

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

**MATHEMATICA**  
Policy Research

# The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019

## STATE PART B 611

*DRAFT*

*August 2019*

### **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 60 minutes per response, including time for reviewing instructions, searching existing data sources, 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 (Education Department General Administrative Regulations Section, 34 C.F.R. § 76.591). If you have comments or concerns regarding the status of your individual submission of this survey, please contact the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) directly. [Note: Please do not return the completed survey to this address.]

### **Notice of Confidentiality**

Responses to this data collection will be used only for statistical purposes. All information that would permit identification of the state or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. Study reports may present information by state.

### **PURPOSE OF THE STUDY**

This Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019, sponsored by the U.S. Department of Education (ED), is an important study that will

develop a national picture of state, district, and school implementation of IDEA. It will provide (1) the Department of Education, Congress, and other stakeholders with knowledge that can inform how special education and related services are provided to children, and (2) states, districts, and schools with an understanding of how others are implementing IDEA.

The IDEA Implementation Study is not a compliance study, nor a study of the results of effectiveness of IDEA.

We are requesting you complete this questionnaire because you and your staff have the most knowledge about special education policies and practices in your state. If there are questions you are not able to answer, please feel free to draw on the expertise and knowledge of others within your department. As grantees under IDEA, state education agencies are expected to participate in this data collection (34 C.F.R. § 76.591). With your contribution, ED and Congress will gain a more accurate and complete understanding of how IDEA is being implemented for school-age students at the state level.

*Please note that data on state policies and resources/supports may be reported by state. Thus, while personally identifiable information about individual respondents will not be released, data displayed by state could be attributed to the state agency or possibly to an individual respondent.*

Thank you for joining us in our effort to understand the current implementation of IDEA. We appreciate your time and cooperation.

**Please see the next pages for Instructions for completing this survey, as well as a set of Key Definitions and Frequently Asked Questions (FAQs).**

If you have any questions, contact:  
Lisbeth Goble, 833-238-7224  
email: [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com)

**Before you answer the questions, please carefully read the Instructions, Key Definitions, and Frequently Asked Questions (FAQs):**

## **INSTRUCTIONS**

- When completing the survey, please consider 'school-age children with disabilities' as students who are in kindergarten or age 6 or older.
- All items request information pertaining to the 2019-2020 school year unless otherwise specified.
- The primary respondent for this survey is intended to be the person most knowledgeable about special education policies and practices in your state. In most cases, the primary respondent will be the State Director of Special Education.
- Certain questions may require the help of other staff, such as the other staff in your state education agency. If you need other staff's input, you may either share your unique survey hyperlink, which will give them full access to the survey, or you can print off specific questions for them to answer on paper and fill in the online responses yourself.
- There may be questions where the districts or schools are also doing work in a given area. Unless otherwise specified, please indicate **only** the activities the state agency initiates or engages in.
- Items on this survey cover the following topics: Agency Role; Identification for Special Education and Related Services; Significant Disproportionality; IEP Development and Quality; Access to General Education Programs and Supports; Collection and Use of Outcome Data; Support for Transitions; Coordination and Collaboration; Discipline and Safety; Addressing Linguistic and Cultural Diversity; Family Engagement; Special Educator Credentials; Funding Allocation; Activities Funds; and Evidence from Research

## **KEY DEFINITIONS**

**Students with disabilities** is used to reflect school-aged students having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP).

**Special education teachers** are teachers employed and contracted to work with children with disabilities. For this survey, we would like you to consider teachers who work with students who are in kindergarten through high school graduation or age 21. If your state's IDEA eligibility extends past age 21, please consider the highest age for which teachers serve students with disabilities.

**Professional Development** includes a range of learning and support activities designed to prepare individuals for work with and on behalf of children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance.

**Training** is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills, delivered by a professional(s) with subject matter and adult learning knowledge and skills. This could include seminars, workshops, or courses about specific topics or key concepts.

**Technical Assistance (TA)** is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. This could include coaching, consulting, or other ongoing support.

**School levels** are defined as follows:

- **Elementary schools** are schools that can serve students in kindergarten to grades 4-8, depending on state and school district policy.
- **Middle schools** are schools that can serve students between grades 4 and 9, with most in the grade 6-8 range. Middle schools in the upper grade range (7-9) are sometimes referred to as junior high schools.
- **High schools** are schools that can serve students between grades 7 and 12 with most in the grade 9-12 range.
- **Other schools** are all other grade configurations, including schools that are completely ungraded.

## FREQUENTLY ASKED QUESTIONS (FAQs)

**How do I navigate the survey?** You can access the survey by clicking on the unique hyperlink we provided to you via email. Once you have started the survey, you can navigate through it by answering each question and clicking the “NEXT” button at the bottom of the page. To go back to a previous page, click the “BACK” button. Do not use your internet browser back/forward buttons to move through the survey.

**Do I have to complete the survey all at one time?** No. You can revisit the website as many times as needed to complete the survey. However, if you need to stop before finishing the survey, **please be sure to click on the “NEXT” button before closing out so that your responses(s) on that page will be saved.** You will resume at the next unanswered question when you return to the survey. Once you have finished and submitted your survey, you will no longer have access to it. **Please note that each session will time out after 30 minutes of inactivity.**

**Can I complete the survey on my tablet or smartphone?** Yes. The survey has been optimized to run on desktop computers, tablets, or smart phones. The survey is best viewed in the latest versions of Chrome, Safari, Firefox, or Internet Explorer (IE 11 or Edge).

**How long does the survey take?** About 60 minutes. You can preview the questions and are not required to complete the survey all at once. The data you provide each time you log in will be securely stored and available when you return to complete the survey.

**Do I have to answer all the questions?** Please try to answer all questions that are relevant for your state, so the U.S. Department of Education can gain a more accurate and complete understanding of how IDEA is being implemented. You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. You may choose to skip any question in the survey that you cannot or do not wish to answer. To skip a question, leave the question blank and then click the “NEXT” button to proceed.

**Can I have my staff complete some of the questions instead of me?** Yes. Certain questions may require the help of other staff. You may either share your unique survey hyperlink with these individuals, which will give them full access to the survey, or you can print off specific questions and fill in the responses yourself at a later time.

**Can multiple people work on completing the survey at the same time?** No. If multiple people are logged into the same survey at the same time, responses may not be recorded correctly. Only one person on one computer should be completing the survey at any given time.

**Can I print individual questions?** Yes. You may print an individual page at any time by using your computer’s usual method of printing.

**Can I print a copy of the questionnaire when I am finished?** Yes. Once you have completed the survey, you will have the option to print a copy of your responses before submitting the survey.

**Can I obtain a paper version of the questionnaire?** Yes. If you would like to see a paper version for reference purposes, you can download a PDF version by clicking the link at the top of the page that says “Download blank PDF of survey.”

**Will my answers be kept confidential?** Yes. All information that would permit identification of the district, school, or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. Study reports may present information by state.

**Who should I contact if I have a question?** If you have any questions, please contact Lisbeth Goble at 833-238-7224 or at [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com). When sending emails, in addition to the question, please be sure to include your name and a phone number where you can be reached.

## CONTACT INFORMATION

Please enter the contact information of the primary respondent below in case we need to contact your agency to clarify responses to any questions.

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Phone: |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_|\_\_|

E-mail Address: \_\_\_\_\_

State Name: \_\_\_\_\_

Best days and times to reach you (in case of questions):

## A. AGENCY ROLE

*The first two questions are related to your role with Part B for school-age children.*

**A1. As the designated state special education director, which of the following best describes the population of students for which you have responsibility? (Based on Q1, 2009 IDEA-NAIS State 619 Questionnaire)**

*Select all that apply*

- School-age children with disabilities.....1
  - Preschool-age children with disabilities.....2
  - Children, birth through age 2, with disabilities.....3
  - School-age children *without* disabilities .....4  
.....
  - Preschool-age children *without* disabilities.....5
  - Children, birth through age 2, *without* disabilities.....6
  - Other (*Please specify*).....7  
.....
- 
- NO RESPONSE.....M

## B. IDENTIFICATION FOR SPECIAL EDUCATION AND RELATED SERVICES

*The next questions focus on eligibility criteria and the identification of school-age children for special education.*

**B1. Please enter the web address where we may view your state's current eligibility criteria for special education and related services.**

**If this information is not available on a website, please check the box below and scan and email a hardcopy to [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com). (Based on Q2, 2009 IDEA-NAIS State Part B Questionnaire)**

- 
- Information is not available on a website.....0  
NO RESPONSE.....M

**B2. Does your state have public charter schools?**

- Yes, we have charter schools that are part of traditional school districts.....1  
 Yes, we have charter schools that are their own school district.....2  
 No.....0  
NO RESPONSE.....M

**B3. Does your state have public virtual schools?**

- Yes.....1  
 No.....0  
NO RESPONSE.....M



INCLUDE COLUMNS ON CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1  
 INCLUDE COLUMNS ON CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2  
 INCLUDE COLUMNS ON VIRTUAL SCHOOLS IF B3 = 1

**B4. Please indicate if your state agency provides any of the following professional development to district and/or school staff to ensure appropriate referrals and identification of school-age children in any of the following types of schools. (New)**

*Select all that apply*

	Traditional public schools	[FILL IF B2 = 1] Public charter schools that are part of a traditional school district	FILL IF B2 = 2] Public charter schools that are their own school district	[FILL IF B3 = 1] Public virtual schools	Private Schools	N/A
a. Professional development on <i>referrals</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Professional development on <i>identification</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Professional development on using data from research-based intervention strategies to inform referrals or identification	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

INCLUDE COLUMNS ON CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1  
 INCLUDE COLUMNS ON CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2  
 INCLUDE COLUMNS ON VIRTUAL SCHOOLS IF B3 = 1

**B5. Please indicate if your state agency provides any of the following written materials and resources to district and/or school staff to ensure appropriate referrals and identification of school-age children in any of the following types of schools. (New)**

*Select all that apply*

	[FILL IF B2 = 1] Public schools that are part of a traditional school district	[FILL IF B2 = 2] Public charter schools that are their own school district	[FILL IF B3 = 1] Public virtual schools	Private Schools	N/A
INCLUDE OPTION FOR CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1					
INCLUDE OPTION FOR CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2					
INCLUDE OPTION FOR VIRTUAL SCHOOLS IF B3 = 1					

**B6. Does your state**

a. Written materials and resources on referrals to district and/or school staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Written materials and resources on identification to district and/or school staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Written materials and resources on using data from research-based intervention strategies to inform referrals or identification	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**agency provide written materials and resources on referrals or identification to parents/guardians of school-age children in any of the following types of schools? (New)**

*Select all that apply*

- Yes, for parents of students who attend traditional public schools.....1
- [FILL IF B2 = 1] Yes, for parents of students who attend public charter schools that are part of a traditional school district.....2
- [FILL IF B2 = 2] Yes, for parents of students who attend public charter schools that are their own school district.....3
- [FILL IF B3 = 1] Yes, for parents of students who attend public virtual schools.....4
- Yes, for parents of students who attend private schools.....5
- No..... 6
- NO RESPONSE.....M

INCLUDE COLUMNS ON CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1  
 INCLUDE COLUMNS ON CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2  
 INCLUDE COLUMNS ON VIRTUAL SCHOOLS IF B3 = 1

**B7. Please indicate if your state agency requires Multi-tiered system of supports (MTSS) to ensure appropriate referrals and identification of school-age children in any of the following types of schools. (New)**

*Select all that apply*

	Traditional public schools	[FILL IF B2 = 1] Public charter schools that are part of a traditional school district	FILL IF B2 = 2] Public charter schools that are their own school district	[FILL IF B3 = 1] Public virtual schools	Private Schools	N/A
a. State requires MTSS be used for <i>referral purposes</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. State requires MTSS be used for <i>identification purposes</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

INCLUDE COLUMNS ON CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1  
 INCLUDE COLUMNS ON CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2  
 INCLUDE COLUMNS ON VIRTUAL SCHOOLS IF B3 = 1

**B8. Please indicate if your state agency monitors and provides targeted assistance on any of the following to ensure appropriate referrals and identification of school-age children in any of the following types of schools. (New)**

*Select all that apply*

	[FILL IF B2 = 1] Public charter schools that are part of a traditional school district	FILL IF B2 = 2] Public charter schools that are their own school district	[FILL IF B3 = 1] Public virtual schools	Private Schools	N/A
--	---	--	--	-----------------	-----

a. State monitors data related to the *referral process* and provides targeted assistance

1       2       3       4       5       6

b. State monitors the *length of time between referral and eligibility determination* and provides targeted assistance

1       2       3       4       5       6

c. State monitors the *number of students identified as eligible for services* and provides targeted assistance

1       2       3       4       5       6

INCLUDE OPTION FOR CHARTER SCHOOLS IN TRADITIONAL DISTRICTS IF B2 = 1  
 INCLUDE OPTION FOR CHARTER SCHOOLS AS OWN DISTRICT IF B2 = 2  
 INCLUDE OPTION FOR VIRTUAL SCHOOLS IF B3 = 1

**B9. Does your state agency have a system in place for the following types of schools to notify the state if they identify a school-age child with a disability, to ensure appropriate referrals and identification of school-age children? (New)**

- Yes, we have a system in place for traditional public schools.....1
- [FILL IF B2 = 1] Yes, we have a system in place for public charter schools that are part of a traditional school district.....2
- [FILL IF B2 = 2] Yes, we have a system in place for public charter schools that are their own school district.....3
- [FILL IF B3 = 1] Yes, we have a system in place for public virtual schools.....4
- Yes, we have a system in place for private schools.....5
- No.....6
- NO RESPONSE.....M

**B10. Does your state agency do anything else to ensure appropriate referrals and identification of school-age children in *traditional public schools*? (New)**

- Yes (*Please specify*).....1
- \_\_\_\_\_
- No.....0
- NO RESPONSE.....M

ASK B11 IF B2 = 1

**B11. Does your state agency do anything else to ensure appropriate referrals and identification of school-age children in *public charter schools that are part of a traditional school district*? (New)**

- Yes (*Please specify*).....1
- \_\_\_\_\_
- No.....0
- NO RESPONSE.....M

ASK B12 IF B2 = 2

**B12. Does your state agency do anything else to ensure appropriate referrals and identification of school-age children in *public charter schools that are their own school district*? (New)**

- Yes (*Please specify*).....1  
\_\_\_\_\_
- No.....0
- NO RESPONSE.....M

ASK B13 IF B3 = 1

**B13. Does your state agency do anything else to ensure appropriate referrals and identification of school-age children in *public virtual schools*? (New)**

- Yes (*Please specify*).....1  
\_\_\_\_\_
- No.....0
- NO RESPONSE.....M

**B14. Does your state agency do anything else to ensure appropriate referrals and identification of school-age children in *private schools*? (New)**

- Yes (*Please specify*).....1  
\_\_\_\_\_
- No.....0
- NO RESPONSE.....M

**B15. During the eligibility determination period, is there anything your state agency does to help districts apply exclusionary criteria? (New)**

*The purpose of this exclusionary clause is to help prevent the improper determination of eligibility of children, especially those from distinct cultures who have acquired learning styles, language, or behaviors that are not compatible with academic requirements of schools in the dominant culture.*

*Select all that apply*

- Develop procedures for application of exclusionary criteria.....1
- Provide professional development for school staff.....2
- Provide written materials to school staff.....3
- Provide guideline for staff to follow before screening children who are English Learners.....4
- Other (*Please specify*).....5

\_\_\_\_\_  
NO RESPONSE.....M

**B16. How does your state agency work with other state and local agencies and programs (such as public health, substance abuse treatment, mental health, social services) to identify and determine eligibility of school-age children who have experienced the following emerging health concerns? (New)**

*Select all that apply in each row*

	Have occasional or regular conversations	Jointly develop or share guidance for personnel	Hold joint professional development for personnel	Share identification and screening data	Establish interagency agreements	Don't work with other agencies/programs on this condition
a. Adverse childhood experiences (ACES)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
b. Fetal alcohol spectrum disorders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
c. Lead or other heavy metal poisoning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
d. Neonatal abstinence syndrome	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
e. Opioid addiction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
f. Perinatal substance use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
g. Zika virus	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>

NO RESPONSE.....M

## C. MULTI-TIERED SYSTEM OF SUPPORTS

**C1. Which of the following describe state-level activities related to Multi-tiered system of supports (MTSS), including Response to Intervention (Rti)? (Based on Q8, 2009 IDEA-NAIS State Part B Questionnaire)**

- The state has a state-level MTSS task force, commission, or internal working group..... 1
- The state agency has a dedicated full-time position related to MTSS.....2
- The state agency has an outside advisory group related to MTSS.....3
- The state agency has provided resources to school districts (e.g., issued grants or RFPs) to explore the use of MTSS (e.g., to identify or try model MTSS programs; to plan or begin implementation).....4
- The state agency has issued guidelines on MTSS.....5
- The state agency has organized trainings on MTSS that were conducted by consultants or contractors.....6
- State agency staff conduct trainings on MTSS.....7
- State agency staff provide technical assistance (specialized advice and customized support) to LEAs and schools that are investigating or implementing MTSS..... 8
- The state agency arranges technical assistance from consultants or contractors for districts and schools that are investigating or implementing MTSS..... 9
- MTSS information is available on the state agency's website.....10
- Other (*Please specify*)..... 11  
.....

---

- None of the above..... 12
- NO RESPONSE..... M

**C2. Please describe any current state agency initiatives related to MTSS, including Rti, in each of the content areas below. (Based on Q9, 2009 IDEA-NAIS State Part B Questionnaire)**

*Select one only per column*

	Reading	Math	Behavior
a. The state agency has no current initiatives related to implementation of MTSS	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. The state agency has a pilot initiative to implement MTSS in a limited number of districts or schools	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. The state agency has an initiative to expand the use of MTSS more broadly within the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. The state agency has an initiative to implement MTSS statewide	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



**C3. If your state has either a pilot or statewide initiative that promotes MTSS, including RtI in elementary schools, at what level are decisions made about each of the aspects of MTSS implementation described below? (Based on Q10, 2009 IDEA-NAIS State Part B Questionnaire)**

**Check one or more box in each row.**

*Select one only per column*

	State agency staff decide	District staff decide	School staff decide	Not done	Don't know
a. The research-based curricula to use in general education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
b. The cut scores for determining risk status	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
c. The criteria for determining a student's responsiveness to intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
d. The frequency and duration of progress monitoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
e. The choice of interventions to use for students determined to be at risk	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
f. The number of intervention sessions required prior to referral for special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
g. The decision rules for a referral for a special education evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
h. How to document intervention fidelity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>

**C4. In determination of eligibility for special education under Specific Learning Disability (SLD), which best describes your state's policy with respect to MTSS, including RtI? (Based on Q11, 2009 IDEA-NAIS State Part B Questionnaire)**

- The use of an IQ-achievement discrepancy model is prohibited and MTSS data are explicitly required in determining eligibility.....1
- The use of an IQ-achievement discrepancy model is prohibited and an alternative method (not specifically MTSS) is used to determine eligibility.....2
- The use of an IQ-achievement discrepancy model is permitted and MTSS data are explicitly required in determining eligibility.....3
- The use of an IQ-achievement discrepancy model is permitted and MTSS data may be used in determining eligibility.....4
- The use of an IQ-achievement discrepancy model is permitted and an alternative method (not specifically MTSS) may be used to determine eligibility.....5
- Other (*Please specify*).....6  
.....
- None of the above.....7
- NO RESPONSE.....M

ASK C5 IF RESPONSE TO C4 DOES NOT EQUAL 1 OR 2

**C5. If your state permits the use of a discrepancy method in determining SLD, which best characterizes your state policy? (Based on Q12, 2009 IDEA-NAIS State Part B Questionnaire)**

- The state agency has operationalized discrepancy criteria and any district using a discrepancy method must adhere to these criteria.....1
- Districts have discretion to choose the specific discrepancy criteria used.....2

ASK C6 IF RESPONSE TO C4 DOES NOT EQUAL 1 OR 2

**C6. Does your state have a plan to eliminate the use of an IQ-achievement discrepancy model as a determination of eligibility for special education under SLD by the 2020-2021 school year? (Based on Q13, 2009 IDEA-NAIS State Part B Questionnaire)**

- The state agency has operationalized discrepancy criteria and any district using a discrepancy method must adhere to these criteria.....1
- Districts have discretion to choose the specific discrepancy criteria used.....2

**C7. Does your state allow an approach other than MTSS or IQ-achievement discrepancy to determine the presence of SLD?**

- Yes.....1
- No.....0

IF RESPONSE TO C7 EQUAL 1 ASK C8

**C8. What other approach does your state allow?**

\_\_\_\_\_

*(Please specify)*

**C9. Does your state policies and practices for the identification of students with SLD differ by grade level?**

- Yes.....1
- No.....2

## D. SIGNIFICANT DISPROPORTIONALITY

**The next questions ask about significant disproportionality in identification, placement, and discipline.**

*According to IDEA 2004 and the accompanying regulations, a local education agency (LEA) may choose to use up to 15% of its Part B funds for Coordinated Early Intervening Services (CEIS). If an LEA is identified as having significant disproportionality in identification, placement, or discipline, it is required to reserve 15% of its Part B funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA. Each state develops a definition of significant disproportionality for making this determination.*

**D1. What best describes the status of your state's progress in defining significant disproportionality for 2019-2020? (IDEA-NAIS State Part B survey Q1)**

*Select one only*

- Our state's definition of significant disproportionality is finalized and no changes are anticipated in the coming year.....1
- Our state's definition of significant disproportionality is finalized but we are planning modifications or revisions in the coming year.....2
- Our state's definition of significant disproportionality is in the process of being revised.....3
- NO RESPONSE.....M

**D2. Please enter the web address where we may view your current definition of significant disproportionality.**

**If this information is not available on a website, please include a hard copy when you return your survey. (IDEA-NAIS State Part B survey Q2)**

- 
- Information is not available on a website.....0
  - NO RESPONSE.....M

**D3. Which of the following actions does your state agency take when a district is required to address significant disproportionality in *identification*? (New)**

*Significant disproportionality in identification occurs when districts identify children from any racial or ethnic group at markedly higher or lower rates than their peers. States determine whether significant disproportionality is occurring in a given district.*

*Please include all actions that are used in the state, even if they are not used in all situations*

*Select all that apply*

- Develops or works with district to develop a specific plan for the district to address significant proportionality in identification .....1
  - Reviews and approves a district-developed plan.....2
  - Reviews or revises (if appropriate) policies, practices, and procedures .....3
  - Provides or arranges training for the district.....4
  - Provides or arranges technical assistance (specialized advice and customized support) for the district..... 5
  - Provides additional (beyond the 15% required by Part B) targeted monetary or staff resources to the district.....6
  - Recommends focusing funds on elementary schools.....7
  - Recommends focusing funds on middle schools.....8
  - Recommends focusing funds on high schools.....9
  - Recommends focusing funds on specific interventions.....10  
.....
  - Recommends focusing funds on specific areas, such as literacy or comprehensive behavioral supports.....11
  - Other (*Please specify*).....12
- 
- None of the above.....13
  - NO RESPONSE.....M

**D4. Which of the following actions does your state agency take when a district is required to address significant disproportionality in placement (Least Restrictive Environment)? (New)**

*Significant disproportionality in LRE placement occurs when districts place in more restrictive settings children from any racial or ethnic group at markedly higher or lower rates than their peers. States determine whether significant disproportionality is occurring in a given district.*

*Please include all actions that are used in the state, even if they are not used in all situations*

*Select all that apply*

- Develops or works with district to develop a specific plan for the district to follow to address significant disproportionality in placement.....1
  - Reviews and approves a district-developed plan .....2
  - Reviews or revises (if appropriate) policies, practices, and procedures .....3
  - Provides or arranges training for the district.....4
  - Provides or arranges technical assistance (specialized advice and customized support) for the district.....5
  - Provides additional (beyond the 15% required by Part B) targeted monetary or staff resources to the district.....6
  - Recommends focusing funds on elementary schools.....7
  - Recommends focusing funds on middle schools.....8
  - Recommends focusing funds on high schools.....9
  - Recommends focusing funds on specific interventions.....10
  - Recommends focusing funds on specific areas, such as literacy or comprehensive behavioral supports.....11
  - Other (*Please specify*).....12
- 
- None of the above.....13

**D5. Which of the following actions does your state agency take when a district is required to address significant disproportionality in discipline? (New)**

*Significant disproportionality in discipline occurs when districts discipline children from any racial or ethnic group at markedly higher or lower rates than their peers. States determine whether significant disproportionality is occurring in a given district.*

*Please include all actions that are used in the state, even if they are not used in all situations*

*Select all that apply*

- Develops or works with district to develop a specific plan for the district to follow to address significant disproportionality in discipline.....1
  - Reviews and approves a district-developed plan .....2
  - Reviews or revises (if appropriate) policies, practices, and procedures .....3
  - Provides or arranges training for the district.....4
  - Provides or arranges technical assistance (specialized advice and customized support) for the district.....5
  - Provides additional (beyond the 15% required by Part B) targeted monetary or staff resources to the district.....6
  - Recommends focusing funds on elementary schools.....7
  - Recommends focusing funds on middle schools.....8
  - Recommends focusing funds on high schools.....9
  - Recommends focusing funds on specific interventions.....10
  - Recommends focusing funds on specific areas, such as literacy or comprehensive behavioral supports.....11
  - Other (*Please specify*).....12
- 
- None of the above.....13

## E. IEP DEVELOPMENT AND QUALITY

*The next questions focus on the development of Individualized Education Programs (IEPs).*

**E1. Does your state agency provide any professional development to help promote the quality of the IEP process for school-age children with disabilities? (New)**

*A quality IEP is in compliance with all requirements of state and federal laws and regulations and reflects decisions based on the active and meaningful involvement of all members of the IEP team. The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student.*

*Professional development can occur either in-person or online.*

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

*Select all that apply*

- Developing appropriately ambitious IEP goals.....1
  - Identifying appropriate services, supports, or accommodations to achieve IEP goals..... 2  
.....
  - Engaging families in the IEP process.....3
  - Engaging staff from state or local community agencies or programs (e.g., afterschool program providers, employment and training providers) in the IEP process..... 4
  - Monitoring progress towards the achievement of IEP goals, including through use of data.....5
  - Other professional development (*Please specify*).....6
- 
- None of the above..... 7
  - NO RESPONSE.....M

**E2. Does your state agency provide any of the following *written policy or guidelines* to help promote the quality of the IEP process for school-age children with disabilities? (New)**

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

*Select all that apply*

- Developing appropriately ambitious IEP goals.....1
  - Identifying appropriate services, supports, or accommodations to achieve IEP goals.....2
  - Engaging families in the IEP process.....3
  - Engaging staff from local community agencies or programs (e.g., afterschool program providers, employment and training providers) in the IEP process.....4
  - Monitoring progress towards the achievement of IEP goals, including through use of data.....5
  - Other topics (*Please specify*).....6
- 
- None of the above.....7
  - NO RESPONSE.....M

**E3. Does your state agency provide any of the following *resources* to help promote the quality of the IEP process for school-age children with disabilities? (New)**

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances*

*Select all that apply*

- A *mandated* standards-based IEP form or template.....1
  - A *suggested* standards-based IEP form or template.....2
  - A rubric or other resource describing features of quality IEPs, including appropriately ambitious IEP goals.....3
  - Coach, mentor, or IEP facilitator to assist with writing the IEP .....4
  - Other resources (*Please specify*).....5
- 
- None of the above.....6
  - NO RESPONSE.....M



ASK E4 IF B2 = 1

**E4. Which agency or entities are responsible for ensuring that the IEPs of school-age children with disabilities enrolled in *public charter schools that are part of a traditional school district* are developed and implemented appropriately? (New)**

*Select all that apply*

- The charter school's authorizer.....1
  - The charter school's district.....2
  - The charter school.....3
  - The student's local school district.....4
  - The state.....5
  - Other (*Please specify*).....6
- 
- NO RESPONSE.....M

ASK E5 IF B2 = 1

**E5. How does your state agency monitor the IEP goals established by *public charter schools that are part of a traditional school district*? (New)**

*Select all that apply*

- Conduct on-site monitoring visits.....1
  - Review a selection of IEPs.....2
  - Survey parents/guardians in public charter schools about IEP goals.....3
  - Other (*Please specify*).....4
- 
- None of the above.....5
- NO RESPONSE.....M

ASK E6 IF B2 = 2

**E6. Which agency or entities are responsible for ensuring that the IEPs of school-age children with disabilities enrolled in *public charter schools that are their own school district* are developed and implemented appropriately? (New)**

*Select all that apply*

- The charter school's authorizer.....1
  - The charter school's district.....2
  - The charter school.....3
  - The student's local school district.....4
  - The state.....5
  - Other (*Please specify*).....6
- 
- NO RESPONSE.....M

ASK E7 IF B2 = 2

**E7. How does your state agency monitor the IEP goals established by *public charter schools that are their own school district*? (New)**

*Select all that apply*

- Conduct on-site monitoring visits.....1
  - Review a selection of IEPs.....2
  - Survey parents/guardians in public charter schools about IEP goals.....3
  - Other (*Please specify*).....4
- 
- None of the above.....5
- NO RESPONSE.....M

ASK E8 IF B3 = 1

**E8. Which agency or entities are responsible for ensuring that the IEPs of school-age children with disabilities enrolled in *public virtual schools* are developed and implemented appropriately? (New)**

*Select all that apply*

- The authorizer (if virtual school is a charter school).....1
- The local school district.....2
- The public virtual school.....3
- The state.....4
- Other (*Please specify*).....5  
.....
- \_\_\_\_\_
- There are currently no public virtual schools in the state.....6  
.....
- NO RESPONSE.....M  
.....

ASK E9 IF B3 = 1

**E9. How does your state agency monitor the IEP goals established by *public virtual schools*? (New)**

*Select all that apply*

- Conduct on-site monitoring visits.....1
- Review a selection of IEPs.....2
- Survey parents/guardians in public virtual schools about IEP goals.....3
- Other (*Please specify*).....4  
.....
- \_\_\_\_\_
- None of the above.....5
- NO RESPONSE.....M

## F. ALTERNATE STANDARDS

*The next questions ask about alternate assessments based on alternate academic achievement standards (AA-AAAS). AA-AAAS are assessments used to evaluate the performance of students with the most significant cognitive disabilities.*

**F1. Does your state use a standardized AA-AAAS assessment?**

*Select one only*

- Yes.....1
- No.....0
- NO RESPONSE.....M

**F2. Which of the following criteria does your state agency use to determine eligibility to participate in alternate assessments?**

*Select all that apply*

- The student has a significant cognitive disability.....1
- The student is learning content based on grade level alternate achievement standards .....2
- The student requires extensive direct individualized instruction and supports to achieve measureable gains from year to year.....3
- The student performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations.....4
- The student's demonstrated cognitive functioning and adaptive behavior is significantly below age expectations even with program modifications, adaptations and accommodations.....5
- The school psychologist presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability.....6
- Other (*Please specify*).....7
- 
- NO RESPONSE.....M

**F3. Please enter the web address of a location where we may view your current guidelines for eligibility to be assessed using alternate academic achievement standards.**

**If this information is not available on a website, please include a hard copy when you return your survey. (IDEA-NAIS State Part B survey Q2)**

- 
- Information is not available on a website.....0
- NO RESPONSE.....M

**F4. In the past 2 school years, what strategies has your state used to stay within the 1% cap?**

*Hyperlink definition of 1% cap will be provided: Under ESSA, the total number of students assessed in a subject using an alternate assessments should not exceed 1 percent of the total number of all students in the State who are assessed in that subject*

*Select all that apply*

- Our state requested a waiver from the 1% cap.....1
  - The state revised its definition of “students with most significant cognitive disabilities”..... 2
  - The state’s general assessment provided appropriate accessibility features and accommodations that enabled more students with disabilities to participate in the general assessment.....3
  - The state reviewed cases with certain disability categories such as learning disabilities and speech-language impairments who participate in alternate assessments to confirm they are receiving the most appropriate assessment.....4
  - The state reviewed English Learner cases who participate in alternate assessments to confirm they are receiving the most appropriate assessment..... 5
  - The state reviewed expressive communication skills of students who participate in alternate assessment to confirm they are receiving the most appropriate assessment..... 6
  - The state reviewed receptive communication skills of students who participate in alternate assessment to confirm they are receiving the most appropriate assessment..... 7
  - The state provided professional development for district staff to support understanding of alternate assessments.....8
  - Other (*Please specify*)..... 9
- 
- NO RESPONSE.....M

IF RESPONSE TO F4 =8 ASK F5

**F5. What topics were covered in professional development offered to district staff to support understanding of AA-AAAS? (New)**

*Select all that apply*

- Understanding federal or state AA-AAAS policy.....1
- The process for ensuring students with disabilities participate in AA-AAAS, as appropriate.....2
- Ensuring school staff administer AA-AAAS as appropriate.....3
- The long-term implications for students of participating in AA-AAAS (for example, eligibility for certain diploma types or training programs).....4
- Explaining AA-AAAS results to parents.....5
- Other (*Please specify*).....6

NO RESPONSE.....M

**F6. Does your state offer an alternate diploma for school-age children with significant cognitive disabilities? (Based on Item 6.1.4, State Supplemental Survey)**

- Yes.....1
- No.....0

NO RESPONSE.....M

IF RESPONSE TO F6 = 1 ASK F7

**F7. Is your state's alternate diploma standards-based and/or aligned with state requirements for the regular high school diploma? (Based on Item 6.1.4, State Supplemental Survey)**

*Select all that apply*

- Yes, it is standards-based.....1
- Yes, it is aligned with state requirements for the regular high school diploma.....2
- No.....0

NO RESPONSE.....M

IF RESPONSE TO F6 = 1 ASK F8

**F8. Which of the following criteria does your state agency use to determine if school-age children with significant cognitive disabilities are eligible for your state’s alternate diploma?**

*Select all that apply*

- The student participates in AA-AAAS.....1
  - The student is learning content based on grade level alternate achievement standards .....2
  - The student requires extensive direct individualized instruction and supports to achieve measurable gains from year to year.....3
  - The student performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations.....4
  - The student’s demonstrated cognitive functioning and adaptive behavior is significantly below age expectations even with program modifications, adaptations and accommodations.....5
  - Other (*Please specify*).....6
- 
- NO RESPONSE.....M

IF RESPONSE TO F6 = 1 ASK F9

**F9. Does your state agency offer professional development to district staff to support understanding and use of a state-defined alternate diploma? (New)**

- Yes.....1
  - No.....0
- NO RESPONSE.....M

**F10. What topics are covered in professional development offered to district staff to support understanding and use of a state-defined alternate diploma? (New)**

*Select all that apply*

- Understanding federal or state policy for awarding a state-defined alternate diploma..... 1
  - The process for ensuring eligible students receive a state-defined alternate diploma, as appropriate..... 2
  - Ensuring school staff award state-defined alternate diplomas as appropriate..... 3
  - The long-term implications for student of receiving a state-defined alternate diploma (for example, eligibility for certain postsecondary education or training programs)..... 4
  - Explaining state-defined alternate diplomas to parents..... 5
  - Other (*Please specify*)..... 6
- 
- NO RESPONSE..... M



## G. ACCESS TO GENERAL EDUCATION PROGRAMS AND SUPPORTS

*Questions in this section focus on access to general education curriculum and standards for school-age children with disabilities.*

**G1. For which of the following groups of students does your state modify its general education standards? (New)**

*Select all that apply*

- School age-children with significant cognitive disabilities.....1
- School age-children with disabilities, other than significant cognitive disabilities.....2
- Other (*Please specify*).....3
- \_\_\_\_\_
- We do not adapt our standards for students with disabilities.....4
- NO RESPONSE.....M

**G2. Does your state agency provide professional development to districts and schools on how to engage school-age children with disabilities in the general education curriculum? (New)**

- Yes.....1
- No.....0
- NO RESPONSE.....M

IF RESPONSE TO G2 = 1 ASK G3

**G3. Who is the target audience for professional development on how to engage school-age children with disabilities in the general education curriculum? (New)**

Select all that apply

- Superintendents..... 1
  - Principals..... 2
  - School administrative officials..... 3
  - Special education school classroom teachers..... 4
  - General education school classroom teachers..... 5
  - Reading specialists..... 6
  - Math specialists..... 7
  - Paraprofessional or instructional learning..... 8
  - School counselors..... 9
  - School psychologists..... 10
  - School or district nurses..... 11
  - Speech and language therapists/pathologists..... 12
  - Other (*Please specify*)..... 13
- 
- NO RESPONSE..... M

IF RESPONSE TO G2 = 1 ASK G4

**G4. What topics are covered in professional development on how to engage school-age children with disabilities in the general education curriculum? (New)**

Select all that apply

- Accommodations for different challenges..... 1
- Adapted curriculum materials..... 2
- Appropriate use of paraprofessionals..... 3
- Assistive technology..... 4
- Cooperative learning..... 5
- Evidence-based teaching strategies..... 6
- Development of IEP goals and identification of supports and services..... 7
- Instructional models: consultation..... 8
- Instructional models: co-teaching..... 9
- Instructional models: other..... 10
- Multi-tiered system of supports (MTSS) model..... 11
- Peer mentors..... 12

- Universal Design for Learning (UDL).....13
- Other (*Please specify*).....14

NO RESPONSE.....M

**G5. Has your state agency provided professional development to district *special education* staff on the following topics? (New)**

*Select one only per row*

	Yes, focused on all students with disabilities	Yes, focused only on students with the most significant cognitive disabilities	No
a. Evidence-based teaching strategies	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
b. Teaching grade-level content with appropriate complexity and breadth	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
c. Methods for determining grade-level content with appropriate complexity and breadth for students	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
d. Supporting school-age children with disabilities enrolled by parents in private schools	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>

NO RESPONSE.....M

**G6. Has your state agency provided professional development to district *general education* staff on the following topics? (New)**

*Select one only per row*

	Yes, focused on all students with disabilities	Yes, focused only on students with the most significant cognitive disabilities	No
a. Evidence-based teaching strategies	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
b. Teaching grade-level content with appropriate complexity and breadth	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
c. Methods for determining grade-level content with appropriate complexity and breadth for students	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
d. Supporting school-age children with disabilities enrolled by parents in private schools	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>

NO RESPONSE.....M

**G7. Does your state agency recommend the use of any programs, practices, or curricula to support the positive behavioral development, social-emotional skills, or mental health concerns of school-age children with disabilities? (Based on EPSEP PreK district coordinator survey)**

*Select one only*

- Yes, my state recommends *one specific* program, practice or curriculum.....1
- Yes, my state recommends *several* programs, practices, or curricula.....2
- No.....0
- NO RESPONSE.....M

**G8. Does your state agency offer any of the following to districts or providers to promote the provision of services in least restrictive environments? (Based on 2009 IDEA-NAIS State Part C Questionnaire, Q50; question and response options were modified from involvement of families to services in natural environments; other modifications reflect updates to practice)**

*Consider only services that aim to enable participation in daily routines and activities and allow the child to make progress in developmental areas.*

**Select all that apply**

- Technical assistance..... 1
  - Written guidelines..... 2
  - Workshops..... 3
  - Mentors or coaches..... 4
  - Virtual opportunities including webinars or communities of practice..... 5
  - Additional funding..... 6
  - Other (*Please specify*)..... 7
- 
- None of the above..... 8
  - NO RESPONSE..... M

**G9. Does your state do any of the following to help support districts and school in the use of Universal Design for Learning (UDL) for school-age children with disabilities? (New)**

*Select all that apply*

- Technical assistance..... 1
  - Written guidelines..... 2
  - Workshops..... 3
  - Mentors or coaches..... 4
  - Virtual opportunities including webinars or communities of practice..... 5
  - Additional funding..... 6
  - Other (*Please specify*)..... 7
- 
- None of the above..... 8
  - NO RESPONSE..... M

**G10. Does your state require that all state assessments, including alternate assessments, be developed using the principles of Universal Design for Learning? (New)**

*Select one only*

- Yes..... 1
- No..... 2
- NO RESPONSE..... M

**G11. What does your state agency do to support district and school use of assistive technology (AT) for serving school-age children with disabilities and their families? (New)**

Select all that apply

- Offer information about AT to families, such as through AT fairs.....1
- Provide designated funding to support AT devices and use.....2
- Provide lists of AT devices to districts for consideration.....3
- Provide guidelines for how to assess AT needs as part of IEP development.....4
- Provide specific guidelines for AT use.....5
- Provide professional development to *general education teachers* on use of AT .....6
- Provide professional development to *special education teacher* use of AT.....7
- Provide professional development to *Specialized Instructional Support Staff (SISP)* on use of AT.....8
- Review or monitor IEPs to determine extent of AT use.....9
- Provide or lend AT devices or software to districts.....10
- Monitor use of AT to ensure effective implementation.....11
- Hire or contract with AT experts to promote effective implementation strategies.....12
- None of the above.....13
- NO RESPONSE.....M

## H. COLLECTION AND USE OF OUTCOME DATA

Questions in this section focus on the data your state collects and uses to measure child outcomes.

**H1. What types of outcomes data does your state agency examine for all school-age children with disabilities? (New)**

*Hyperlink definition of **adaptive behavior** will be provided: Adaptive behavior refers to behavior that enables a person to get along in his or her environment with greatest success and least conflict with others*

- Assessment score..... 1
- Assessment type..... 2
- Attendance..... 3
- Course progress or completion..... 4
- Discipline..... 5
- Dropout rates..... 6
- Functional performance or adaptive behavior..... 7
- Grades..... 8
- Graduation rates..... 9
- Participation in AP or honors courses..... 10
- Post-school outcomes (further education, employment)..... 11
- Social-emotional skills development..... 12
- NO RESPONSE..... M

**H2. How does your state measure progress for school-age children with disabilities as part of your federal accountability under the Every Student Succeeds Act (ESSA)? (New)**

Select one only

- By percentage of school-age children with disabilities meeting “proficient” level (minimal or expected proficiency levels for grade).....1
  - By percentage of school-age children with disabilities who moved up to the next level of proficiency from one year to the next.....2
  - Other (*Please specify*).....3
- 
- We have no formal measure.....4
  - NO RESPONSE.....M

*These next questions ask about data related to the post-high school transition.*

**H3. To support the post-high school transition for school-age children with disabilities, how are data shared with and received from other programs or entities, such as post-secondary institutions, workforce agencies, vocational rehabilitation agencies, or social services? (Based on Q27, 2015 ITCA Data Survey)**

Select one only. If data are shared using more than one method, please select the method by which most data are shared.

- There is an integrated, longitudinal data system for storing data.....1
  - Separate data systems are linked as needed using a common identifier or other matching process.....2
  - Individual level data from separate data systems are shared but cannot be linked.....3
  - Aggregate data from separate data systems are shared.....4
  - Other (*Please specify*).....5
- 
- NO RESPONSE.....M

IF RESPONSE TO H3 = 1 or 2 ASK H4

**H4. For which systems are you able to link data? For example, child welfare, K-12 or vocational rehabilitation.**

- 
- Information is not available on a website.....0
  - NO RESPONSE.....M



**H5. How does your state agency obtain data on post-high school transition outcomes (IDEA Part B Indicator 14)? (New)**

*Select all that apply*

- State or district data systems..... 1
  - State or district surveys of providers who support former students after high school..... 2
  - State or district surveys of former students or their families..... 3
  - Summary reports from other agencies..... 4
  - Other (*Please specify*)..... 5
- 
- We do not currently obtain data on post-high school transition outcomes..... 6
  - NO RESPONSE..... M

**H6. What post-high school outcomes data does your state agency collect in addition to the required outcomes for IDEA Part B Indicator 14 (enrollment in higher education, enrollment in other postsecondary education or training program, competitive employment, and other employment within one year of leaving high school)?**

*Select all that apply*

- Enrollment in higher education more than one year after leaving high school..... 1
  - Enrollment in other postsecondary education or training program more than one year after leaving high school..... 2
  - Completion of higher education, other postsecondary education or training program..... 3
  - Any employment more than one year after leaving high school..... 4
  - Competitive employment more than one year after leaving high school..... 5
  - Independent living arrangements..... 6
  - Supervised living arrangements..... 7
  - Incarceration..... 8
  - Hospitalization..... 9
  - Other (*Please specify*)..... 10
- 
- Our state agency does not currently collect other transition data, but other state agencies do..... 11
  - None of the above..... 12
  - NO RESPONSE..... M

# I. SUPPORT FOR TRANSITIONS

*This section focuses on issues related to the transitions of children with disabilities.*

**11. For the 2019-2020 school year, in what ways is your state agency supporting the transition of preschool-age children with disabilities from preschool to kindergarten/elementary school? (2009 IDEA-NAIS State 619 Questionnaire, Q13)**

*Select all that apply*

- Developed or maintained *agreements* on transitions between preschool services and elementary schools.....1
  - Developed or maintained *policies* on transition from preschool to elementary school.....2
  - Provided training to districts on transition.....3
  - Provided technical assistance to districts on transition.....4
  - Developed or disseminated materials for parents/guardians on transition from preschool to elementary school special education.....5
  - Developed or maintained an electronic database of individual child records to allow children to be followed from preschool programs to elementary school special education.....6
  - Other (*Please specify*).....7
- 
- None of the above.....8
  - NO RESPONSE.....M

**12. By what age does your state agency require that *post-high school* transition planning begin for school-age children with disabilities? (New)**

*Select one only*

- Age 13 or younger.....1
- Age 14.....2
- Age 15.....3
- Age 16.....4
- NO RESPONSE.....M

**13. For the 2019-2020 school year, in what ways is your state agency supporting the transition out of high school for school-age children with disabilities? (Based on Q13, 2009 IDEA-NAIS State 619 Questionnaire)**

*Select all that apply*

- Developed or maintained agreements on transitions between agencies providing post-high school or out-of-school services and high schools (such as the office of vocational rehabilitation).....1
  - Developed or maintained policies on transition from high school.....2
  - Developed or maintained policies to improve the provision of pre-employment transition services.....3
  - Provided technical assistance to local providers on transition.....4
  - Provided materials for parents/guardians on the transition out of high school.....5
  - Tracked students from high school to post-high school programs and jobs using an electronic database of individual student records.....6
  - Provided professional development for high school staff.....7
  - Provided professional development for postsecondary agency staff (such as vocational rehabilitation and institutes of higher education).....8
  - Provided joint professional development for high school and postsecondary agency staff.....9
  - Provided meetings or workshops for parents/guardians.....10
  - Other (*Please specify*).....11
- 
- None of the above.....12
  - NO RESPONSE.....M

**14. For school-age children with disabilities who are preparing to transition from high school, how does your state agency ensure the quality of the transition component of IEPs? (New)**

*Select all that apply*

- Conduct on-site monitoring visits at school districts (for example, stakeholder interviews or observation of IEP meetings).....1
  - Identify school districts needing to improve transition processes.....2
  - Provide technical assistance to school districts .....3
  - Recommend or require that school districts needing improvement implement a quality improvement plan.....4
  - Recommend or require that school districts use a transition planning rubric or guidance on best practices for compliance and quality.....5
  - Recommend or require that school districts use a transition procedures manual.....6
  - Review data on student outcomes by school district.....7
  - Review a selection of IEPs from school districts.....8
  - Surveys parents/guardians about IEP transition outcomes or supports.....9
  - Other (Please specify).....10
- 
- NO RESPONSE.....M

## J. COORDINATION AND COLLABORATION

**Questions in this section focus on how your state agency coordinates and collaborates with other agencies and programs in addressing the needs of school-age children with disabilities transitioning out of high school.**

**J1. Does your state agency have formal agreements with any of the following agencies or programs to support the coordination of services for school-age children with disabilities transitioning out of high school? (Based on Q19, ITCA 2017 Survey)**

*Select all that apply*

- Higher education and training..... 1
  - State independent living council..... 2
  - Health agency..... 3
  - Behavioral/mental health agency..... 4
  - Social services agency..... 5
  - State vocational rehabilitation agency..... 6
  - Developmental disabilities agency..... 7
  - Local disability advocacy groups, such as The Arc..... 8
  - Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers)..... 9
  - Juvenile justice..... 10
  - Foster care..... 11
  - Other (*Please specify*)..... 12
- 
- NO RESPONSE..... M

**J2. For school-age children with disabilities, what does your state agency share or coordinate with the following programs or entities to support the transition out of high school? (New)**

*Select all that apply per row*

	Share data	Share funding	Share personnel	Coordinate service provision	Share other information (such as IEPs)	No sharing or coordination occurs
a. Post-secondary education and training programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
b. Independent living agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
c. Health care agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
d. Mental health agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
e. Social service agencies (for example, Department of Developmental Services)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
f. Vocational rehabilitation services (for example, Department of Rehabilitation Services)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
g. Employers or potential employers of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
h. Juvenile court or probation officers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>

NO RESPONSE.....M

## K. DISCIPLINE

*Questions in this section ask about your state agency's discipline policy. When answering these questions, please assume manifestation determination review has taken place and it has been determined that the infraction is not due to the student's disability or the district's inability to implement the IEP.*

**K1. Does your state agency provide districts with requirements or recommended guidelines around discipline? (New)**

- Yes, the state provides districts with requirements.....1
- Yes, the state provides districts with recommended guidelines.....2
- No.....0 **GO TO SECTION J**
- NO RESPONSE.....M

IF RESPONSE TO K1 = 1 OR 2, ASK K2

**K2. Please enter the web address where we may view your current state's discipline policy, (New)**

**If this information is not available on a website, please check the box below and scan and email a hardcopy to [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com).**

WEBSITE

(STRING 200)

- Information is not available on a website.....0
- NO RESPONSE.....M

IF RESPONSE TO K1 = 1 OR 2, ASK K2

**K3. Does your state have a zero-tolerance policy? (New)**

- Yes.....1
- No.....0
- NO RESPONSE.....M

IF RESPONSE TO K3 = 1 ASK K4

**K4. Does your state's zero tolerance policy differ based on whether a student has a disability? (New)**

- Yes, it always differs for students with and without disabilities .....1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students .....0
- NO RESPONSE.....M

IF RESPONSE TO K1 = 1 OR 2, ASK K5

**K5. Does your state have a policy pertaining to suspensions and expulsions? (New)**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO K5 = 1 ASK K6

**K6. Does your state's policy pertaining to *in-school* suspensions differ based on whether a student has a disability? (New)**

- Yes, it always differs for students with and without disabilities .....1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students .....0
- NO RESPONSE..... M

IF RESPONSE TO K5 = 1 ASK K7

**K7. Does your state's policy pertaining to *out-of-school* suspensions differ based on whether a student has a disability? (New)**

- Yes, it always differs for students with and without disabilities .....1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students .....0
- NO RESPONSE..... M

IF RESPONSE TO K5 = 1 ASK K8

**K8. Does your state's policy pertaining to *expulsions* differ based on whether a student has a disability? (New)**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO K1 = 1 or 2, ASK K9

**K9. Does your state have a policy restricting the use of restraints and seclusion in schools? (New)**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M



**K10. Does your state’s policy restricting the use of restraints and seclusion in schools differ based on whether a student has a disability? (New)**

- Yes, it always differs for students with and without disabilities .....1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students .....0
- NO RESPONSE.....M

**K11. Which of the following agencies or organizations does your state agency work with to develop or support the implementation of behavioral supports to address disciplinary issues among school-age children with disabilities? (New)**

*Select all that apply*

- Behavioral/Mental Health Agency.....1
- Developmental Disabilities Agency.....2
- Health Agency.....3
- Local or state disability advocacy groups.....4
- Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers).....5
- Social Services.....6
- Other (*Please specify*).....7

NO RESPONSE.....M

**K12. Which of the following strategies, programs, or curricula does your state agency recommend to manage behavioral issues for school-age children with disabilities?**

*Select all that apply*

- Mental health consultation.....1
- Functional behavioral assessment.....2
- Multi-tiered system of supports (MTSS).....3
- Teacher training focused on managing student behavior.....4
- Technical assistance focused on managing student behavior.....5
- Other (*Please specify*).....6

- Not applicable, my state does not use any strategies or programs to manage the behavior of school-age children with disabilities.....7

NO RESPONSE.....M

## L. ADDRESSING LINGUISTIC AND CULTURAL DIVERSITY

Questions in this section focus on efforts made to address the linguistic and cultural diversity among families and school-age children with disabilities.

- L1. Does your state agency do any of the following to ensure *non-English speaking parents/guardians* understand their role in the referral and evaluation processes for school-age children with disabilities? (New)

Please select anything the state does or **requires** local school districts or providers to do.

**Do not** include activities initiated at the district or school level

- Parents/guardians are asked to state their primary language as part of standard procedure at intake.....1
- An interpreter is provided for parents/guardians during IEP meetings as needed.....2
- Parents/guardians are encouraged to bring someone who can interpret for them.....3
- Parents/guardians are provided with translated written resources.....4
- A toll-free phone number staffed by multi-lingual staff is provided for non-English-speaking parents/guardians.....5
- A toll-free vendor interpreter service is used as needed.....6
- Other (*Please specify*).....7

\_\_\_\_\_  
NO RESPONSE\_\_\_\_\_M

**L2. Does your state agency do any of the following to help ensure that referrals and evaluations are linguistically and culturally competent?**

*Linguistically and culturally competent practices include understanding and honoring differences in customs, beliefs, values, and language preferences among families from different ethnic, socioeconomic, religious, cultural, or linguistic groups.*

Select all that apply.

- Provide professional development on culturally competent practices.....1
- Include parents/guardians on state advisory committees, task forces, or work groups representing diverse populations.....2
- Solicit periodic feedback from stakeholders and families representing diverse populations.....3
- Monitor how interpreters and translators are used.....4
- Monitor the use of culturally competent practices.....5
- Provide guidance specifically designed to support the use of linguistically and culturally competent practices (for example, written guidance or webinars).....6
- Work with the state’s Parent Training and Information Center(s) to ensure materials and processes are appropriate.....7
- NO RESPONSE.....M

**L3. Does your state agency do any of the following to help ensure that services are linguistically and culturally competent?**

Select all that apply.

- Provide professional development on culturally competent practices.....1
- Include parents/guardians on state advisory committees, task forces, or work groups representing diverse populations.....2
- Solicit periodic feedback from stakeholders and families representing diverse populations.....3
- Monitor how interpreters and translators are used.....4
- Monitor the use of culturally competent practices.....5
- Provide guidance specifically designed to support the use of linguistically and culturally competent practices (for example, written guidance or webinars).....6
- Work with the state's Parent Training and Information Center(s) to ensure materials and processes are appropriate.....7
- NO RESPONSE.....M

**L4. What challenges has your state agency experienced in ensuring that *referrals and evaluations* are linguistically and culturally competent? (New)**

*Select all that apply*

- Addressing family reluctance to engage with schools around special education..... 1
  - Addressing family reluctance to engage with professionals due to concerns about legal status..... 2
  - Having an insufficient number of multilingual professionals..... 3
  - Having an insufficient number of interpreters..... 4
  - Having limited resources for staff training on linguistically and culturally competent processes..... 5
  - Having assessments for evaluation that are not normed for other languages..... 6
  - Difficulty determining if eligibility for services is due to lack of skills in native language, rather than a disability..... 7
  - Other (*Please specify*)..... 8
- 
- None of the above..... 9
  - NO RESPONSE..... M

**L5. What challenges has your state agency experienced in ensuring that *services* are linguistically and culturally competent? (New)**

*Select all that apply*

- Addressing family reluctance to engage with schools around special education..... 1
  - Addressing family reluctance to engage with professionals due to concerns about legal status..... 2
  - Having an insufficient number of multilingual professionals..... 3
  - Having an insufficient number of interpreters..... 4
  - Having limited resources for staff training on linguistically and culturally competent processes..... 5
  - Other (*Please specify*)..... 6
- 
- None of the above..... 7
  - NO RESPONSE..... M

## M. FAMILY ENGAGEMENT

*Questions in this section focus on engaging families of school-age children with disabilities in the special education system.*

**M1. Does your state require districts or school provide parents with information about the Parent Training and Information Center when a referral is made? (New)**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

**CREATE MAPPING HERE**

**M2. For the 2019-2020 school year, is your state agency offering any of the following to districts to promote the involvement of parents/guardians of children with IEPs? (2009 IDEA-NAIS State Part B 619, Q31)**

*Select all that apply*

- Funds to districts to help parents/guardians participate in IEP meetings (e.g., funds for transportation, child care, translators)..... 1
- Training on increasing parent/guardian involvement..... 2
- Technical assistance related to promoting parent/guardian involvement..... 3
- Written guidelines related to parent involvement..... 4
- Other (*Please specify*)..... 5

- 
- None of the above..... 6
  - NO RESPONSE..... M

**M3. For the 2019-2020 school year, in what ways are state agency staff collaborating with the Parent Training and Information (PTI) Center? (2009 IDEA-NAIS State Part B Questionnaire, Q21)**

*Select all that apply*

- Development or delivery of trainings.....1
  - Delivery of technical assistance.....2
  - Dissemination of information regarding each other's services.....3
  - Development of training/guidance materials.....4
  - Family outreach efforts (for example, parents/guardians and siblings).....5
  - Promotion of alternative dispute resolution models.....6
  - .....
  - Involvement in the development of the State Performance Plan (SPP)/Annual Performance Report (APR).....7
  - Implementation of the State Systemic Improvement Plan (SSIP).....8
  - Assisting with conducting the required parent survey (Indicator C4 in the SPP/APR).....9
  - Other (*Please specify*).....10
- 
- None of the above.....11
  - NO RESPONSE.....M

**M4. For the 2019-2020 school year, in what ways is the state agency supporting the PTI?**

*Select all that apply*

- Staff from the state agency meet with PTI staff on a regular basis.....1
  - State agency and PTI have joint planning sessions to coordinate services provided.....2
  - State agency and PTI offer joint professional development.....3
  - State agency provides financial support for events or services.....4
  - Other (*Please specify*).....5
- 
- NO RESPONSE.....M

## N. SPECIAL EDUCATOR CREDENTIALS

**Questions in this section focus on the qualification and credentialing criteria for special educators.**

**N1. Which state agency is responsible for licensing and certification of special education classroom teachers? (2009 IDEA-NAIS State Part B Questionnaire, Q14)**

*Select all that apply*

- State Education Agency (SEA).....1
- State licensing and certification agency that is not part of the SEA.....2
- Other (*Please specify*).....3

\_\_\_\_\_ M  
NO RESPONSE.....M

**N2. In what ways can special education classroom teachers qualify for the *traditional certification*? (Based on Q29, 2009 IDEA-NAIS State 619 Questionnaire)**

*Please do not include emergency certifications.*

*Select one only per row*

	Required	Optional	Not applicable
a. Portfolio	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
b. Exam/proficiency test	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
c. Undergraduate or graduate degree program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
d. Coursework (not leading to a degree)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
e. Other ( <i>Please specify</i> )	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>

\_\_\_\_\_ M  
NO RESPONSE.....M

**N3. In what ways can special education classroom teachers qualify for certification *through alternative routes*? (Based on Q29, 2009 IDEA-NAIS State 619 Questionnaire)**

*Please do not include emergency certifications.*

*Select one only per row*

	Required	Optional	Not applicable
a. Portfolio	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
b. Exam/proficiency test	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
c. Undergraduate or graduate degree program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
d. Coursework (not leading to a degree)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>
e. Other ( <i>Please specify</i> )	1 <input type="checkbox"/>	2 <input type="checkbox"/>	n <input type="checkbox"/>

NO RESPONSE.....M

**N4. Does your state allow for special education classroom teachers to transfer certification from a reciprocating state? (New)**

Yes.....1

No.....0

NO RESPONSE.....M



**N5. In what ways does your state measure subject matter knowledge for special education teachers at the elementary school level?**

**Please indicate whether the ways of demonstrating subject matter competency are required or optional. (Based on Q16, 2009 IDEA-NAIS State Part B Questionnaire)**

***Elementary schools are schools for which the lowest grade is 3 or lower, and the highest grade is 8 or lower.***

*Select one only per row*

	Required	Optional	Not applicable
a. Performance evaluation	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
b. Portfolio	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
c. Classroom experience	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
d. Student achievement data	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
e. Content area test scores (e.g., PRAXIS, state-developed tests)	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
f. National Board certification	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
g. Completion of professional development, including additional coursework	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
h. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	

NO RESPONSE.....M

**N6. In what ways does your state measure subject matter knowledge for special education teachers at the *middle school level*?**

**Please indicate whether the ways of demonstrating subject matter competency are required or optional. (Based on Q17, 2009 IDEA-NAIS State Part B Questionnaire)**

*Middle schools are schools for which the lowest grade is between 4 and 7, and the highest grade is between 4 and 9.*

*Select one only per row*

	Required	Optional	Not applicable
a. Performance evaluation	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
b. Portfolio	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
c. Classroom experience	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
d. Student achievement data	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
e. Content area test scores (e.g., PRAXIS, state-developed tests)	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
f. National Board certification	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
g. Completion of professional development, including additional coursework	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
h. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	

NO RESPONSE.....M

**N7. In what ways does your state measure subject matter knowledge for special education teachers at the *high school level*?**

**Please indicate whether the ways of demonstrating subject matter competency are required or optional. (Based on Q18, 2009 IDEA-NAIS State Part B Questionnaire)**

*High schools are schools for which the lowest grade is 7 or higher and the highest grade is 12.*

*Select one only per row*

	Required	Optional	Not applicable
a. Performance evaluation	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
b. Portfolio	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
c. Classroom experience	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
d. Student achievement data	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
e. Content area test scores (e.g., PRAXIS, state-developed tests)	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
f. National Board certification	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
g. Completion of professional development, including additional coursework	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
h. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	

NO RESPONSE.....M

**N8. During the current (2019-2020) and preceding two school years (2017-2018 and 2018-2019), what strategies has your state used to *increase the number of effective special education teachers*? (Based on 2009 IDEA-NAIS State Part B 619 Questionnaire – Q30)**

*Please do not include strategies initiated at the district or school level.*

*Select all that apply*

- Collaborated with universities to develop programs and curricula to prepare providers in specific shortage areas.....1
  - Paid fees for tests/licensure exams.....2
  - Paid for tutoring to prepare teachers for certification tests/licensure exams.....3
  - Provided time or funding for teachers to participate in professional development opportunities (for example, institute of higher education tuition, workshop fees).....4
  - Provided alternative routes to certification in special education for *any person with a bachelor's degree*.....5
  - Other (*Please specify*).....6
- 
- None of the above.....7
  - NO RESPONSE.....M

**N9. During the current (2019-2020) and past (2018-2019) school years, what initiatives or incentives has your state used to *retain effective special education professionals*? (New)**

*Please do not include initiatives or incentives initiated at the district or school level.*

*Hyperlink definition of **tuition “pay back”** will be provided: For every year of tuition, educators owe the district a year of service.*

*Select all that apply*

- Our state has not had problems with retention*.....0
  - Cover continuing education costs to attain a higher degree.....1
  - Cover continuing education costs to maintain certification.....2
  - Provide mentoring or induction programs.....3
  - Offer full time teaching positions.....4
  - Offer part time teaching positions.....5
  - Provide additional planning or release time.....6
  - Provide smaller caseloads.....7
  - Provide smaller class sizes.....8
  - Offer student loan forgiveness.....9
  - Offer tuition “pay back” or partial reimbursement .....10
  - Other (*Please specify*).....11
- 
- NO RESPONSE.....M

## O. FUNDING ALLOCATION

**Questions in this section focus on funding for special education services for school-age children with disabilities.**

**O1. What funding sources support services for school-age children with disabilities, as required by their IEPs? (Based on 2009 IDEA-NAIS State Part C Questionnaire, Q20; includes additional response options)**

*In column A, please select **any funding sources** that support school-age children with disabilities.*

*In column B, please write in the space provided a "1" for the source that provides the largest sharing of funding, a "2" for the source that provides the next largest share of funding, and a "3" for the third largest funding source.*

	A. <i>Used to support school-age children with disabilities Select all that apply</i>	B. <i>Rank 1, 2, and 3 by share of funding. Use each number only once.</i>
a. IDEA, Part B	1 <input type="checkbox"/>	_
b. State education funds	2 <input type="checkbox"/>	_
c. Local municipality or county funds	3 <input type="checkbox"/>	_
d. Children with Special Health Care Needs/Title V	4 <input type="checkbox"/>	_
e. Medicaid/Title XIX	5 <input type="checkbox"/>	_
f. Private insurance	6 <input type="checkbox"/>	_
g. State Children's Health Insurance Program (SCHIP)	7 <input type="checkbox"/>	_
h. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	8 <input type="checkbox"/>	_
i. Temporary Assistance for Needy Families (TANF)	9 <input type="checkbox"/>	_
j. TRICARE (formerly CHAMPUS, Civilian Health and Medical Program of the Uniformed Services)	10 <input type="checkbox"/>	_
k. Other federal funding sources <i>(Please specify)</i> _____	11 <input type="checkbox"/>	_
l. Other state funding sources <i>(Please specify)</i> _____	12 <input type="checkbox"/>	_
m. Other local funding sources <i>(Please specify)</i>	13 <input type="checkbox"/>	_

	A. <i>Used to support</i>	B. <i>Rank 1, 2, and 3 by share of</i>
_____		

NO RESPONSE.....M

**O2. For school-age children with IEPs, which of the following activities does your state agency's policy allow to be reimbursed by Medicaid? (New)**

*Select all that apply*

- Disability screening and diagnosis .....1
- Case management and referrals to services.....2
- Outreach and facilitating eligibility determinations for Medicaid .....3
- Equipment and assistive technologies.....4
- Transportation costs.....5
- Mental and behavioral health services.....6
- Occupational therapy .....7
- Physical therapy.....8
- Speech or language therapy.....9
- Personal aide services.....10
- Professional development for staff supporting school-age children with IEPs.....11
- Our state does not file for Medicaid reimbursement.....12
- NO RESPONSE.....M

**O3. Which of the following methods are used to determine how special education funding (including federal and state) is allocated for services for school-age children in your state? (New, some features from the National Center for Special Education in Charter Schools report)**

***Do not include high-cost funding.***

*Hyperlink definition of **high-cost funding** will be provided: High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.*

*Select all that apply*

- A fixed amount based on all students enrolled in the school district.....1
  - A fixed amount per student with disabilities enrolled.....2
  - A formula based on the amount of specific allowable special education expenses actually incurred (for example, full reimbursement or percentage reimbursement).....3
  - A formula based on a measure of local poverty.....4
  - A formula based on funding allocations in a base year or a previous year.....5
  - Pre-determined amounts per student with disabilities enrolled, depending on disability category.....6
  - Pre-determined amounts per student with disabilities enrolled, depending on specific services required.....7
  - Pre-determined amounts per student with disabilities enrolled, depending on type of student placement.....8
  - Pre-determined amounts per teacher, supportive services staff position, or other resource required given the number of students with disabilities.....9
  - Other (*Please specify*).....10
- 
- None of the above, funding to support special education is not separated out from the general education funding formula.....11
  - NO RESPONSE.....M

**O4. For school-age children, does your state allocate a portion of the state special education funding to another state agency or agencies who have responsibility for serving this population? (New)**

***Do not include high-cost funding.***

*Hyperlink definition of **high-cost funding** will be provided: High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.*

*Select one only*

- Yes.....1
- No.....0

**O5. Which other state agencies do you allocate funds to?**

*Select all that apply*

- Post-secondary education and training.....1
- Independent living agencies.....2
- Employment or workforce.....3
- Health care agencies.....4
- Mental health agencies.....5
- Social services agencies.....6
- Vocational rehabilitation services.....7
- Other (*Please specify*).....8

---

NO RESPONSE.....M

**O6. Does the state maintain a high-cost fund?**

*High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.*

- Yes.....1
- No.....0
- NO RESPONSE.....M



IF RESPONSE O6 = 1, THEN ASK O7.

**O7. Which of the following *high-cost fund mechanisms* does the state use to provide funding to districts with high-cost school-age children with disabilities? (New)**

*Select all that apply*

- The state allocates IDEA Part B funds to a high-cost fund to assist districts with high-cost students ..... 1
- The state allocates additional state funds, not part of IDEA, to a high-cost fund to assist districts with high-cost students.....2
- The state requires districts to pay into a high-cost fund to assist districts with high-cost students.....3
- None of the above, funding to support districts with high-cost students is not separated out from the broader special education funding formula.....4
- NO RESPONSE..... M

**O8. How are state set-aside funds from Federal Part B IDEA grants for school-age children with disabilities being used? (New, response categories from Part B 611 Interactive Spreadsheet)**

*Select all that apply*

- To finance a high-cost fund to support districts serving high-cost school-age children with disabilities ..... 1
- To support districts in meeting personnel shortages.....2
- To support districts in identifying and implementing evidence-based practices (e.g. Multi-tiered System of Supports, Universal Design for Learning)..... 3
- To provide districts and district staff with capacity building, technical assistance, professional development, and training.....4
- To support, expand, or improve the use of technology .....5
- To provide programming for children with disabilities who have been expelled from school, live in correctional facilities, or are enrolled in State-operated or State-supported schools.....6
- To provide programming for children with disabilities who are enrolled in charter schools..... 7
- To support development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities. ....8
- To support state-level monitoring, compliance, and other administrative expenditures for the IDEA Part B grant for preschool-age and school-age children..... 9
- To support state-level monitoring, compliance, and other administrative expenditures for the IDEA Part C grant for early intervention services.....10
- NO RESPONSE..... M

## P. ACTIVITIES FUNDS

*The next section focuses on questions related to the use of State-level activities funds.*

*Section 300.704 of IDEA allows the State Education Agency to reserve a portion of the total funding it receives for state set-asides: state-level administration and other state-level activities.*

**P1. During the last school year (2018-2019), what were IDEA State-level administration funds spent on? (New)**

*Select all that apply*

- Administration of school-age special education and related services.....1
- Administration of preschool-age special education and related services.....2
- Administration of early intervention services.....3
- Coordination of activities under Part B with other programs that provide services to children with disabilities.....4
- Provision of technical assistance to other programs that provide services to children with disabilities.....5

**P2. During the last school year (2018-2019), what were IDEA *Other State-level activities funds* spent on? (New)**

*Select all that apply*

- Providing professional development, including pre-service training.....1
- Implementing paperwork reduction activities, including expanding use of technology in IEP process.....2
- Assisting districts in providing positive behavioral interventions and supports and mental health services.....3
- Supporting use of technology to enhance learning, including technology with universal design principles and technology with assistive technology.....4
- Developing and/or implementing transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities.....5
- Assisting districts in meeting personnel shortages.....6
- Supporting capacity building activities to improve results for children with disabilities.....7
- Supporting improvement of delivery services by districts to improve results for children with disabilities.....8
- Supporting programming for children with disabilities who have been expelled from school, live in correctional facilities, or are enrolled in State-operated or State-supported schools.....9
- Supporting programming for children with disabilities who are enrolled in charter schools.....10
- Developing and/or providing appropriate accommodations for children with disabilities.....11
- Developing and/or providing alternate assessments that are valid and reliable for assessing the performance of children with disabilities.....12
- Providing technical assistance to schools and districts implementing comprehensive support and improvement activities.....13
- Providing technical assistance to schools and districts implementing targeted support and improvement activities under section 1111(d) of the ESSA.....14
- Providing professional development in the use of Universal Design for Learning (UDL).....15

- P3. During the last school year (2018-2019), did your state use Other State-level Activities funds to support activities aligned with your State Systematic Improvement Plan (SSIP)?**
- Yes..... 1
  - No..... 0
  - NO RESPONSE..... M

IF RESPONSE TO P3 = 1, THEN ASK P4

- P4. During the last school year (2018-2019), how did your state use Other State-level Activities funds to support activities aligned with your State Systematic Improvement Plan (SSIP)? (New)**
- Select all that apply*
- To help districts provide professional development..... 1
  - To help districts support infrastructure, for example data systems ..... 3
  - To help districts implement evidence-based practices..... 4
  - To help improve staff to student ratios ..... 5
  - To help institutes of higher education or national experts provide professional development..... 6
  - Other (*Please specify*)..... 7
- 
- NO RESPONSE..... M

- P5. How does the state agency determine how it will spend IDEA State-level Activities funds (both Administration funds and Other State-level activities funds)?**
- Select all that apply*
- Based on requests from Local Education Agencies (LEAs)..... 1
  - Based on an analysis of state or local data..... 2
  - Based on a review of state progress toward goals..... 3
  - Based on state priority areas..... 4

## Q. EVIDENCE FROM RESEARCH

*Questions in this section focus on the use of evidence from research.*

**Q1. How often does your state agency draw on the following sources of information when selecting special education policies and practices? (Based on Title I/II Implementation Surveys)**

Select one only per row

	Never or Not Applicable	Rarely	Sometimes	Often	Don't Know
a. Information provided by the intervention's developer or vendor	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
b. Recommendations from colleagues in other state education departments	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
c. Information from a federal-funded technical assistance center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
d. Information from a U.S. Department of Education Comprehensive Center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
e. Information from a U.S. Department of Education Regional Educational Laboratory (REL)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
f. Information from the U.S. Department of Education's What Works Clearinghouse	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
g. Information from the state's research/evaluation office	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
h. Information from professional associations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
i. Information from a college/university researcher	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
j. Information from a research journal	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
k. Social media (Twitter, Facebook, Pinterest, other)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
l. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	

NO RESPONSE.....M

**Q2. What level of evidence, as specified in the Every Student Succeeds Act (ESSA), does your state agency require for evidence-based special education policies, procedures, and practices to be used by school districts in your state? (New)**

*Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.*

*Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.*

*Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).*

*Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness*

*Select one only*

- Tier 1 – Strong Evidence.....1
- Tier 2 – Moderate Evidence.....2
- Tier 3 – Promising Evidence.....3
- Tier 4 – Demonstrates a Rationale.....4
- Not applicable (for example, the state agency requires different levels of evidence for different activities related to special education).....5
- NO RESPONSE.....M

**Q3. Does your state agency do any of the following to support or ensure that school districts use evidence-based special education policies, procedures, and practices? (New)**

*Select all that apply*

- Share an approved list of evidence-based programs, interventions, and practices with districts.....1
- Provide training and technical assistance to districts on implementing evidence-based practices.....2
- Use a checklist to observe districts to assess the use of a particular required evidence-based practice, or to review videos submitted to state.....3
- Provide a checklist to districts to support their assessment of the use of a particular required evidence-based practice.....4
- Conduct focus groups with families in order to assess the extent to which evidence-based practices are being used.....5
- Conduct focus groups with district staff in order to assess the extent to which evidence-based practices are being used.....6
- Develop online modules or other materials to assist districts in identifying and selecting evidence-based programs, interventions and/or practices.....7
- Use existing online modules or other materials to assist districts in identifying and selecting evidence-based programs, interventions and/or practices.....8
- Have districts complete self-assessments on practices.....9
- Other (*Please specify*).....10
- .....
- The state agency does not take particular steps to ensure that districts use evidence-based policies, procedures and practices.....11
- NO RESPONSE.....M

**Q4. Does your state agency currently use any of the following strategies to implement or scale up the evidence-based practices identified in your State Systemic Improvement Plans (SSIPs) for Part B 611? (New)**

*Select all that apply*

- Provide online training (including single or modular courses) to support local implementations.....1
  - Encourage district and local staff participation in federal model programs (for example, the Pyramid Model).....2
  - Support district and local staff participation in federal model programs (for example, the Pyramid Model).....3
  - Pilot implementation of the practice(s) in select districts in order to prepare for more widespread implementation.....4
  - Disseminate written materials to practitioners to provide training or information to support local implementation.....5
  - Disseminate written materials that provide training or information to support local implementation.....6
  - Host informational webinars to support local implementation.....7
  - Provide coaches to support local implementation.....8
  - Support communities of practice.....9
  - Some other strategy (*Please specify*).....10
- 
- NO RESPONSE.....M

IF RESPONSE TO Q4 IS NOT MISSING, ASK Q5

**Q5. Which of the following statements best describes the current status of your state agency's efforts in implementing or scaling up the evidence-based practices identified in your SSIPs for Part B? (New)**

*Select one only*

- We are in the early planning stages.....1
  - We are developing materials but have not put any practices into place yet.....2
  - We have begun implementation but at a small scale.....3
  - We have expanded beyond an initial phase to reach more districts.....4
  - We have scaled up or implemented state-wide.....5
  - Different practices are in different stages of implementation.....6
- NO RESPONSE.....M



**Thank you for taking the time to complete this survey.**

**If other staff provided answers to questions in this survey, please indicate their names and positions below, and the relevant survey sections.**

Name/Position/Sections\_\_\_\_\_

\_\_\_\_\_

Name/Position/Sections\_\_\_\_\_

\_\_\_\_\_

Name/Position/Sections\_\_\_\_\_

\_\_\_\_\_