

# Appendix C

Dear «Salutation» «Lastname»:

This letter provides an introduction to the National Evaluation of the IDEA Technical Assistance and Dissemination Program and seeks your assistance in completing a questionnaire and interview about your center. This evaluation is being conducted by Westat for the Institute of Education Sciences (IES) in the U.S. Department of Education.

The overall goals of the evaluation are to provide descriptive information about the products and services provided by the TA&D Program centers, as well as to understand needs that SEAs, Part C Lead Agencies and other customers have for technical assistance related to understanding and implementing IDEA and the extent to which these needs are being met. In addition to our interaction with you and your center, questionnaires are being administered to all State Part B Directors and Part C Coordinators.

Over the past months, we have familiarized ourselves with the work done by [Center name] by reviewing your 3+2 review and continuation reports and visiting your website. The enclosed questionnaire, along with a follow-up phone interview, is designed to learn more about your center and to understand your perspective on the successes your center has had, as well as the challenges you have experienced.

We ask that you complete the attached questionnaire, no later than [date]. We will review your responses and then conduct the follow-up interview with you and any other staff you would like to have join the call. Chris Lysy from Westat will be contacting you within the next several days to explain more about the interview and to schedule a convenient call time.

If you have questions about the survey, please direct them to Westat's project director, Tamara Daley (888-xxx-xxxx or tamaradaley@westat.com) or to the Department of Education's project officer, Meredith Bachman (202-219-2180 or Meredith.Bachman@ed.gov).

We look forward to learning more about your center and speaking with you by phone.

Thank you for your time,

Tamara Daley

Thomas A. Fiore

Project Director

Principal Investigator

**Notice of Confidentiality**

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes.

**Paperwork Reduction Act of 1995**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 210 minutes (3.5 hours) per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR 34 CFR Part 75). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number XXXX-XXXX.

7/27/11

## Grantee Questionnaire

I-1 Below is an alphabetical list of topic areas that grantees may cover with their technical assistance and dissemination (TA&D) activities. Please **check** all areas for which you provide or have provided technical assistance and dissemination since the start of your current grant.

- Assistive technology
- Autism
- Behavior, including positive behavioral support (PBS)
- Child and family outcomes
- Coordinated Early Intervening Services (CEIS)
- Data systems or use of data for improvement
- Deaf-blind
- Discipline
- Disproportionality
- Dispute resolution / procedural safeguards
- Early childhood transition
- Early intervention services in natural environments
- ESL/ELL and special education
- Financing for special education or financing of services under Part C
- General Supervision/monitoring
- IDEA Special Education and early intervention laws, policies, and regulations
- Identification (Child Find, screening, assessment)
- Inclusion and LRE (preschool, 3-5)
- Inclusion and LRE (Part B school age, 6-22)
- Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
- Interagency coordination
- Low incidence disabilities
- Science, Technology, Engineering, or Mathematics (STEM)
- Other disability-specific information
- Parent and family involvement
- Personnel recruitment/ certification/ licensure
- Reading/early literacy (preschool, 3-5)
- Reading/literacy (school age, 6-22)
- Response to Intervention (RtI) (preschool, 3-5)
- Response to Intervention (RtI) (school age, 6-22)
- School completion/ dropout/ graduation
- Secondary transition and post-school outcomes
- Social/emotional development
- Standards-based curriculum and instruction
- State/local assessment systems, including accommodations, modified standards and alternate assessment
- Student performance/ achievement
- Writing
- Young children at risk
- Other (\_\_\_\_\_)

I-2 From among the areas you checked in Question 1, what are the one, two, or three topic areas to which your center has dedicated your greatest time and financial resources on providing TA&D since the beginning of your grant?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I-3 Below is a list of potential TA&D customers. Please check any customers whom you have served from the beginning of your grant through your products or services.

Note that your response to this question is not expected to include TA or dissemination products that might be accessed without your knowledge.

**Customers associated with Part B/619**

- Staff of state departments of education/state educational agencies
- LEA central office general or special education administrators or staff
- Administrators or staff of regional education units/intermediate unit offices/regional cooperatives
- School-based administrators
- General or special education teachers
- Related services personnel
- Children/students
- Parents/families or parent-focused organizations

**Customers associated with Part C**

- Staff of state early intervention/Part C lead agencies
- Administrators of local Part C programs
- Early intervention providers/practitioners/paraprofessionals
- Related services personnel
- Children
- Parents/families or parent-focused organizations

**Other customers**

- Professional development coordinators
- Other technical networks, assistance centers, projects or providers
- Staff of national family and consumer organizations
- Staff of Federal government agencies
- IHE administrators, faculty, and students
- Policy makers
- Researchers
- Other (specify: \_\_\_\_\_)

I-4 Looking at your response to Question I-3: Across *all* the customers you checked, which are the three customers that have received your greatest time and financial resources?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I-5 From the beginning of your current grant, to which specific customers (e.g., which states, local districts/programs, individuals) have you allocated your greatest time and financial resources?

Please list in the table below up to ten specific customers. Indicate the approximate month and year that you began this work (even if it preceded your current grant period). Next, indicate whether you currently work with this customer, and if not, the approximate month and year that the work ended. Last, list any other TA&D network centers with whom you collaborate to provide products or services to this customer.

	<b>Customer</b>	<b>When did you begin working with this customer?</b>  <b>(approximate month and year)</b>	<b>Do you currently work with this customer? (Y/N)</b>  <b>If not, when did your work end?</b>  <b>(approximate month and year)</b>	<b>What other TA&amp;D network centers do you collaborate with to provide products or services to this customer?</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I-6 We would like to know how the relationship was initiated with each of these customers. Please look at the list called “Initiation of relationship with customer” below. Indicate which of these options best describes the way you began working with each of the customers you entered in Question I-5.

**Initiation of relationship with customer:**

- A. Our center established eligibility criteria and announced the availability of products or services to recruit customers (recipients must meet eligibility criteria).
- B. Our center is working with this customer because we conducted a review of performance indicators and identified that this customer had a need.
- C. Our center is working with this customer at OSEP’s request.
- D. We had a pre-established relationship with this customer.
- E. We received a direct request from this customer.
- F. This customer was referred to us by another center.
- G. Other

Customer	Check all that apply:
1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
5	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
6	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
7	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
8	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
9	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
10	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G

I-7 Of the customers you listed in Question I-5, which are your top three in terms of time and financial resources allocated to date?

Customer	1.
Customer	2.
Customer	3.

I-8 Please check all products or services that your center has provided to all customers from the beginning of your grant to date. Please do not check boxes for products or services that you *plan* to provide but have not yet done so.

	Product or service provided from beginning of the current grant to date
a. Downloadable products and materials housed on center web site	<input type="checkbox"/>
b. Listservs	<input type="checkbox"/>
c. Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>
d. Newsletters or briefs	<input type="checkbox"/>
e. Practice guides or toolkits	<input type="checkbox"/>
f. Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>
g. Training materials	<input type="checkbox"/>
h. Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>
i. Communities of Practice	<input type="checkbox"/>
j. Presentations at meetings/conferences organized by others	<input type="checkbox"/>
k. Organization of meetings or conferences	<input type="checkbox"/>
l. Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>
m. Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>
n. Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>
o. Consultation on implementation or scaling up	<input type="checkbox"/>
p. Consultation on model demonstration sites	<input type="checkbox"/>
q. Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>
r. Consultation on testing of materials or products	<input type="checkbox"/>

During the interview, we will ask you some specific questions about the three customers that you identified in Question I-7. These questions appear below so that you can gather the necessary information about these customers and be prepared for the discussion, but you do **not** need to fill out this information ahead of time.

*[These questions are repeated for the three customers identified in I-7]*

- What outcomes did/do you hope to achieve from your work with [Customer 1]?
- What is the specific practice, policy or procedure you have been focusing on in order to achieve this outcome?
- Let's talk about your activities with [Customer 1]. Which of the products or services from Question I-8 were/are part of your work with [Customer 1]?
- (If work is ongoing) How long (e.g., until what date) do you anticipate that you will work with [Customer 1]?
- In your work with [Customer 1], were any of the following involved?
  - A formal application procedure
  - Developing a formal individualized plan for TA for [Customer 1]
  - On-site services
  - As a prerequisite to receiving TA, [Customer 1] was required to commit funds or resources
  - Reimbursement to your center/project from [Customer 1] for some products, services, or expenses



Please keep this page available for reference during the phone interview.

**Areas of outcomes**

- A. Use, implementation, or scale-up of evidence-based practices
- B. Family functioning and parent knowledge, awareness, or skills
- C. Data collection, data analysis, data reporting, or data use
- D. Evaluation or quality assurance practices
- E. SPP/APR performance and compliance
- F. Finance/funding systems or practices
- G. Personnel knowledge, awareness, or skills
- H. Partnering, collaboration, coordinating, networking, or interagency planning
- I. Capacity to disseminate information
- J. None of the above
- K. Other

## Grantee Interview

II-1 To begin our conversation, we are going to talk first about the topic areas on which your center provides products or services. In Question 2 of the questionnaire you filled out, you named the topics of [topics 1, 2, 3] as the ones to which you dedicated the most time and financial resources. What proportion of your time and financial resources would you **estimate** are spent on each of these areas?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

II-2 Please look at the table called “Areas of outcomes.” [*grantee will have this document in front of them*] For the topic of [topic 1], tell me which of these areas your center aims to affect. You can read me the letter for each one that applies to [topic 1]. [*Repeat for topic 2, topic 3 if needed*]. Are there additional outcome areas for any of these topics that were not covered by this list? [*interviewer will fill in ‘other’ accordingly*]

Topic 1	Topic 2	Topic 3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Use, implementation, or scale-up of evidence-based practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Family functioning and parent knowledge, awareness, or skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Data collection, data analysis, data reporting, or data use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Evaluation or quality assurance practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. SPP/APR performance and compliance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Finance/funding systems or practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Personnel knowledge, awareness, or skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Partnering, collaboration, coordinating, networking or interagency planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Capacity to disseminate information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j. None of the above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k. Other _____

II-3 Now I'd like to take a minute to verify the customers you mentioned in Question 5 of the questionnaire. *[Interviewer will ask about the type of customer for any listed that are unclear, e.g., if a name is provided without identification of an agency etc, using list in Question 3 ]*

Clarifying information about customers identified in I-5		Customer type [using I-3 categories]
Customer	1.	
Customer	2.	
Customer	3.	
Customer	4.	
Customer	5.	
Customer	6.	
Customer	7.	
Customer	8.	
Customer	9.	
Customer	10.	

***[II-4 through II-7 repeated for the three customers identified in I-7 of the questionnaire]***

II-4.1 Now let's talk a little more about your work with [Customer 1, QI-7]. What outcomes did/do you hope to achieve from your work with [Customer 1, QI-7]?  
*[If child outcomes are not specifically mentioned:]* Are there any child outcomes that are intended to change as a result of your work?

What is the specific practice, policy or procedure you have been focusing on in order to achieve this outcome?

Outcomes that Center hoped/hopes to achieve	Specific practice, policy or procedure of focus in order to achieve this outcome

II-5.1 Let's talk more about your activities with [Customer 1, QI-7]. Which of the products or services from Question 8 were/are part of your work with [Customer 1, QI-7]?

II-6.1 (If work is ongoing) How long (e.g., until what date) do you anticipate that you will work with [Customer 1, QI-7]?

II-7.1 In your work with [Customer 1, QI-7], were any of the following involved?

- A formal application procedure
- Developing a formal individualized plan for TA for [Customer 1, QI-7]
- On-site consultation
- As a prerequisite to receiving TA, [Customer 1, QI-7] was required to commit funds or resources
- Reimbursement to your center/project from [Customer 1, QI-7] for some products, services or expenses

II-11 Now look at Question I-8. We asked you to check all the products or services that your center provides. Please tell me which of these are products or services that your center tailors for specific customers or recipients. By *tailored* for specific customers, we mean that you designed or modified the product or service to meet the needs of specific states, districts, organizations or other recipients. (*Clarify if needed:* In this case, we don't mean products or services focused on a particular target populations, such "Part B data managers" or "parents").

	<i>[Interviewer will pre-check based on Grantee Questionnaire]</i>	<b>Product or service that center tailors for specific customers or recipients</b>	<b>II-13: Demand exceeded resources</b>
a. Downloadable products and materials housed on center web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Listservs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Newsletters or briefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice guides or toolkits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Communities of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Presentations at meetings/conferences organized by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Organization of meetings or conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Consultation on implementation or scaling up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Consultation on model demonstration sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Consultation on testing of materials or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II-12 Are there other products or services your center provides that were not listed Question I-8? *For each:* Is this tailored for specific customers?

--

II-13 Now let's look at the complete list of products or services that your center provides. For which of these has demand exceeded your resources? *[Interviewer will check corresponding letter in table of II-11]*

II-14 Is there other information you would like to share about any of the topics we have covered today, or about the work that your center is doing?

--