Crosswalk of Research Questions, Individual Survey Items and Survey Topics, by Study Area

TOPIC 1: IDENTIFICATION

Survey Topics	Extant Data	State Part B Administrator Surveys	State 619 Coordinators	State Part C Coordinators	District Part B Administrators
1. How do rates of identification of children for early intervention or special education vary according to the different disability definitions used by states?					
Identification rates for early intervention	Child Count files for Part C and Part B from IDEADATA.ORG ED Facts NECTAC Notes 21				
Identification rates for special education	Child Count files for Part B from IDEADATA.ORG ED Facts NECTAC Notes 24 NASDSE summary of Part B SEA websites	12, 13	16, 17, 18		
Referrals to special education					31
Newly identified students					31
2. How does each state determine, under IDEA 2004, significant disproportionalities by race and ethnicity in the identification of students for special education for the districts within the state, and to what extent have districts been so identified?					
Significant disproportionality definitions and procedures	Part B Annual Performance Review, Indicators 9 & 10	1, 2, 3,4			

3. Which early intervening and/or Response to Intervention (RtI) strategies do districts use at various grade levels prior to the identification of children for special education?				
Early Intervening policies and procedures, strategies and supports		5,6, 7		1, 2, 3, 4, 5, 6, 7, 8
Response to Intervention policies and procedures, strategies and supports		8,9, 10, 11	19, 20	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30,

4a. How do rates of identification for special education vary according to the use of different early intervening or RtI strategies? (Analysis question)

4b. How do rates of identification for special education vary according to whether districts are required to adopt Early Intervening Services because of significant disproportionalities? (*Analysis question*)

Crosswalk of Research Questions, Individuals Survey Items and Survey Topics, by Study Area

TOPIC 2: PART C IMPLEMENTATION

Survey Topics	Extant Data	State Part B Administrator Surveys	State 619 Coordinators	State Part C Coordinators	District Part B Administrators
5. *Across states, what are the different models of service delivery for the Part C program supported through IDEA, and of coordination among the various early intervention and special education services provided through Part C and Part B?*					
Part C models of service delivery				1, 2, 3, 7, 11, 12, 13, 14, 15, 16, 17, 18	
Finance/Funding				19, 20, 21, 22, 23	
Service Coordination Models				8, 9, 10	
Transition			14, 15	33	
Eligibility	Part C Update (2007, p 37) NECTAC summary			24, 25	
Part B/Part C Coordination	Part C Annual Performance Review, Indicator 8 Part B Annual Performance Review, Indicator 12		1,2,3, 4,5, 6, 7, 8, 9, 10, 11, 12, 13	4, 5, 6, 26, 27, 28, 29, 30, 31, 32	

Crosswalk of Research Questions, Individuals Survey Items and Survey Topics, by Study Area

TOPIC 3: ACADEMIC STANDARDS AND PERSONNEL QUALIFICATIONS[1]

Survey Topics	Extant Data	State Part B Administrator Surveys	State 619 Coordinators	State Part C Coordinators	District Part B Administrators
6. Do state or district policies explicitly reference state academic standards, and do these policies require that goals and objectives on IEPs reference those standards?					
Policies on IEP/IFSP requirements regarding academic/developmental standards	SEA websites	22, 23, 24,25,26, 27, 28	21, 22, 23, 24, 25, 26, 27, 28	34, 35, 36, 37, 38, 39, 40, 41, 42	35, 36, 37, 38, 39, 40
Policies regarding use of accommodations	SEA websites	29, 30			41, 42, 43
7. What are states and districts doing in terms of certification, professional development, and compensation for special education teachers to promote compliance with the "highly qualified teacher" provisions of IDEA and No Child Left Behind?					
Highly qualified personnel definitions for teachers	SEA websites Education Commission of the States (2006)				
Qualified personnel definitions for early intervention providers	SEA websites				
Policies, procedures, strategies and supports for meeting HQ requirements and personnel needs	Schools and Staffing Survey, Various items from both the public school and public school teacher surveys Integrated Postsecondary Education Data System (IPEDS), program type and award level Center to Inform Personnel Preparation Policy and Practice in Early Identification and Preschool Education	14, 15, 16, 17, 18	29, 30, 31, 32	43, 44, 45, 46, 47	44, 45, 46, 51, 52

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[1] This is really now two topics, alignment with NCLB, and personnel, which overlap.

Crosswalk of Research Questions, Individuals Survey Items and Survey Topics, by Study Area

TOPIC 3: ACADEMIC STANDARDS AND PERSONNEL QUALIFICATIONS					
Survey Topics	**Extant Data**	**State Part B Administrator Surveys**	**State 619 Coordinators**	**State Part C Coordinators**	**District Part B Administrators**
Numbers of qualified special education and early intervention personnel	ED Facts				47, 48, 49, 50

8. *How do the efforts of states and districts to provide a sufficient number of qualified early intervention and special education personnel for children with disabilities vary with state definitions of "highly qualified teacher" under NCLB? (Analysis question)*

Crosswalk of Research Questions, Individuals Survey Items and Survey Topics, by Study Area

TOPIC 4: DISPUTE RESOLUTION AND MEDIATION

Survey Topics	Extant Data	State Part B Administrator Surveys	State 619 Coordinators	State Part C Coordinators	District Part B Administrators
9. Over time, have there been changes in the incidence of disputes between early intervention personnel and parents/guardians on issues related to identification for early intervention?					
Incidence rates of disputes				53, 55, 56, 57, 60, 62	
Topics of disputes				54, 58, 61, 63	
10. How does the incidence of disputes between early intervention or education personnel and parents/guardians regarding identification for early intervention vary with the use of mediation by states and districts? (Partly an analysis question)					
Use of various dispute resolution procedures				52, 53, 55, 56, 57, 59, 60, 62	
Use of mediation				53, 55	
11. Over time, have there been changes in the incidence of disputes between special education personnel and parents/guardians on issues related to special education services?					
Incidence rates of disputes	SLIIDEA state, Items 17, 18, 21, 22, 25, 27 SLIIDEA district, Items 28	31, 32, 34, 35, 36, 37, 39, 40, 42	37, 38, 40, 41, 42, 43, 46, 48, 50		54, 55, 58, 60
Topics of disputes	SLIIDEA state, Items 26, 28 SLIIDEA district, Item 29	33, 38, 41, 43	39, 44, 47, 49		56, 57, 59, 62
12. How does the incidence of disputes between special education personnel and parents/guardians regarding special education services vary with the use of mediation by states and districts? (Partly an analysis question)					
Use of various dispute resolution procedures		31, 32, 34, 35, 36, 37, 39, 40, 42	36, 37, 38, 40, 41, 42, 43, 45, 46, 48		53. 54, 55, 58, 60,61
Use of mediation		31, 32, 33, 34, 37	37, 38, 39, 40, 43		54, 55, 58, 60, 61

Crosswalk of Research Questions, Individuals Survey Items and Survey Topics, by Study Area

CONTEXTUAL INFORMATION

Survey Topics	Extant Data	State Part B Administrator Surveys	State 619 Coordinators	State Part C Coordinators	District Part B Administrators
Demographic information	CCD Data, Region, Size, Urbanicity, Enrollment, Special Education Enrollment, Race/Ethnicity, FRPL percentages ED Facts				
Parent/Family Involvement activities	Part D funded Parent Information Centers	19, 20, 21	33, 34, 35	48, 49, 50, 51	32, 33, 34