inability to connect to the Internet at work	20.8%	29.2%	25.0%	22.9%
Inability to log on to the Welligent system	10.4%	50.0%	16.7%	20.8%
Speed of the Welligent system	20.8%	31.3%	18.8%	27.1%
Unfamiliarity with new features or changes to Welligent	45.8%	31.3%	12.5%	8.3%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	56.3%	27.1%	8.3%	6.3%
Access to your program's technical assistance regarding Welligent issues	50.0%	29.2%	14.6%	4.2%
Access to the Welligent Help Desk regarding Welligent issues	43.8%	31.3%	12.5%	10.4%

The providers were asked about what tools they use to monitor their service delivery. Most use their own tools (75%), followed by the Welligent reports (60%). Most providers found that they have the necessary tools to self-monitor service delivery (85%).

Findings for Non-Public Agency – Behavior Support Service Providers

The following results are based on 274 respondents. On average they are assigned to 3.0 schools with a range of 0 to 30 sites. In an average month they visit 3.9 school or non-school locations, providing service to an average of 3.8 students.

Close to half of the providers are at one school site (45%) whereas 28% are at multiple sites, 23% have a combined assignment (e.g., school and clinic or school and special assignment), and 2% are at a non-school location. Almost all are Non-Public Agency/per diem employees (98%) and close to two thirds are full-time employees (64%). Most of the providers (81%) provide services to Kindergarten to Grade 5, 35% to Grades 6–8, 25% to Grades 9–12+, and 23% to Infant/Pre-school.²⁰

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. None of the school factors had a large impact on service delivery (see Table 29).

Table 29: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	25.9%	32.1%	17.2%	9.1%	5.8%
Teachers don't release their students	34.7%	47.1%	6.2%	1.8%	.4%
Serving non-enrolled students	46.0%	33.6%	7.3%	2.9%	.4%
Parents don't bring their children to appointments	31.4%	34.3%	14.6%	5.8%	4.0%
Unable to make up sessions due to limited time at school site	29.9%	33.6%	11.3%	6.9%	8.4%
Unable to make up sessions due to student's schedule	29.9%	36.9%	12.8%	5.5%	5.1%
Unable to make up sessions due to school's schedule	30.3%	34.3%	12.8%	5.1%	7.7%
Rotating school schedules such as Block schedule or 4by4	45.6%	39.4%	2.2%	1.8%	1.1%

²⁰ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Most found the IEP factors to not be a factor. Not being notified of IEP meeting dates (25.9%) had the largest impact (see Table 30).

Table 30: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	60.2%	13.1%	14.2%	2.6%
IEPs are not closed in a timely manner	55.5%	15.3%	12.8%	6.6%
Notification of assessments	62.4%	10.9%	12.4%	4.4%
Timely scheduling of IEP meetings and amendments	56.2%	13.1%	14.6%	6.2%
Not being notified of IEP meeting dates	52.9%	11.3%	12.4%	13.5%

As shown in Table 31, the number of students and the number of schools assigned to a provider are not factors in completing their service sessions. None of the other job factors listed had a big impact either.

Table 31: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	17.9%	50.7%	12.4%	6.6%	2.6%
Number of schools	25.2%	54.0%	6.6%	2.6%	1.8%
Specially designed program	24.5%	51.1%	7.7%	5.5%	1.5%
Completing paperwork (non-Welligent)	14.6%	40.9%	21.9%	9.9%	2.9%
Time spent entering Welligent documentation	8.0%	35.4%	27.4%	11.3%	8.0%
Time spent figuring out new features and changes to Welligent	9.1%	38.0%	23.4%	10.6%	9.1%
Incorrect caseload roster due to Welligent or SIS errors	22.6%	44.9%	12.8%	5.1%	4.7%
Attending IEP meetings	39.4%	36.9%	8.8%	2.9%	2.2%
Conducting assessments and report writing	33.9%	36.9%	12.4%	4.0%	2.9%
Preparing for sessions	19.3%	50.4%	16.8%	1.8%	1.8%
Scheduling appointments for non-enrolled students	50.7%	35.8%	3.3%	.4%	0%
Consulting with teachers	15.7%	49.3%	17.5%	4.7%	2.9%
Working with parents	18.6%	45.3%	17.2%	4.0%	5.1%
Providing compensatory services	36.1%	46.4%	6.2%	.7%	.7%
Attending to Due Process issues	47.4%	35.0%	5.5%	1.1%	1.1%
Traveling between sites	22.6%	33.6%	20.1%	6.6%	7.3%
Other intervention	23.0%	46.7%	12.0%	5.1%	3.3%

Twenty percent of the providers said it was not possible to make up the daily sessions and 10% were not able to make up the once weekly sessions. For weekly sessions it is usually made up within the week and for monthly sessions it is usually made up within the month but most indicated that it was not applicable. See Table 32 for the results.

Table 32: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	39.4%	21.9%	6.9%	.7%	20.4%
For weekly services (one contact)	47.4%	20.1%	11.3%	.4%	10.2%
For weekly services (multiple contacts)	54.7%	16.4%	10.2%	.4%	7.7%
For monthly services	48.2%	6.2%	24.1%	2.2%	8.8%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most providers work on their provider logs every week (78%) with 36% indicating that they work on them 5 days or more; however, 11% work on them only a few days a month or less. In an average week, providers work on them 86 minutes with the range being from 5 to 900 minutes. The majority use a personal laptop computer (53%) and/or a personal desktop computer at home (40%) to complete their work.

As shown in Table 33, over one quarter of the providers found limited time during the work day to be a major factor. The speed of the Welligent system (37.2%), the inability to log on to Welligent (36.1%), and the inability to connect to the Internet at work (31.4%) were also considered factors. The last three items in the table were found not to be a factor for close to half of the providers.

Table 33: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	20.4%	24.5%	17.9%	25.9%
Inability to connect to the Internet at work	35.8%	21.5%	17.2%	14.2%
Inability to log on to the Welligent system	24.5%	28.1%	23.0%	13.1%
Speed of the Welligent system	24.1%	27.4%	20.8%	16.4%
Unfamiliarity with new features or changes to Welligent	38.3%	32.1%	12.8%	5.5%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	54.0%	24.5%	6.2%	4.0%
Access to your program's technical assistance regarding Welligent issues	47.4%	23.7%	10.9%	6.6%
Access to the Welligent Help Desk regarding Welligent issues	42.7%	23.0%	12.0%	10.9%

The providers were asked about what tools they use to monitor their service delivery. Only 58% used the Welligent reports, followed by personal logs (49%) and department logs/records (40%). Most found that they have the necessary tools to self-monitor service delivery (77%).

Findings for Occupational Therapy or Occupational Therapy – Clinic Service Providers

The following results are based on 167 respondents. On average they are assigned to 5.3 schools with a range of 0 to 33 sites. In an average month they visit 4.7 school or non-school locations, providing service to an average of 34.2 students.

A majority of the providers are at multiple school sites (58%) whereas 23% have a combined assignment (e.g., school and clinic or school and special assignment), 12% are at one school, and 6% are at a non-school location. Over three fourths are District employees (77%) and 85% are full-time employees. Services are more often provided to the younger grades (98% to Kindergarten to 5 and 87% to Infant/Pre-school). About half provide services to Grades 6–8 (51%) and about one third provide services to senior high students (37%).²¹

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The inability to make up sessions due to limited time at the school site (51.5%) or the student's schedule (48.5%) are both considered large school factors (see Table 34).

²¹ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Table 34: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	23.4%	37.1%	22.2%	12.0%	1.8%
Teachers don't release their students	10.2%	47.9%	33.5%	4.8%	0%
Serving non-enrolled students	16.2%	40.7%	27.5%	10.2%	1.8%
Parents don't bring their children to appointments	12.0%	33.5%	34.1%	13.2%	3.6%
Unable to make up sessions due to limited time at school site	6.6%	15.0%	23.4%	30.5%	21.0%
Unable to make up sessions due to student's schedule	5.4%	7.2%	35.3%	33.5%	15.0%
Unable to make up sessions due to school's schedule	6.0%	12.6%	40.1%	29.9%	7.8%
Rotating school schedules such as Block schedule or 4by4	43.1%	37.7%	8.4%	4.8%	2.4%

All of the IEP factors impact the provider's ability to complete their sessions to some extent (see Table 35). Over one quarter of the providers indicated that not closing IEPs in a timely manner (25.1%) and not being notified of IEP meeting dates (28.1%) were major factors.

Table 35: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	28.1%	38.3%	22.8%	7.2%
IEPs are not closed in a timely manner	13.2%	25.1%	32.9%	25.1%
Notification of assessments	16.2%	20.4%	37.7%	22.2%
Timely scheduling of IEP meetings and amendments	13.2%	29.3%	30.5%	23.4%
Not being notified of IEP meeting dates	19.8%	25.1%	23.4%	28.1%

As shown in Table 36, the number of students (36%) and the number of schools assigned to a provider (30%) are factors in completing their service sessions. Time spent attending IEP meetings (63.4%), conducting assessments and writing reports (62.8%), and entering Welligent documentation (51.4%) were all found to be moderate to major factors by over half of the providers. Close to one third found attending IEP meetings (34.7%) and conducting assessments and report writing (31.7%) to be major factors impacting their ability to complete their student service sessions.

Table 36: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	3.0%	25.7%	31.7%	19.8%	16.2%
Number of schools	5.4%	35.9%	25.1%	16.2%	13.8%
Specially designed program	19.8%	48.5%	20.4%	6.6%	1.2%
Completing paperwork (non-Welligent)	1.2%	22.2%	32.3%	26.3%	14.4%
Time spent entering Welligent documentation	.6%	15.6%	28.7%	25.7%	25.7%
Time spent figuring out new features and changes to Welligent	2.4%	24.6%	33.5%	24.6%	11.4%
Incorrect caseload roster due to Welligent or SIS errors	4.2%	36.5%	33.5%	17.4%	4.8%
Attending IEP meetings	4.2%	9.6%	19.2%	28.7%	34.7%
Conducting assessments and report writing	4.2%	10.2%	19.2%	31.1%	31.7%
Preparing for sessions	1.2%	34.7%	43.1%	14.4%	3.0%
Scheduling appointments for non-enrolled students	16.8%	39.5%	32.3%	6.0%	1.8%
Consulting with teachers	1.8%	32.9%	40.7%	15.6%	5.4%
Working with parents	1.8%	37.1%	41.3%	13.2%	3.0%
Providing compensatory services	3.6%	29.3%	39.5%	17.4%	6.6%
Attending to Due Process issues	13.2%	28.7%	27.5%	18.6%	8.4%
Traveling between sites	10.8%	31.1%	31.7%	16.2%	6.6%
Other intervention	24.0%	47.9%	21.0%	3.0%	.6%

Services are not usually on a daily bases for this service. For weekly and monthly sessions it is usually made up within the month. Those that had multiple sessions within a week felt it impacted their ability to make up the time (12%). See Table 37 for the results.

Table 37: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	73.7%	9.0%	9.0%	3.0%	1.8%
For weekly services (one contact)	3.0%	15.0%	48.5%	22.8%	7.2%
For weekly services (multiple contacts)	22.8%	10.8%	29.9%	21.0%	12.0%
For monthly services	6.6%	1.8%	50.9%	35.9%	1.2%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most providers work on their service logs

every week (89%) with 66% indicating that they work on them 5 days or more. Only 7% work on them a few days a month or less. In an average week, providers work on them 361 minutes with the range being from 0 to 900 minutes. Most use a laptop computer provided by the District (75%) to complete their work.

As shown in Table 38, the two most prevalent factors were the speed of the Welligent system (52.6%) and limited time during the work day (51.5%). The last four items in the table were found not to be a factor for over one third of the providers.

Table 38: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	14.4%	30.5%	28.7%	22.8%
Inability to connect to the Internet at work	14.4%	49.7%	22.8%	9.6%
Inability to log on to the Welligent system	16.2%	52.1%	20.4%	7.8%
Speed of the Welligent system	9.6%	34.1%	27.5%	25.1%
Unfamiliarity with new features or changes to Welligent	34.7%	49.1%	10.8%	1.8%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	37.7%	41.9%	13.2%	3.6%
Access to your program’s technical assistance regarding Welligent issues	47.3%	39.5%	4.8%	4.8%
Access to the Welligent Help Desk regarding Welligent issues	47.9%	34.1%	9.6%	4.8%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (87%) or personal logs (61%). Almost all found that they have the necessary tools to self-monitor service delivery (87%).

Findings for Physical Therapy Service Providers

The following results are based on 30 respondents. On average they are assigned to 18.9 schools with a range of 1 to 49 sites. In an average month they visit 12.6 school or non-school locations, providing service to an average of 33.7 students.

A majority of the providers are at multiple school sites (77%) whereas 17% have a combined assignment (e.g., school and clinic or school and special assignment), and 3% are at one school location. Over three fourths are District employees (83%) and 70% are full-time employees. Most of the providers provide services to all grade levels (i.e., 80% at Infant/Pre-school, 93% at Kindergarten to Grade 5, 83% to Grades 6–8, and 80% at Grades 9–12+).²²

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. The inability to make up sessions due to limited time at the school site (36.6%) or the student's schedule (33.3%) are the largest school factors mentioned here. Providing services to non-enrolled students (30%) also has an impact for Physical Therapists. See Table 39 for the results.

²² Providers can see more than one grade grouping so the numbers do not add up to 100%.

Table 39: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	16.7%	33.3%	30.0%	6.7%	3.3%
Teachers don't release their students	16.7%	56.7%	13.3%	3.3%	0%
Serving non-enrolled students	13.3%	36.7%	10.0%	10.0%	20.0%
Parents don't bring their children to appointments	16.7%	36.7%	13.3%	6.7%	16.7%
Unable to make up sessions due to limited time at school site	6.7%	23.3%	23.3%	13.3%	23.3%
Unable to make up sessions due to student's schedule	3.3%	13.3%	40.0%	13.3%	20.0%
Unable to make up sessions due to school's schedule	3.3%	30.0%	43.3%	10.0%	3.3%
Rotating school schedules such as Block schedule or 4by4	26.7%	23.3%	33.3%	3.3%	3.3%

Most found the IEP factors to impact their ability to complete their sessions, especially not being notified of IEP meeting dates (63.3%) and the timely scheduling of IEP meetings and amendments (60.0%) (see Table 40).

Table 40: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	23.3%	40.0%	16.7%	10.0%
IEPs are not closed in a timely manner	16.7%	30.0%	13.3%	30.0%
Notification of assessments	10.0%	30.0%	26.7%	23.3%
Timely scheduling of IEP meetings and amendments	16.7%	13.3%	43.3%	16.7%
Not being notified of IEP meeting dates	16.7%	10.0%	30.0%	33.3%

As shown in Table 41, both the number of students (23.3%) and the number of schools (33.3%) impacted their ability to complete student service sessions. As Physical Therapists visit a lot of sites, traveling time (23.3%) was mentioned as a factor for them. Over one third felt attending IEP meetings (43.3%) and conducting assessments and writing reports (36.7%) impacted the provider's ability to complete their student service sessions.

Table 41: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	3.3%	40.0%	23.3%	13.3%	10.0%
Number of schools	0%	46.7%	10.0%	23.3%	10.0%
Specially designed program	10.0%	66.7%	10.0%	3.3%	0%
Completing paperwork (non-Welligent)	0%	26.7%	46.7%	13.3%	3.3%
Time spent entering Welligent documentation	0%	20.0%	46.7%	10.0%	13.3%
Time spent figuring out new features and changes to Welligent	0%	33.3%	33.3%	10.0%	13.3%
Incorrect caseload roster due to Welligent or SIS errors	3.3%	36.7%	36.7%	6.7%	6.7%
Attending IEP meetings	0%	10.0%	36.7%	20.0%	23.3%
Conducting assessments and report writing	0%	13.3%	40.0%	20.0%	16.7%
Preparing for sessions	3.3%	43.3%	40.0%	3.3%	0%
Scheduling appointments for non-enrolled students	13.3%	43.3%	16.7%	0%	16.7%
Consulting with teachers	0%	40.0%	43.3%	6.7%	0%
Working with parents	0%	50.0%	30.0%	6.7%	3.3%
Providing compensatory services	6.7%	46.7%	20.0%	6.7%	10.0%
Attending to Due Process issues	13.3%	40.0%	23.3%	6.7%	6.7%
Traveling between sites	3.3%	23.3%	40.0%	13.3%	10.0%
Other intervention	26.7%	40.0%	20.0%	3.3%	0%

Services are not usually on a daily bases for this service. For weekly and monthly sessions it is usually made up within the month. Almost everyone felt that they had time to make up sessions. See Table 42 for the results.

Table 42: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	83%	3.3%	3.3%	0%	0%
For weekly services (one contact)	0%	26.7%	50.0%	10.0%	3.3%
For weekly services (multiple contacts)	26.7%	6.7%	46.7%	6.7%	3.3%
For monthly services	0%	6.7%	43.3%	36.7%	3.3%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most of the providers work on their provider

logs every week (87%) with 47% indicating that they work on them 5 days or more. Only 3% work on them once a month. In an average week, providers work on them 402 minutes with the range being from 10 to 900 minutes. Most use a laptop computer provided by the District (73%) to complete their work.

As shown in Table 43, the speed of the Welligent system was a major factor for 30% of the providers. The last four items in the table were found not to be a factor for over one third of the providers.

Table 43: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	23.3%	33.3%	30.0%	3.3%
Inability to connect to the Internet at work	20.0%	40.0%	16.7%	13.3%
Inability to log on to the Welligent system	13.3%	53.3%	10.0%	13.3%
Speed of the Welligent system	10.0%	33.3%	16.7%	30.0%
Unfamiliarity with new features or changes to Welligent	40.0%	43.3%	6.7%	0%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	36.7%	33.3%	13.3%	6.7%
Access to your program's technical assistance regarding Welligent issues	46.7%	26.7%	10.0%	6.7%
Access to the Welligent Help Desk regarding Welligent issues	46.7%	26.7%	10.0%	6.7%

The providers were asked what tools they use to monitor their service delivery. Most use the Welligent reports (87%), followed by personal logs (57%). Most found that they have the necessary tools to self-monitor service delivery (83%).

Findings for Pre–School Service Providers²³

The following results are based on 42 respondents. On average they are assigned to 18.0 schools with a range of 2 to 40 sites. In an average month they visit 11.3 school or non–school locations, providing service to an average of 19.0 students.

Most of the providers are at multiple school sites (88%) whereas 12% have a combined assignment (e.g., school and clinic or school and special assignment). Most are District employees (81%) and most are full–time employees (83%). All of the providers provide services to Infant/Pre–school but 29% also provide services to Kindergarten to Grade 5.²⁴

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. Most found the school factors to have no to little impact (see Table 44).

Table 44: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	33.3%	42.9%	9.5%	9.5%	2.4%
Teachers don't release their students	33.3%	52.4%	9.5%	2.4%	0%
Serving non-enrolled students	35.7%	38.1%	16.7%	2.4%	4.8%
Parents don't bring their children to appointments	31.0%	23.8%	19.0%	19.0%	4.8%
Unable to make up sessions due to limited time at school site	9.5%	35.7%	33.3%	14.3%	4.8%
Unable to make up sessions due to student's schedule	9.5%	28.6%	35.7%	16.7%	7.1%
Unable to make up sessions due to school's schedule	9.5%	38.1%	33.3%	14.3%	2.4%
Rotating school schedules such as Block schedule or 4by4	47.6%	38.1%	7.1%	4.8%	0%

²³ This includes Pre-Kindergarten Itinerant, PKIT - Head Start, and Head Start - Language and Speech.

²⁴ Services are probably only at the Kindergarten level.

Most found the IEP factors to not be a factor or to be a minor one. IEPs not being closed in a timely manner (30.9%) and the timely scheduling of IEP meetings and amendments (33.3%) are a problem for over 30% of the providers (see Table 45).

Table 45: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	61.9%	23.8%	7.1%	4.8%
IEPs are not closed in a timely manner	40.5%	26.2%	19.0%	11.9%
Notification of assessments	59.5%	19.0%	16.7%	2.4%
Timely scheduling of IEP meetings and amendments	42.9%	21.4%	26.2%	7.1%
Not being notified of IEP meeting dates	54.8%	16.7%	21.4%	4.8%

As shown in Table 46, the number of students is not a large factor for these providers. Even though these providers go to many sites, the number of schools assigned to a provider and traveling time are not large factors in completing their service sessions. Time spent completing non-Welligent paperwork (40.5%), attending IEP meetings (38.1%), figuring out new features and changes to Welligent (38.1%), conducting assessments and writing reports (35.7%), and entering Welligent documentation (35.7%) all impact the provider's ability to complete their student service sessions.

Table 46: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	9.5%	45.2%	23.8%	14.3%	4.8%
Number of schools	9.5%	33.3%	35.7%	7.1%	11.9%
Specially designed program	35.7%	40.5%	11.9%	4.8%	4.8%
Completing paperwork (non-Welligent)	7.1%	23.8%	26.2%	16.7%	23.8%
Time spent entering Welligent documentation	7.1%	19.0%	35.7%	19.0%	16.7%
Time spent figuring out new features and changes to Welligent	9.5%	23.8%	26.2%	23.8%	14.3%
Incorrect caseload roster due to Welligent or SIS errors	7.1%	33.3%	31.0%	19.0%	7.1%
Attending IEP meetings	14.3%	16.7%	28.6%	21.4%	16.7%
Conducting assessments and report writing	4.8%	19.0%	38.1%	16.7%	19.0%
Preparing for sessions	7.1%	52.4%	28.6%	4.8%	4.8%
Scheduling appointments for non-enrolled students	38.1%	45.2%	9.5%	0%	4.8%
Consulting with teachers	9.5%	52.4%	28.6%	4.8%	2.4%
Working with parents	7.1%	45.2%	35.7%	7.1%	2.4%
Providing compensatory services	21.4%	50.0%	23.8%	2.4%	0%
Attending to Due Process issues	9.5%	38.1%	23.8%	14.3%	11.9%
Traveling between sites	4.8%	31.0%	35.7%	19.0%	7.1%
Other intervention	35.7%	40.5%	16.7%	4.8%	0%

Services are usually made up within the month. Nobody felt that there was no time to make up a session. See Table 47 for the results.

Table 47: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	59.5%	7.1%	28.6%	2.4%	0%
For weekly services (one contact)	40.5%	9.5%	45.2%	2.4%	0%
For weekly services (multiple contacts)	54.8%	2.4%	38.1%	2.4%	0%
For monthly services	9.5%	2.4%	83.3%	2.4%	0%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Almost all of the providers work on their provider logs every week (93%) with 64% indicating that they work on them 5 days or more. Less

than 3% work on them only a few days a month. In an average week, providers work on them 260 minutes with the range being from 5 to 900 minutes. The majority use a laptop computer provided by the District (64%) and/or a school-site computer (48%) to complete their work.

As shown in Table 48, half or close to half of the providers found inability to connect to the Internet at work (50%), limited time during the work day (50%), and the speed of the Welligent system (47.6%) to be moderate to major problems for them. The last two items in the table were found not to be a factor for close to half of the providers.

Table 48: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	21.4%	23.8%	28.6%	21.4%
Inability to connect to the Internet at work	9.5%	35.7%	31.0%	19.0%
Inability to log on to the Welligent system	7.1%	54.8%	23.8%	9.5%
Speed of the Welligent system	11.9%	35.7%	35.7%	11.9%
Unfamiliarity with new features or changes to Welligent	38.1%	38.1%	19.0%	0%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	38.1%	42.9%	7.1%	7.1%
Access to your program’s technical assistance regarding Welligent issues	47.6%	35.7%	7.1%	4.8%
Access to the Welligent Help Desk regarding Welligent issues	45.2%	35.7%	9.5%	4.8%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (78%), followed by personal logs (71%). Almost all found that they have the necessary tools to self-monitor service delivery (95%).

Findings for Resource Specialist Program (RSP) Providers

The following results are based on 950 respondents. On average they are assigned to 1.3 schools with a range of 0 to 40 sites. In an average month they visit 1.1 school or non-school locations, providing service to an average of 26.6 students.

Most of the providers are at one school site (89%) whereas 9% are at multiple sites, .4% have a combined assignment (e.g., school and clinic or school and special assignment), and 0% are at a non-school location. Almost all are District (94%) and full-time employees (97%). The providers provide services to Kindergarten to Grade 5 (48%), Grades 6–8 (35%), Grades 9–12+ (30%), but few to Infant/Pre-school students (.2%).²⁵

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. Providing additional school duties not in their job description is mentioned as a school factor by over one third of the RSP providers (34.1%) (see Table 49).

Table 49: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	9.9%	27.7%	23.4%	20.7%	13.4%
Teachers don't release their students	9.1%	41.8%	25.9%	13.7%	4.6%
Serving non-enrolled students	24.1%	34.8%	19.1%	11.5%	5.6%
Parents don't bring their children to appointments	38.1%	40.1%	11.8%	3.7%	1.4%
Unable to make up sessions due to limited time at school site	23.4%	40.2%	13.2%	10.0%	8.3%
Unable to make up sessions due to student's schedule	10.8%	32.4%	25.9%	16.6%	9.3%
Unable to make up sessions due to school's schedule	10.6%	34.6%	23.7%	16.2%	9.9%
Rotating school schedules such as Block schedule or 4by4	46.5%	31.8%	8.3%	4.6%	3.8%

²⁵ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Most found the IEP factors to not be a factor or to be a minor one (see Table 50).

Table 50: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	71.5%	14.6%	6.4%	2.5%
IEPs are not closed in a timely manner	55.5%	23.1%	10.9%	5.6%
Notification of assessments	59.6%	22.1%	9.2%	4.2%
Timely scheduling of IEP meetings and amendments	55.1%	21.2%	12.8%	6.0%
Not being notified of IEP meeting dates	69.1%	15.7%	6.5%	3.8%

As shown in Table 51, the number of students (32%) but not the number of schools assigned to a provider (4.9%) is a factor in completing their service sessions; however, it is important to note that most have only one school. One third of the providers felt that time spent conducting assessments and writing reports (49.5%), entering Welligent documentation (45.8%), and attending IEP meetings (36%) all impact the provider’s ability to complete their student service sessions.

Table 51: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	4.7%	35.8%	22.5%	18.5%	13.5%
Number of schools	50.5%	37.1%	2.5%	2.4%	2.5%
Specially designed program	35.5%	45.3%	7.7%	3.8%	2.8%
Completing paperwork (non-Welligent)	6.4%	26.9%	30.9%	19.2%	11.6%
Time spent entering Welligent documentation	2.9%	18.5%	27.8%	25.1%	20.7%
Time spent figuring out new features and changes to Welligent	3.9%	32.5%	33.4%	17.5%	7.8%
Incorrect caseload roster due to Welligent or SIS errors	9.6%	38.0%	26.9%	12.5%	8.0%
Attending IEP meetings	2.0%	27.5%	29.6%	22.7%	13.3%
Conducting assessments and report writing	2.5%	17.5%	25.5%	26.6%	22.9%
Preparing for sessions	4.5%	35.4%	30.6%	16.5%	8.0%
Scheduling appointments for non-enrolled students	29.6%	39.7%	16.0%	6.1%	3.7%
Consulting with teachers	3.5%	33.3%	33.7%	17.8%	6.8%
Working with parents	5.5%	42.6%	30.9%	11.9%	4.1%
Providing compensatory services	28.2%	45.8%	14.1%	4.9%	2.0%
Attending to Due Process issues	32.9%	48.3%	9.6%	2.3%	1.9%
Traveling between sites	63.5%	25.8%	3.4%	1.2%	1.3%
Other intervention	24.7%	35.6%	22.6%	9.4%	2.7%

RSP services are usually daily, once a week, or multiple times a week. For daily sessions it is usually made up within the week. For weekly sessions it is usually made up within the week or within the month. For monthly sessions it is most likely made up within the month. For some sessions they felt that they did not have time to make it up. This was especially true for daily sessions (10.1%). See Table 52 for the results.

Table 52: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	15.8%	49.2%	16.6%	2.8%	10.1%
For weekly services (one contact)	16.2%	39.7%	30.4%	3.2%	5.1%
For weekly services (multiple contacts)	18.8%	31.8%	31.1%	4.5%	8.3%
For monthly services	33.1%	10.3%	39.9%	7.3%	4.0%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most providers work on their provider logs every week (85%) with 26% indicating that they work on them 5 days or more. Less than 10% work on them only a few days a month or less than once a month. In an average week, providers work on them 91 minutes with the range being from 2 to 900 minutes. The majority use a school-site computer (59%) and/or a laptop computer provided by the District (56%) to complete their work.

As shown in Table 53, having limited time during the work day was a major factor for 29.4% of the providers. The speed of the Welligent system (37.9%) was also a factor (moderate or major). The last four items in the table were found not to be a factor for close to half of the providers.

Table 53: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	12.7%	26.2%	24.8%	29.4%
Inability to connect to the Internet at work	28.7%	37.9%	18.1%	8.4%
Inability to log on to the Welligent system	28.8%	42.4%	14.8%	7.1%
Speed of the Welligent system	18.2%	37.1%	22.6%	15.3%
Unfamiliarity with new features or changes to Welligent	50.5%	31.1%	8.9%	2.6%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	54.0%	28.0%	7.7%	3.5%
Access to your program's technical assistance regarding Welligent issues	49.9%	29.2%	9.4%	4.7%
Access to the Welligent Help Desk regarding Welligent issues	47.3%	29.1%	9.8%	7.1%

The providers were asked what tools they use to monitor their service delivery. A majority use personal logs (68%), followed by the Welligent reports (63%), the roll book (23%), department logs/records (14%), and/or other tools (6%). Most found that they have the necessary tools to self-monitor service delivery (84%).

Findings for School Mental Health Service Providers²⁶

The following results are based on 459 School Psychologists and Psychiatric Social Workers. On average they are assigned to 2.1 schools with a range of 0 to 24 sites. In an average month they visit 2.2 school or non-school locations, providing service to an average of 14.8 students.

Most of the providers are at multiple school sites (53%) whereas 39% are at one school site. Most are District (87%) and full-time employees (90%). The providers provide services to Kindergarten to Grade 5 (62%), Grades 6–8 (43%), Grades 9–12+ (40%), and Infant/Pre-school (11%).²⁷

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School, Individualized Education Program (IEP), and Job Factors. The inability to make up sessions due to limited time at the school site (43.3%), additional school duties that are not part of their job description (34.2%), and the inability to make up session due to the student’s schedule (32%) are the largest factors (see Table 54).

Table 54: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	10.0%	22.7%	26.8%	22.0%	12.2%
Teachers don’t release their students	5.0%	35.5%	35.9%	14.4%	2.8%
Serving non-enrolled students	29.8%	34.0%	13.7%	9.6%	6.5%
Parents don’t bring their children to appointments	44.0%	37.5%	8.5%	2.8%	.9%
Unable to make up sessions due to limited time at school site	8.1%	28.5%	13.7%	20.0%	23.3%
Unable to make up sessions due to student’s schedule	4.1%	22.0%	35.5%	23.3%	8.7%
Unable to make up sessions due to school’s schedule	4.4%	28.8%	34.9%	18.7%	7.0%
Rotating school schedules such as Block schedule or 4by4	38.1%	34.6%	10.7%	5.7%	4.6%

²⁶ This includes Pupil Counseling/Counseling and Guidance, School Mental Health, and ERMHS.

²⁷ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Although many found the IEP factors to not be a factor or only a minor one, IEPs not being closed in a timely manner (30.9%) and the timely scheduling of IEP meetings and amendments (30.1%) was mentioned by close to one third of the providers (see Table 55).

Table 55: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	51.2%	25.5%	11.1%	5.9%
IEPs are not closed in a timely manner	32.2%	30.5%	19.8%	11.1%
Notification of assessments	40.3%	29.8%	12.6%	10.9%
Timely scheduling of IEP meetings and amendments	32.9%	30.7%	20.5%	9.6%
Not being notified of IEP meeting dates	41.2%	30.9%	12.9%	8.7%

As shown in Table 56, the number of students (42.7%) and the number of schools assigned to a provider (29.5%) are factors in completing their service sessions; however, traveling between schools is not (11.4%). Time spent conducting assessments and writing reports was mentioned as a major factor by 45.5% of the providers and completing non-Welligent paperwork was mentioned by 27.5%. Entering Welligent documentation, attending IEP meetings, other interventions, and figuring out new features and changes in Welligent were also mentioned frequently.

Table 56: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	1.7%	28.5%	20.7%	25.1%	17.6%
Number of schools	10.9%	39.0%	14.4%	12.9%	16.6%
Specially designed program	31.6%	46.0%	10.0%	3.7%	2.4%
Completing paperwork (non-Welligent)	3.1%	18.1%	20.7%	24.4%	27.5%
Time spent entering Welligent documentation	1.7%	14.8%	27.9%	29.4%	19.8%
Time spent figuring out new features and changes to Welligent	1.5%	26.1%	31.2%	17.6%	17.2%
Incorrect caseload roster due to Welligent or SIS errors	4.8%	36.4%	30.5%	12.4%	9.6%
Attending IEP meetings	1.3%	15.7%	30.1%	27.5%	19.2%
Conducting assessments and report writing	3.7%	11.5%	15.9%	17.0%	45.5%
Preparing for sessions	2.8%	31.2%	35.9%	18.5%	5.2%
Scheduling appointments for non-enrolled students	33.3%	33.6%	14.4%	8.7%	3.7%
Consulting with teachers	2.2%	26.6%	39.9%	19.8%	5.2%
Working with parents	2.4%	30.1%	36.4%	17.0%	7.8%
Providing compensatory services	15.5%	41.8%	20.9%	9.2%	6.3%
Attending to Due Process issues	23.5%	43.1%	16.3%	7.2%	3.5%
Traveling between sites	32.2%	37.9%	12.2%	6.8%	4.6%
Other intervention	3.3%	15.5%	29.8%	23.7%	21.4%

Services are not usually on a daily bases for this service. For weekly and monthly sessions it is usually made up within the month. Some felt that they didn't have time to make up sessions. See Table 57 for the results.

Table 57: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	69.7%	13.9%	6.8%	.7%	2.6%
For weekly services (one contact)	3.9%	34.9%	40.1%	6.8%	8.1%
For weekly services (multiple contacts)	48.1%	15.3%	22.4%	3.7%	4.1%
For monthly services	26.4%	7.2%	47.1%	10.2%	2.8%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most providers work on their provider logs

every week (82%) with 20% indicating that they work on them 5 days or more. Approximately 11% work on them only a few days a month or less. In an average week, providers work on them 149 minutes with the range being from 0 to 960 minutes. The majority use a laptop computer provided by the District (68%) and/or a school-site computer (51%) to do their work.

As shown in Table 58, the largest factor is limited time during the work day with 35.7% listing it as a major factor and 28.8% listing it as a moderate factor. Speed of the Welligent system was also listed by many of the providers as being a moderate or major factor (35.3%). The last four items in the table were found not to be a factor for close to half of the providers.

Table 58: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	8.7%	20.5%	28.8%	35.7%
Inability to connect to the Internet at work	25.9%	42.7%	18.3%	6.8%
Inability to log on to the Welligent system	24.4%	46.2%	17.9%	5.2%
Speed of the Welligent system	20.0%	38.3%	18.5%	16.8%
Unfamiliarity with new features or changes to Welligent	40.3%	36.2%	11.8%	5.4%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	49.9%	32.5%	9.2%	2.2%
Access to your program's technical assistance regarding Welligent issues	51.4%	29.2%	8.7%	4.4%
Access to the Welligent Help Desk regarding Welligent issues	48.8%	31.6%	10.0%	3.3%

The providers were asked about what tools they use to monitor their service delivery. A majority use the Welligent reports (72%), followed by personal logs (67%). Most found that they have the necessary tools to self-monitor service delivery (86%).

Findings for Visual Impairment Itinerant Service Providers²⁸

The following results are based on 33 respondents. On average they are assigned to 5.9 schools with a range of 1 to 13 sites. In an average month they visit 5.9 school or non-school locations, providing service to an average of 13.6 students.

Two thirds of the providers are at multiple school sites (67%) whereas 21% are at one school site, and 9% have a combined assignment (e.g., school and clinic or school and special assignment). Almost all are District (97%) and full-time employees (91%). The providers provide services to Kindergarten to Grade 5 (88%), Grades 6–8 (73%), Grades 9–12+ (73%), and Infant/Pre-school (46%).²⁹

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School, Individualized Education Program (IEP), and Job Factors. Most find the school factors to not be a factor or only a minor one (see Table 59).

Table 59: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	6.1%	39.4%	33.3%	15.2%	3.0%
Teachers don't release their students	3.0%	54.5%	30.3%	6.1%	3.0%
Serving non-enrolled students	51.5%	33.3%	9.1%	3.0%	0%
Parents don't bring their children to appointments	57.6%	36.4%	3.0%	0%	0%
Unable to make up sessions due to limited time at school site	18.2%	39.4%	30.3%	6.1%	3.0%
Unable to make up sessions due to student's schedule	3.0%	27.3%	42.4%	9.1%	15.2%
Unable to make up sessions due to school's schedule	3.0%	33.3%	42.4%	6.1%	12.1%
Rotating school schedules such as Block schedule or 4by4	30.3%	33.3%	15.2%	9.1%	9.1%

²⁸ This includes Blind/Partially Sighted Itinerant and Orientation Mobility for the Blind.

²⁹ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Not being notified of the IEP meeting dates was listed by over one quarter of the providers as being a major factor (27.3%). The timely scheduling of IEP meetings and amendment was also mentioned as a factor by over one third of the providers when you combine moderate and major factors (36.4%). See Table 60 for the results.

Table 60: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	51.5%	33.3%	9.1%	3.0%
IEPs are not closed in a timely manner	33.3%	36.4%	18.2%	9.1%
Notification of assessments	24.2%	45.5%	12.1%	15.2%
Timely scheduling of IEP meetings and amendments	30.3%	30.3%	21.2%	15.2%
Not being notified of IEP meeting dates	30.3%	24.2%	15.2%	27.3%

As shown in Table 61, the number of students and the number of schools assigned to a provider are not major factors in completing their service sessions. Attending IEP meetings (36.4%), conducting assessments and writing reports (33.4%), and preparing for sessions (30.4%) all impact the provider’s ability to complete their student service sessions.

Table 61: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	6.1%	63.6%	15.2%	3.0%	9.1%
Number of schools	9.1%	60.6%	18.2%	0%	9.1%
Specially designed program	21.2%	63.6%	6.1%	0%	6.1%
Completing paperwork (non-Welligent)	0%	45.5%	33.3%	12.1%	6.1%
Time spent entering Welligent documentation	0%	36.4%	36.4%	15.2%	9.1%
Time spent figuring out new features and changes to Welligent	0%	30.3%	39.4%	15.2%	12.1%
Incorrect caseload roster due to Welligent or SIS errors	6.1%	54.5%	27.3%	9.1%	0%
Attending IEP meetings	3.0%	27.3%	30.3%	18.2%	18.2%
Conducting assessments and report writing	0%	18.2%	45.5%	18.2%	15.2%
Preparing for sessions	0%	36.4%	30.3%	15.2%	15.2%
Scheduling appointments for non-enrolled students	45.5%	39.4%	9.1%	3.0%	0%
Consulting with teachers	3.0%	48.5%	36.4%	6.1%	3.0%
Working with parents	9.1%	54.5%	27.3%	6.1%	0%
Providing compensatory services	21.2%	45.5%	18.2%	6.1%	6.1%
Attending to Due Process issues	39.4%	42.4%	9.1%	3.0%	3.0%
Traveling between sites	9.1%	45.5%	18.2%	18.2%	6.1%
Other intervention	36.4%	36.4%	21.2%	3.0%	0%

For weekly and monthly sessions it is usually made up within the month. Except for a small percentage of daily services, none felt that they didn't have time to make up a missed session. See Table 62 for the results.

Table 62: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	42.4%	27.3%	18.2%	3.0%	3.0%
For weekly services (one contact)	9.1%	36.4%	45.5%	3.0%	0%
For weekly services (multiple contacts)	21.2%	21.2%	48.5%	3.0%	0%
For monthly services	18.2%	0%	75.8%	0%	0%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Almost all of the providers work on their

provider logs several days a week (91%) with 55% indicating that they work on them 5 days or more. Everyone that responded indicated that they worked on them weekly. In an average week, providers work on them 202 minutes with the range being from 2 to 650 minutes. Most use a school-site computer (79%) and/or a personal desktop computer at home (55%) to complete their work.

As shown in Table 63, the most prevalent factors were inability to connect to the Internet at work (36.4%), limited time during the work day (33.3%), and the speed of the Welligent system (30.3%). The last four items in the table were found not to be a factor or a minor factor for over two thirds of the providers.

Table 63: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	24.2%	30.3%	12.1%	21.2%
Inability to connect to the Internet at work	12.1%	39.4%	18.2%	18.2%
Inability to log on to the Welligent system	18.2%	42.4%	18.2%	9.1%
Speed of the Welligent system	21.2%	36.4%	18.2%	12.1%
Unfamiliarity with new features or changes to Welligent	39.4%	33.3%	15.2%	0%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	57.6%	21.2%	9.1%	0%
Access to your program’s technical assistance regarding Welligent issues	48.5%	27.3%	12.1%	0%
Access to the Welligent Help Desk regarding Welligent issues	51.5%	24.2%	12.1%	0%

The providers were asked about what tools they use to monitor their service delivery. Most use the Welligent reports (85%), followed by personal logs (49%). Most found that they have the necessary tools to self-monitor service delivery (88%).

Findings for Other Service Providers

The following results are based on 40 respondents. These people did not feel that they fit into any of the listed categories; however, most indicated behavior intervention. On average they are assigned to 4.4 schools with a range of 0 to 20 sites. In an average month they visit 4.9 school or non-school locations, providing service to an average of 4.9 students.

Close to a majority of the providers are at multiple school sites (48%) whereas 25% have a combined assignment (e.g., school and clinic or school and special assignment), and 23% work at one school. About half are District employees (48%) and about half are Non-Public Agency/per diem employees (48%). Three quarters (75%) are full-time. Most of the providers provide services to Kindergarten to Grade 5 (80%), followed by Grades 6–8 (45%), Grades 9–12+ (33%), and Infant/Pre-school (18%).³⁰

Caseload

The providers were asked what factors impacted their ability to complete their student service sessions. This was broken down into School Factors, Individualized Education Program (IEP) Factors, and Job Factors. School factors did not have much of an impact on their ability to complete student service sessions (see Table 64).

³⁰ Providers can see more than one grade grouping so the numbers do not add up to 100%.

Table 64: To what degree does each of the following SCHOOL FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Additional school duties that are not part of my job description	20.0%	32.5%	25.0%	7.5%	2.5%
Teachers don't release their students	32.5%	47.5%	7.5%	0%	0%
Serving non-enrolled students	42.5%	37.5%	5.0%	2.5%	0%
Parents don't bring their children to appointments	42.5%	35.0%	5.0%	2.5%	2.5%
Unable to make up sessions due to limited time at school site	27.5%	35.0%	15.0%	2.5%	7.5%
Unable to make up sessions due to student's schedule	22.5%	45.0%	17.5%	0%	2.5%
Unable to make up sessions due to school's schedule	20.0%	32.5%	27.5%	2.5%	5.0%
Rotating school schedules such as Block schedule or 4by4	42.5%	35.0%	5.0%	5.0%	0%

Half or more found the IEP factors to not be a factor (see Table 65).

Table 65: To what degree does each of the following IEP FACTORS impact your ability to complete your student service sessions:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
IEPs are not opened in a timely manner	62.5%	10.0%	10.0%	5.0%
IEPs are not closed in a timely manner	57.5%	10.0%	15.0%	5.0%
Notification of assessments	57.5%	17.5%	5.0%	7.5%
Timely scheduling of IEP meetings and amendments	50.0%	10.0%	20.0%	7.5%
Not being notified of IEP meeting dates	50.0%	17.5%	10.0%	10.0%

In most cases, job factors did not impact the delivery of student service sessions (see Table 66).

Table 66: To what degree does each of the following JOB FACTORS impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Number of students	20.0%	47.5%	5.0%	10.0%	5.0%
Number of schools	20.0%	37.5%	12.5%	12.5%	5.0%
Specially designed program	17.5%	55.0%	10.0%	5.0%	0%
Completing paperwork (non-Welligent)	12.5%	25.0%	35.0%	5.0%	10.0%
Time spent entering Welligent documentation	2.5%	37.5%	40.0%	5.0%	2.5%
Time spent figuring out new features and changes to Welligent	5.0%	47.5%	25.0%	10.0%	0%
Incorrect caseload roster due to Welligent or SIS errors	15.0%	57.5%	15.0%	0%	0%
Attending IEP meetings	22.5%	40.0%	17.5%	7.5%	0%
Conducting assessments and report writing	20.0%	32.5%	12.5%	10.0%	12.5%
Preparing for sessions	10.0%	47.5%	22.5%	2.5%	5.0%
Scheduling appointments for non-enrolled students	42.5%	40.0%	2.5%	2.5%	0%
Consulting with teachers	7.5%	45.0%	22.5%	7.5%	5.0%
Working with parents	10.0%	45.0%	30.0%	2.5%	0%
Providing compensatory services	20.0%	45.0%	17.5%	2.5%	2.5%
Attending to Due Process issues	32.5%	32.5%	15.0%	2.5%	5.0%
Traveling between sites	15.0%	35.0%	15.0%	10.0%	12.5%
Other intervention	10.0%	42.5%	25.0%	7.5%	2.5%

In all four categories of services there were 7.5% of the providers that indicated that there was no time to make up the service during the year.

Table 67: If a session needs to be made up, when is it usually made up?

	Not Applicable	Within the Week	Within the Month	Within the IEP Calendar Year	No Time to Make It Up
For daily services	52.5%	17.5%	7.5%	2.5%	7.5%
For weekly services (one contact)	37.5%	20.0%	20.0%	2.5%	7.5%
For weekly services (multiple contacts)	52.5%	7.5%	17.5%	2.5%	7.5%
For monthly services	30.0%	5.0%	40.0%	5.0%	7.5%

Welligent

Providers were asked about how often they work on their logs, how many minutes they work on their logs in an average week, the kinds of equipment they use, and the factors that impact their ability to complete their service tracking logs. Most providers work on their provider logs every week (80%) with 35% indicating that they work on them 5 days or more. About 8% work on

them a few times a month or less. In an average week, providers work on them 99 minutes with the range being from 2 to 600 minutes. Many used a personal laptop (40%), followed by a laptop computer provided by the District (38%), a personal desktop computer at home (33%), a school-site computer (30%), and a company/agency computer (10%) to complete their work.

As shown in Table 68, the most prevalent factors were limited time during the work day, inability to connect to the Internet at work, and the speed of the Welligent system. The last four items in the table were found not to be a factor or only a minor one for most of the providers.

Table 68: To what degree does each of the following factors impact your ability to complete service tracking logs in Welligent during 2012:

	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Limited time during the work day	25.0%	25.0%	22.5%	15.0%
Inability to connect to the Internet at work	37.5%	17.5%	12.5%	20.0%
Inability to log on to the Welligent system	27.5%	37.5%	12.5%	10.0%
Speed of the Welligent system	37.5%	20.0%	22.5%	7.5%
Unfamiliarity with new features or changes to Welligent	52.5%	25.0%	7.5%	2.5%
Student was seen but unable to document services due to student not appearing on provider log (Welligent or SIS error)	65.0%	7.5%	15.0%	0%
Access to your program's technical assistance regarding Welligent issues	60.0%	17.5%	10.0%	0%
Access to the Welligent Help Desk regarding Welligent issues	47.5%	30.0%	5.0%	5.0%

The providers were asked about what tools they use to monitor their service delivery. Only half used the Welligent reports (50%), followed by personal logs (45%) and department logs/records (38%). Most found that they have the necessary tools to self-monitor service delivery (80%).

Overall Open-Ended Responses³¹

In order to make sure that we covered all of the factors that were impacting the ability of providers to complete their student service sessions, we asked them to describe any additional factors that impact them. Although this was supposed to be for additional factors that challenge their ability to meet the service delivery requirements of all their students, many used this space to restate factors examined in the survey and to expand on them. See Table 69 for the categories.

Table 69: Briefly list or describe any additional factors that may challenge your ability to meet the service delivery requirements of all the students you service:

	N	%
Caseload	216	10%
Staffing	90	4%
Scheduling	429	20%
Training	43	2%
Absences	150	7%
Job Factors	473	22%
School Factors	76	4%
Welligent	264	13%
Internet/Computers	96	5%
IEP Meeting Factors	274	13%
TOTAL	2,111	100%

Job factors (22%) and scheduling factors (20%) were mentioned most frequently. Providers described tasks taking them away from seeing students (e.g., writing reports, conducting assessments, completing paperwork, communicating with parents and staff, attending meetings, traveling between sites, and performing additional duties) and not being able to see students because of other school activities (e.g., schedule changes, testing, school events, and field trips). The limitations of the Welligent system (13%) and attending IEP meetings (13%) were also commonly mentioned. When reviewing the individual responses under each of the above categories, the number of students on their caseload and not having enough time during the day to do all of their duties was mentioned most often by the providers. Two factors that were

³¹ The following section summarizes what was learned from the open-ended questions. The District requested and obtained all of the open-ended comments so that they can use them to help make changes to the system.

not included on our factor list, but were mentioned often by providers, were not having space on campus to provide service and problems due to not clustering RSP students.³²

In a time of limited personnel and financial resources, we wanted to understand what the providers believed was the most important thing that needed to be changed. These responses are presented in Table 70.

Table 70: If there is one thing within the service delivery system that should be improved, what should it be?

	N	%
Caseload	48	3%
Staffing	30	2%
Scheduling	25	2%
Training	26	2%
Absences	4	<1%
Job Factors	55	3%
School Factors	4	<1%
Welligent	1,159	72%
Internet/Computers	126	8%
IEP Meeting Factors	79	5%
Improvement Areas	52	3%
TOTAL	1,608	100%

Welligent (72%) was mentioned most frequently as needing improvement, with Internet/computer issues a distant second (8%). Many of the providers mentioned the need to improve the efficiency, accuracy, and speed of the system. Others mentioned specific pages or functions that needed to be changed or specific problems that needed to be fixed such as compatibility with Mac computers or improving the wait time for the Help Desk. Table 71 displays the specific responses.

³² It is difficult for the providers to work with all of their RSP students when they are in different classrooms.

Table 71: Specific Welligent and Internet/Computer Issues

	N	%
Reduce the time	17	1%
Make it more efficient/user friendly	446	35%
Improve Welligent access/speed	162	13%
Correct wrong students	15	1%
Fix data not saving	20	2%
Improve accuracy of tracking	208	16%
Improve accuracy of reports	42	3%
Improve notification of changes	34	3%
Reduce time loading and opening pages	4	<1%
Make it easier to change logs	37	3%
Make it easier to correct errors	11	1%
Improve Scheduler	46	4%
Improve Welligent	44	3%
Increase options for not providing service	27	2%
Improve Help Desk	30	2%
Make it easier to change IEP when locked	4	<1%
Make accessible on iPad or iPhone; Apps	12	1%
Increase Internet speed	7	1%
Improve connectivity	24	2%
Improve system, access to computers	31	2%
Make it compatible with MAC	26	2%
Need printers	4	<1%
Improve SIS/ISIS problems	4	<1%
Need SIS/ISIS integration	30	2%
TOTAL	1,285	100%

Conclusions

This is the ninth year that we have conducted the Outcome #13 Service Delivery Study. In order to determine possible reasons why the District has not met all of the outcome goals, a provider survey was conducted this year. Below we review the main findings related to service delivery, tracking service, and areas for improvement.

Service Delivery

Providers were asked about the number of students on their caseload, the number of sites they visit, and other factors that impact their service delivery. The bullets below highlight the main findings.

Number of students and schools:

- Approximately one third of the providers indicated that the number of students on their caseload impacted their ability to complete all of the service sessions.
- Half of the providers had only one location; those with multiple sites noted that traveling between sites affected their service delivery.

Although all of the school, IEP, and job factors examined by the survey impacted providers' ability to complete student service sessions to some degree, some were reported to be a moderate to major factor by nearly one third or more of the providers.

School Factors:

- Unable to make up sessions due to limited time at the school site (29%)
- Unable to make up sessions due to the student's schedule (30%)

IEP Factors:

- IEPs are not closed in a timely manner (31%)
- Timely scheduling of IEP meetings and amendments (31%)

Job Factors:

- Time spent figuring out new features and changes to Welligent (29%)
- Completing paperwork (non-Welligent) (33%)

- Attending IEP meetings (41%)
- Time spent entering Welligent documentation (43%)
- Conducting assessments and writing reports (48%)

In fact, one out of four providers (25%) reported that conducting assessments and writing reports was a major factor in not being able to complete all of their sessions. Providers are instructed by the Division to make up missed sessions within the week or at the latest by the end of the month. Most of the providers reported that they were able to make up their missed sessions. Daily services were most often made up within the week whereas weekly and monthly services were made up within the month. However, some providers indicated that they were not able to make up their sessions within the month or even within the IEP calendar year.

Tracking Services

The providers were asked what factors impacted their ability to complete their service tracking logs in Welligent during 2012. The following four factors were listed by over one quarter of the providers as being a moderate to major factor:

- Inability to log on to the Welligent system (26%)
- Inability to connect to the Internet at work (29%)
- Speed of the Welligent system (40%)
- Limited time during the work day (53%), with over one quarter (27%) reporting this as a

major factor.

Providers have been instructed by the Division to document services within five days of the sessions or, at the latest, by the end of the month. Most providers indicated that they work on them at least once a week (85%) with two thirds (66%) indicating that they work on their logs more often. Only 8% reported working on them less often. In an average week, providers work on their logs for about two and a half hours, often after work hours.

In addition to the tracking logs, the District provides various Welligent reports to help the providers monitor their service delivery. While 71% indicated that they use these reports,

providers reported using other tools. Sixty-two percent use their own personal logs, 20% use department logs/records, and 12% use roll books to monitor themselves. Overall, 84% believed that they had the necessary tools.

Areas for Improvement

Providers were asked to identify one aspect of the service delivery system that they believed needed to be improved. Providers overwhelmingly identified the Welligent system as in need for improvement. Some indicated specific problems with the system, and many indicated that it was inefficient, inaccurate, slow, and/or cumbersome.

In conclusion, providers report numerous factors that impact their ability to provide student service sessions. Although close to one third indicate the number of students as an issue, time spent entering Welligent documentation and conducting assessments/writing reports are mentioned as major concerns. Many report that they are required to do tasks that take them away from working with their students. Procedures need to be put in place that either limit these tasks or provide assistance to reduce time spent away from students. Providers also reported many factors that impact their ability to complete their documentation. In particular, an inefficient and slow computer system for tracking services appears to frustrate providers and takes time away from working with students. Although useful, the Welligent system does not appear to be functioning in an efficient manner. Improvements should be implemented to make the system more efficient by shortening the time required to make entries, decreasing downtime, and making data more easily accessible. Also, many providers are still using other tools to track students outside the Welligent system. If Welligent were more user friendly, all providers might be more willing to use one system which would reduce documentation time and improve the District's ability to track the data and follow the delivery of services to all students.