



# How is OSEP PDPDCS Data Used?

The data collected within the Office of Special Education Program's (OSEP) Personnel Development Program Data Collection System (PDPDCS) serves a critical role in providing information related to the OSEP-funded personnel preparation training grants. The PDPDCS collects data on various aspects of the program, including the number and types of personnel trained, demographics of the personnel trained, and the outcomes of the training, including employment.

Grantees, scholars, and employers must submit accurate and timely data through the PDPDCS. This data is shared annually with the U.S. Department of Education (ED) Budget Office, the U.S. Office of Management and Budget (OMB), and Congress.

To view the results of prior years' program performance measures as part of OSEP's budget requests, please visit the [PDPDCS Program Performance Measures](#) page.

## Why do we report on the PDPDCS performance measures?

ED has established, under 34 CFR 75.110, a set of Personnel Development Program [\(PDP\) Performance Measures](#) designed to measure the extent to which the program is effective and meeting its goals for the appropriated funds. In addition, individuals that are recipients of scholarships provided with funds under Part D of the Individuals with Disabilities Education Act (IDEA) are required to complete a service obligation.



## What are the PDPDCS performance measures?

The following measures use grantee and scholar data from the PDPDCS.

**Measure 2: The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.**

### Why is this data collected?

The purpose of the PDP program is to help address State-identified needs for personnel preparation in the fields of early intervention, special education, related services, and regular education to work with children with disabilities and *ensure that those personnel have the necessary skills and knowledge to serve these children effectively and successfully*. This data helps OSEP determine whether the OSEP-funded personnel preparation training grants are preparing scholars to succeed within these fields.

3. \* Did the scholar take an exam or measure to demonstrate knowledge and skills prior to completing this OSEP-funded training program?

Yes  
 No  
 Don't know

---

4a. Please select the exam or measure the scholar took to demonstrate knowledge and skills.

Grantee specific measure  
 Comprehensive Exams  
 Defense of Dissertation  
 Final Oral Exam for Master's Degree  
 Portfolio  
 Practicum  
 Supervisor Evaluation  
 Teaching Performance Assessment  
 Thesis  
 Other (specify)

National organization test for licensure or certification  
 PRAXIS II  
 State specific test for licensure or certification  
 Other test

---

5a. Did the scholar pass this exam or measure?

Yes  
 No  
 Don't know  
 Not applicable, our state does not set a passing score.

## How is this data collected?

Grantees must include *at least one measure for each scholar* to demonstrate they are “knowledgeable and skilled in use of evidence-based practices” for children with disabilities.

Grantees may write in an exam or measure that is not listed. However, there are some measures that are considered unacceptable, including:

- Entrance exams (e.g., PRAXIS I, GRE, SAT)
- University preliminary exams
- Individual course exams or grades

## Measure 3: Percentage of scholars who exit preparation program prior to completion due to poor academic performance.

### Why is this data collected?

This data informs grantee efforts related to scholar recruitment, academic support, and financial support so scholars are timely and successful in completing their academic programs.

### How is this data collected?

When an OSEP scholar exits the training program prior to completion, the grantee must indicate the reason the scholar is no longer enrolled in the program.

\* What are the reason(s) that the scholar is no longer enrolled in this program?  
 (Check all that apply)

Transferred to another training program in special education or related services  
 Transferred to another program NOT in special education or related services  
 Financial stress or burden  
 Health (physical/emotional) of self or family member  
 Moved  
 Obtained employment  
 Other personal reasons  
 Poor academic performance  
 Poor practicum/field-based performance  
 OSEP support terminated due to OSEP grant ending.

For the following measures, *only scholars who have completed or graduated from the training program AND have verified employment records are included*. Grantees can assist in providing data for these performance measures by updating scholar statuses on time and encouraging scholars to submit their employment to be verified.

## Measure 4: Percentage of scholars completing preparation programs who are working in the area(s) for which they were prepared upon program completion.

### Why is this data collected?

To determine whether OSEP-funded personnel preparation training grants are increasing the number of personnel in special education, early intervention, or related services in the area for which they were prepared.

## How is eligible employment for scholars credited?

Scholars can only receive service obligation credit for employment completed between the start date of their position through the date the scholar submitted the employment record for verification. Scholars need to resubmit their employment to receive service obligation credit for any time worked after the date that the last verification was completed. OSEP recommends that scholars resubmit their current employment record(s) every 6 months!

## How is this data collected?

OSEP scholars submit employment records within the PDPDCS to their employers who then must verify or dispute the information entered. OSEP analyzes these scholars' verified employment records, which include a question for scholar's to indicate the training area(s) of their employment position(s). These areas align with the training areas that grantees can select for scholars when submitting the scholar record.

Training Area	Primary Focus	Other Focus Area
Special Education (General)	<input checked="" type="radio"/>	<input type="checkbox"/>
Early Intervention/Early Childhood Special Education	<input type="radio"/>	<input type="checkbox"/>
Speech Language Pathology	<input type="radio"/>	<input type="checkbox"/>
School Psychology	<input type="radio"/>	<input type="checkbox"/>
Occupational Therapy	<input type="radio"/>	<input type="checkbox"/>
Educational Interpreter	<input type="radio"/>	<input type="checkbox"/>
Teaching of Visual Impairments (TVI)	<input type="radio"/>	<input type="checkbox"/>
Physical Therapy	<input type="radio"/>	<input type="checkbox"/>
Audiology	<input type="radio"/>	<input type="checkbox"/>
Adapted Physical Education	<input type="radio"/>	<input type="checkbox"/>
School Counseling	<input type="radio"/>	<input type="checkbox"/>
Orientation & Mobility	<input type="radio"/>	<input type="checkbox"/>
Deaf Education	<input type="radio"/>	<input type="checkbox"/>
Applied Behavior Analysis (ABA)	<input type="radio"/>	<input type="checkbox"/>
Rehabilitation Counseling	<input type="radio"/>	<input type="checkbox"/>
Social Work	<input type="radio"/>	<input type="checkbox"/>
Other (For Leadership Grantees)	<input type="radio"/>	<input type="checkbox"/>

## Measure 5: Federal cost per scholar who completed the preparation program.

### Why is this data collected?

To understand and enhance the efficiency of the expenditure of Federal funds under this program.

### How is this data collected?

Grantees indicate whether a scholar has exited the training program through completion, and then OSEP uses the funding data from G5 for each grant to calculate an average dollar amount. This is why it is important to exit your scholars on time – to ensure that they can be counted in this measure.

## Measure 6: Percentage of scholars who completed the preparation program and are employed in high-need districts<sup>1</sup>.

### Why is this data collected?

To determine how high-need, targeted districts are benefiting from this OSEP-funded program.

### How is this data collected?

Districts where the scholars are employed, based on the location of employment entered by the scholar, are matched to districts in the Common Core of Data to determine if it is a high-need district.

### What are high-need districts?

OSEP and PDP have defined "high-need districts" to include Local Education Agencies (LEAs) that (a) serve more than 10,000 children from families with incomes below the poverty line, or (b) for which more than 20% of the children served by the LEA are from families with incomes below the poverty line.

## Measure 7: Percentage of scholars who completed the preparation program and are rated as effective by their employers.

### Why is this data collected?

To collect information on the efficacy and quality of the OSEP-funded program in producing scholars that can effectively and successfully serve children with disabilities.

<sup>1</sup> This measure does not apply to 325D grantees with a focus on preparing faculty.

### **How is this data collected?**

After the scholar submits an employment record, an email is sent to the scholar's employer with a link for the employer to verify the employment information submitted by the scholar. Employers also provide a rating of the scholar's effectiveness.

### **Pilot Outcome Measure: Percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years.**

*In addition to the performance measures listed above, OSEP is collecting baseline data to determine whether to include this performance measure in the future.*

### **Why is this data collected?**

To determine if OSEP-funded scholars are continuing to work in the field of special education for multiple years after they complete their program.

### **How is this data collected?**

Scholars must continue to submit their employment information for their employers' verification until they have fulfilled their service obligation. This measure includes scholars who completed their program and are working in the field of special education for at least two years.