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National Evaluation of the IDEA Technical Assistance & Dissemination Program

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:ies INSTITUTE OF
EDUCATION SCIENCES

NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE

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Disclosure of Potential Conflicts of Interest

The study team for this evaluation consisted of a prime contractor, Westat, and a subcontractor, Empatha. None of the authors or other staff involved in the study has financial interests that could be affected by findings from the evaluation.

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Executive Summary

Under the Individuals with Disabilities Education Act (IDEA, P. L. 108-446), the Technical Assistance and Dissemination (TA&D) Program is the U.S. Department of Education's (ED) primary vehicle for providing technical assistance (TA) to individuals and organizations responsible for serving children with disabilities and their families. One of five discretionary programs funded through Part D of IDEA and administered by the Office of Special Education Programs (OSEP), the program funds centers and projects to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research. Many of the centers funded under the TA&D Program are also identified as a resource for states that are determined by the Department to be states that "need assistance" based on their performance on the annual State Performance Plan/Annual Performance Report (SPP/APR).

Through the TA&D Program, OSEP awards grants through 19 subprograms. TA&D-funded centers and projects vary in both structural and substantive ways, including the population served, methods of service delivery, topics of focus, type of technical assistance provided, intensity of services and activities provided, and intended outcomes. The grantees that were active at the time of the evaluation can be described as belonging to one of five broad groups, identified in exhibit ES-1.

Exhibit ES-1. Number of grantees, length of grants, and approximate funding per year, by TA&D Program grantee grouping, 2011

	Purpose	Number of grantees	Length of grant	Funding per year
Total		87		\$45,875,000
Topical/Specialty Centers	Address one topic or a broad theme of topics	17 (13 Topical/ 4 Specialty)	5 years	\$400,000 to \$3.4 million
Regional Resource Centers	Serve and support state needs with a region	6	5 years	\$1.3 million
Postsecondary Education Program	Improves transition services and education access for deaf or hard-of-hearing students	4	5 years	\$1 million
Model Demonstration Projects	Examine a specific practice in a limited number of sites	8	4 years	\$400,000
State Deaf-Blind Projects	Serve students in this population, their families, and providers within their states	52	5 years	\$65,000-\$575,000

EXHIBIT READS: There were 17 Topical and Specialty Centers each funded for 5 years, at a funding level of \$400,000 to \$3.4 million per year.

NOTE: "Approximate" funding is used because individual grant awards may vary slightly by year. At the time of evaluation, the Postsecondary Education Program (PEPNet) consisted of four regional centers, but it is now consolidated under one national center called PEPNet2

SOURCE: OSEP Discretionary database; Data as of August 1, 2011.

This National Evaluation of the TA&D Program was conducted by ED’s Institute of Education Sciences (IES) as part of the National Assessment of the Individuals with Disabilities Education Act (IDEA, P.L. 108-446).¹ The evaluation offers an independent description of the role that the TA&D Program plays in supporting state agencies in their implementation of IDEA and a systematic survey of needs for technical assistance related to IDEA across all states. The evaluation focused on three broad research questions:

1. What are the primary technical assistance activities of the TA&D Program?
2. What are states’ needs for technical assistance and to what extent are these needs addressed by TA&D centers or other sources?
3. For selected topics, to what extent are states satisfied with the products and services received from TA&D Program centers?

Design of the Evaluation

The study team gathered data for the TA&D Program Evaluation from surveys and interviews to address the primary research questions. Respondents included 27 centers funded under the TA&D Program (i.e., TA&D grantees); 51 Part C Early Intervention Coordinators (Infants and toddlers); and 51 Part B Special Education Directors (School age) representing all 50 states and the District of Columbia and 805 state staff. Data were collected between November 2012 and March 2013. The focus of the evaluation was on the activities of the topical and specialty centers, Regional Resource Centers, PEPNet centers, and state deaf-blind projects. At the time of this evaluation, the model demonstration projects were being comprehensively evaluated under a separate contract from OSEP and were not included in this evaluation.

TA&D Program centers completed a survey and follow-up interview. This survey and interview provided systematic information across the centers on the activities they conducted. Each of the Part C Coordinators and Part B Special Education Directors (“state agency leads”) provided information concerning broad needs for technical assistance in their state. Staff overseeing technical assistance on or most knowledgeable about technical assistance in relation to 16 selected topics (“state specialists”) provided detailed information about needs for technical assistance and technical assistance received from TA&D centers and other sources for each selected topic.

In the evaluation, we used the terms *topics* to refer to those areas addressed by TA&D Program centers and those areas where state agency leads may have had needs and *selected topics* to refer to the areas of inquiry we chose to collect more detail about technical assistance experiences. The 16 selected topics are areas where centers are active and states have needs. These are listed in exhibit ES-2. The term *interaction* is used below to indicate use of a center (e.g., a specific Regional Resource Center) by a state specialist to address a need for a selected topic (e.g., a need for technical assistance related to disproportionality).

The study team created an *Intensity of Technical Assistance* variable based on state specialists’ reports of the frequency (ranging from “never” to “on an ongoing basis”) with which

¹ *Assessment of IDEA Overview* (NCEE 2011-4026). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education.

they accessed or received different types of technical assistance. *High intensity Technical Assistance* consisted of frequent training or consultation, including assistance on a substantive issue, attending events, and receiving customized consultation from the center.

Exhibit ES-2. Selected topics for the State Specialist Surveys, by Part C (Infants and toddlers) and Part B (School age)

Selected topics for Part C (Infants and toddlers)	Selected topics for Part B (School age)
1. Child and family outcomes	1. Behavior, including positive behavioral interventions and supports
2. Early childhood transition	2. Deaf-blind
3. Early intervention services in natural environments	3. Disproportionality
4. General Supervision/Monitoring	4. Early childhood/preschool education
5. Social/emotional development and challenging behaviors	5. General Supervision/Monitoring
	6. Inclusion/Least Restrictive Environment (LRE)
	7. Procedural safeguards/dispute resolution
	8. Response to Intervention (RtI)
	9. School completion/dropout/graduation
	10. Secondary transition and post-school outcomes
	11. State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment

Findings of the Evaluation

RESEARCH QUESTION 1

What are the primary technical assistance activities of the TA&D Program?

By design, the centers funded through the TA&D Program vary in multiple respects. A goal of this evaluation was to systematically describe this variation to understand how the program functions. We used center data and state specialist reports to describe three areas of variability: customers served, products and services provided, and topics of focus.

- All of the centers report serving state education agency (SEA) staff, and 74 percent report SEA staff as among their top three customers in receipt of time and financial resources. This made SEA staff the most served customer group.
- The highest percentage of centers provide technical assistance on the topic of parent and family involvement (85 percent), followed by data systems and use of data for improvement (67 percent). The smallest percentage provide technical assistance on English as a Second Language/English Language Learners (ESL/ELL, 22 percent); young children at risk (22 percent); and science, technology, engineering, and mathematics (STEM, 15 percent). Of the products and services centers reported

providing, trainings and presentations at meetings were the two areas of technical assistance for which demand most exceeded resources.

Researchers studying implementation have concluded that providing more substantive, sustained technical assistance is associated with greater changes to policy, program practice, or operations (Fixsen, Blase, Horner, and Sugai 2009). To explore whether the services provided by TA&D centers may overlap, the extent to which different TA&D centers provide intensive technical assistance on the *same* topics was examined.

- The percentage of interactions between states and centers that the evaluation classified as high intensity technical assistance (i.e., involving frequent training and consultation) ranged from
 - 29 percent to 67 percent for the topical centers,
 - 4 percent to 31 percent for the specialty centers,
 - 45 percent to 58 percent for the Regional Resource Centers, and
 - 8 to 67 percent for the PEPNets.

Findings related to research question 1 make it clear that many TA&D Program centers provide technical assistance on similar topics. For example, 10 states received high intensity technical assistance on the same topic from 6 different centers. In some cases, multiple centers were reported to provide technical assistance on relatively specific topics for which there are dedicated centers. Some overlap is explicitly directed by OSEP and many centers intentionally collaborate with others; however, data suggest a higher level of overlap than what might be expected. This evaluation is unable to establish whether such cases are indicators of inefficiency or of complementary and coordinated services.

RESEARCH QUESTION 2

What are state needs for technical assistance and to what extent are these needs addressed by TA&D centers or other sources?

We provided state agency leads with a list of 18 topics for Part C (Infants and toddlers) and 33 topics for Part B (School age) and asked them to indicate all topics for which they had a need for technical assistance and topics for which needs for technical assistance were greatest in 2010-11. For each selected topic (e.g., disproportionality), we asked state specialists to identify particular areas of need.

- Within selected topics, the area for which state needs for technical assistance was greatest was identified as state and local capacity building, reported by 34 percent of state specialists on Part C topics and 35 percent on Part B topics.
- Financing of services and General Supervision/Monitoring were reported as one of the three topics of greatest need for technical assistance by more than 25 percent of both Part C and Part B state agency leads. Thirty-seven percent of Part C state agency leads reported that early childhood transition and 24 percent of Part B state agency leads indicated that Response to Intervention for school-age students was one of the top three areas of need for technical assistance.
- For topics designated as among their top three areas of greatest need, the percentage of state agency leads for the Part C (Infants and toddlers) and Part B (School age) programs who reported that their needs for technical assistance had been largely addressed were

60 and 55 percent, respectively. Similarly, Part C and Part B state specialists both reported that 61 percent of their needs for technical assistance across all areas of particular need had been largely addressed at the time of data collection.

RESEARCH QUESTION 3

To what extent are states satisfied with the products and services received from TA&D Program centers?

For each center from which services were received during 2010-11 (each “interaction”), state specialists indicated their overall satisfaction with the technical assistance received. Of particular interest was the extent to which satisfaction varied depending on the level of intensity of technical assistance that was received.

- Using a 4-point scale with response options ranging from very dissatisfied (1) to very satisfied (4), state specialists reported a mean level of overall satisfaction of 3.7, with 71 percent of interactions during 2010-11 rated as very satisfactory (see exhibit ES-3).
- Overall satisfaction varied to some degree by selected topic.
 - The three selected topics for which interactions most frequently received “very satisfied” ratings were early intervention services in natural environments (85 percent), early childhood transition (78 percent), and school completion/ dropout/graduation (78 percent).
 - The three selected topics for which interactions least frequently received “very satisfied” ratings were deaf-blindness (61 percent), inclusion/LRE (64 percent), and Response to Intervention (57 percent).
- On average, customers receiving the highest intensity technical assistance (frequent training and consultation) were significantly² more satisfied than those receiving lower intensity technical assistance, infrequent training and consultation, frequent web-only access, or infrequent web-only access.

² To examine the relationship between overall satisfaction and the intensity of technical assistance received, a one-way between subjects ANOVA was used to compare mean satisfaction for customers receiving technical assistance at the four levels of intensity. There was a significant effect of intensity on satisfaction for the four groups [$F(3,2096) = 66.73, p < .05$]. Post hoc comparisons showed that satisfaction for frequent training and consultation was significantly higher than for each of the other levels of intensity.

Exhibit ES-3. Overall satisfaction with technical assistance received from TA&D Program centers by technical assistance intensity, 2010-11

Intensity	Mean	Very satisfied		Somewhat satisfied		Somewhat dissatisfied		Very dissatisfied	
		N	%	N	%	N	%	N	%
Total	3.68	1,489	71	567	27	28	1	16	1
Web-only low	3.41	90	44	112	54	4	2	1	1
Web-only high	3.59	106	62	61	36	3	2	1	1
Training & consultation low	3.57	488	62	280	35	16	2	9	1
Training & consultation high	3.85	805	87	114	12	5	1	5	1

EXHIBIT READS: State specialists reported being “very satisfied” overall with the TA received or accessed during 2010-11 for 44 percent of low frequency web-only interactions with centers.

NOTE: All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Data reported by state deaf-blind project staff are excluded for ratings describing the work of their own centers. Total number of ratings across all topics is 2100.

SOURCE: State Specialist Survey – Items II-6, II-10.

Chapter 1. Study Background and Design

Under the Individuals with Disabilities Education Act (IDEA), the Technical Assistance and Dissemination (TA&D) Program is the U.S. Department of Education's (ED) primary vehicle for providing technical assistance (TA) to individuals and organizations responsible for serving children with disabilities and their families.

This National Evaluation of the TA&D Program is being conducted by ED's Institute of Education Sciences (IES). The evaluation is part of the National Assessment of IDEA,³ which was authorized under 664b of IDEA to evaluate the implementation and effectiveness of programs and services supported under the law (IDEA, P.L. 108-446). A contract to carry out the evaluation was awarded to Westat in September 2008.

This evaluation provides an independent description of the role that the TA&D Program plays in supporting state agencies in their implementation of IDEA and also a systematic survey of needs for technical assistance related to IDEA across all states. This includes examining the needs of both state agencies that focus on infants and toddlers (Part C) and those that provide services to school-age students (Part B). In addition, the evaluation provides detailed information about technical assistance accessed by state staff for 16 specific topics identified by the study team, allowing for comparisons across topics as well as in-depth understanding of technical assistance needs within topics.

History and Structure of the TA&D Program

Federally supported technical assistance to enhance the education of children and students with disabilities predates the 1979 establishment of the US Department of Education. The 1967 amendments to the Elementary and Secondary Education Act established Deaf-Blind Centers and the Regional Resource Centers, and in 1971, the Bureau of Education for the Handicapped funded the Western States Technical Assistance Resource and the Technical Assistance Development System to support demonstration projects on early childhood (Gallagher, Danaher, and Clifford 2009). Investments in technical assistance continued through the 1980s and 1990s. The Department's commitment to technical assistance to support IDEA was formalized through establishment of the TA&D Program, which assumed its current structure with the 1997 reauthorization of the law.

The TA&D Program is one of five discretionary programs funded through Part D of IDEA and administered by the Office of Special Education Programs (OSEP).⁴ As amended in 2004, IDEA provides the TA&D Program with a broad mandate, specifying that the program will provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research (IDEA, P.L. 108-446 Part D Section 663, 118 Stat. 2781). Importantly, many of the centers funded under the TA&D Program are also identified as a resource for states that are determined by the

³ *Assessment of IDEA Overview* (NCEE 2011-4026). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education.

⁴ The other IDEA Part D programs are State Personnel Development Grants (Subpart 1), Personnel Development Program (Section 662), Parent Information Centers (Sections 671-673), and Technology and Media Services (Section 674).

Department as states that “need assistance” based on their performance on the annual State Performance Plan/Annual Performance Report (SPP/APR)⁵. As shown in exhibit 1-1, TA&D funding has remained largely stable over the past 5 years.

Exhibit 1-1. Annual appropriations for the IDEA TA&D Program: FY 2008 through FY 2012 (in thousands of U.S. dollars)

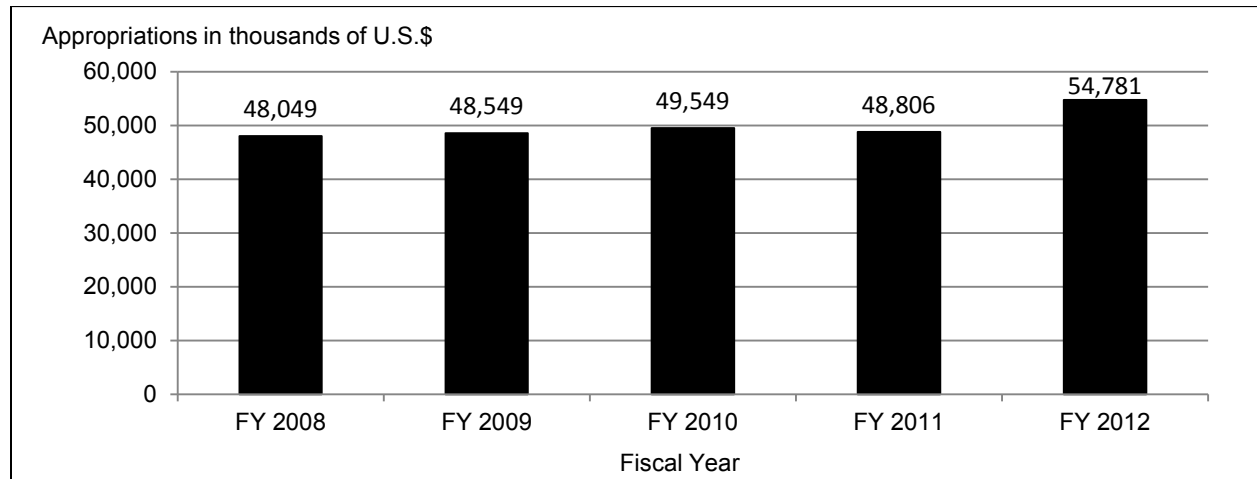


EXHIBIT READS: During FY 2008, \$48 million was appropriated for the TA&D Program.

NOTE: Values have been rounded to the nearest thousand. Dollar amounts are unadjusted for inflation.

SOURCE: U.S. Department of Education Congressional Actions Appropriations tables for FY 2008 through FY 2012, accessed via <http://www2.ed.gov/about/overview/budget/news.html>, last modified 09/14/2012.

Through the TA&D Program, OSEP awards grants in multiple subprogram areas (for example, grantees were funded in 19 subprogram areas in 2011), with grants ranging in size from \$65,000 (for the smallest state deaf-blind project) to \$1.9 million per year (for the largest national center). All funded projects provide technical assistance and dissemination services with the broad goals of ensuring that Parts B and C of IDEA are implemented effectively and that results for children with disabilities are improving. Grantees vary, however, in both structural and substantive ways, including the population served, methods of service delivery, topics of focus, type of technical assistance provided, intensity of services and activities provided, and intended outcomes. Most broadly, the grantees that were active during the evaluation timeframe can be described as belonging to one of five groups, identified in exhibit 1-2.

⁵ See appendix A for a list of Part C (Infants and toddlers) and Part B (School age) SPP Indicators.

Exhibit 1-2. Number of grantees, length of grants, and approximate funding per year, by TA&D Program grantee grouping, 2011

	Purpose	Number of grantees	Length of grant	Funding per year
Total		87		\$45,875,000
Topical/Specialty Centers	Address one topic or a broad theme of topics	17 (13 Topical/ 4 Specialty)	5 years	\$400,000 to \$3.4 million
Regional Resource Centers	Serve and support state needs within a region	6	5 years	\$1.3 million
Postsecondary Education Program	Improves transition services and education access for deaf or hard-of-hearing students	4	5 years	\$1 million
Model Demonstration Projects	Examine a specific practice in a limited number of sites	8	4 years	\$400,000
State Deaf-Blind Projects	Serve students in this population, their families, and providers within their states	52	5 years	\$65,000-\$575,000

EXHIBIT READS: There were 17 Topical and Specialty Centers each funded for 5 years, at a funding level of \$400,000 to \$3.4 million per year.

NOTE: "Approximate" funding is used because individual grant awards may vary slightly by year. At the time of evaluation, the Postsecondary Education Program (PEPNet) consisted of four regional centers, but it is now consolidated under one national center called PEPNet2.

SOURCE: OSEP Discretionary database; Data as of August 1, 2011.

In recent years, OSEP has focused its TA&D efforts toward developing the "TA&D Network." The TA&D Network consists of a group of between 40 and 50 centers plus the center responsible for coordination (called the Technical Assistance Coordination Center, or TACC).⁶ These centers are funded through different programs and are directed to coordinate their efforts to provide states and other recipients with appropriate assistance and, without duplication of efforts, work toward the goal of improved outcomes for children with disabilities and their families. All TA&D Program centers studied under the current evaluation are also members of the TA&D Network. Technical assistance centers funded through other OSEP Part D programs (e.g., Personnel Development Program, Technology and Media Services) were not assessed as part of the evaluation.⁷

⁶ The specific number of TA&D Network centers during the data collection for the evaluation was 46.

⁷ See appendix B for an illustration of the relationship between the TA&D Network, other OSEP technical assistance centers, and the centers examined in this evaluation.

Evaluation Research Questions

The specific research questions guiding the evaluation are as follows:

1. What are the primary technical assistance activities of the TA&D Program?
 - Who are the customers served by TA&D Program centers?
 - What products and services do TA&D Program centers provide and for what products does demand exceed resources?
 - What are the topics addressed by TA&D Program centers?
 - What is the intensity of the services provided by TA&D Program centers?
 - To what extent do different centers focus their efforts narrowly or broadly?
 - To what extent do different centers provide technical assistance on the same topics?
2. What are states' needs for technical assistance and to what extent are these needs addressed by TA&D program centers or other sources?
 - In which topics and areas is technical assistance most needed by states?
 - To what extent do states seek and receive technical assistance?
 - To what extent does technical assistance address needs of states?
3. To what extent are states satisfied with the products and services received from TA&D Program centers?
 - How satisfied with services are states?
 - How does satisfaction vary by topic?
 - How is satisfaction related to intensity of technical assistance?

Design of the Evaluation

The TA&D Program Evaluation was designed to assess state needs for technical assistance, state access of assistance from centers funded under the TA&D Program, and detailed information about the national TA&D Program centers that are identified as part of the TA&D Network. The focus of the evaluation was on the activities of the topical and specialty centers, Regional Resource Centers, PEPNet centers, and state deaf-blind projects. At the time of this evaluation, the model demonstration projects were being comprehensively evaluated under a separate contract from OSEP and were not included in this evaluation. More detail about the 52 state deaf-blind projects and data collected in the area of deaf-blindness is provided at the end of this chapter.

The study team gathered data for the evaluation through surveys and interviews (see appendices C through J for data collection instruments). At the state level, data collection focused on the 2010-11 school year or (for Part C) fiscal year, with survey questions asking about state needs for and receipt of technical assistance during that year only. This period was selected to allow respondents to provide data on the most recent fully completed academic or service year. We asked centers to provide descriptive data concerning their goals and activities from the beginning of their current grant, rather than for a specific year, since center activities are aligned with their funding cycle rather than a particular year and because funding cycles vary across the centers (see exhibit 1-6 for funding periods by center).

Exhibit 1-3 provides a summary of each research question, showing its purpose, the relevant data sources, and the respondents. Combined, these sources offer a multi-faceted descriptive representation of the TA&D Program.

Exhibit 1-3. Research question, purpose, data source, and respondent for the evaluation

Research question	Purpose	Data source	Respondent
1 Technical assistance activities carried out by TA&D program	Provide a systematic comparison across TA&D Program centers by obtaining detailed descriptive information of technical assistance provided	Grantee Survey and Follow-up Interview	TA&D Program Center Directors and other staff
		State Specialist Survey	Staff overseeing TA on or most knowledgeable about selected topics (“ <i>State specialists</i> ”)
2 States’ needs for technical assistance	Provide a broad perspective from the individual in the highest position in the state with regard to serving children and students under IDEA; provide comparable data on general state-level needs across states	State Agency Lead Survey	Part C Early Intervention Coordinators, Part B Special Education Directors (“ <i>State agency leads</i> ”)
		State Specialist Survey	State specialists
3 TA&D program activities, states’ needs, states’ satisfaction with services	Provide a focused assessment of the specific needs for technical assistance, technical assistance received, and satisfaction with technical assistance for 16 selected topics—where grantees are active and states have needs—from the perspective of the state-level individual working most closely in that area	State Specialist Survey	State specialists

Key Evaluation Constructs

Topics and Selected Topics

In the evaluation, we used the term *topics* to refer to a relatively comprehensive list of the areas where TA&D Program centers might focus their work and where state agency leads might have needs, such as disproportionality, Individualized Education Plans (IEPs), early childhood transition. We use the term *selected topics* to refer to a shorter list of the areas where centers are known to be active, where states are likely to have needs, and are also likely to have specialists focused on organizing the states’ work in the area.

The topic list for centers and state agency leads was developed through several steps. The study team first drew from pertinent sections of IDEA related to technical assistance, existing frameworks and surveys of technical assistance, staff assignments and staff directories on state agency websites, TA&D Program center project descriptions, and Part C (Infants and toddlers) and Part B (School aged) State Performance Plan/Annual Performance Report indicators. We compiled and reviewed topics on this list and created broader categories where overlapping topics were present. The resulting list included 18 topics for the Part C survey and 33 topics for the Part B survey.⁸

⁸ See appendix K for the topics and for additional technical detail on development of the topics.

The *selected topics* were identified from the broader list described above. Generally speaking, selected topics were ones for which (1) TA&D Program centers were known to provide support and (2) states were likely to have need for support because they reflected a focus of a State Performance Plan/Annual Performance Report Indicator. The selection process resulted in a total of 16 topics—5 related to Part C (Infants and toddlers) and 11 related to Part B (School age) (see exhibit 1-4; technical detail is provided in appendix L). Both the technical assistance topics list and selected topics were validated through review by a group of advisory panel experts and OSEP staff and were pretested with former Part C coordinators and Part B directors.

Exhibit 1-4. Selected topics for the State Specialist Surveys, by Part C (Infants and toddlers) and Part B (School age)

Selected topics for Part C (Infants and toddlers)	Selected topics for Part B (School age)
1. Child and family outcomes	1. Behavior, including positive behavioral interventions and supports
2. Early childhood transition	2. Deaf-blind
3. Early intervention services in natural environments	3. Disproportionality
4. General Supervision/Monitoring	4. Early childhood/preschool education
5. Social/emotional development and challenging behaviors	5. General Supervision/Monitoring
	6. Inclusion/Least Restrictive Environment (LRE)
	7. Procedural safeguards/dispute resolution
	8. Response to Intervention (RtI)
	9. School completion/dropout/graduation
	10. Secondary transition and post-school outcomes
	11. State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment

Need for Technical Assistance

State and local agencies are identified as the targets for receipt of technical assistance in Sec. 663 of the IDEA, where the TA&D Program is authorized. Assessing needs for technical assistance at the state level and the degree to which those needs are addressed are therefore key components of the evaluation. We examined both general and specific needs for technical assistance. First, state leads considered an extensive list of topics and identified those for which the state had any technical assistance need. Then, within the 16 selected topics, state specialists reported needs for technical assistance in particular areas. For example, for the selected topic of disproportionality, we examined needs for state and local capacity building, support related to State Performance Plan/Annual Performance Report indicators, support related to policies and procedures, and others.

Technical Assistance Intensity

Researchers studying implementation have concluded that providing more substantive, sustained technical assistance is associated with greater changes to policy, program practice, or operations (Fixsen, Blase, Horner, and Sugai 2009). Consistent with this principle, OSEP has defined three tiers of technical assistance and dissemination services: universal/general (also called “basic”), targeted/specialized, and intensive/sustained. While many centers have adopted this technical assistance structure to categorize their services, there is variability from one center to another in the particular set of services that constitute each tier of technical assistance. In addition, these terms are not well known by all customers and are subject to individual interpretation.

To avoid ambiguity but still gather critical information concerning intensity, the study team created a variable based on state specialists’ reports of the frequency (ranging from “never” to “on an ongoing basis”) with which they accessed or received the following seven types of technical assistance:

- general information from the center website;
- training materials, practice guides, or toolkits from the center website, including videos or printed materials;
- telephone consultation on a substantive issue;
- e-mail consultation on a substantive issue;
- consultation or training through web conferencing, including webinars;
- attendance at conference, workshop, or training event sponsored or organized by the center; and
- customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up.

For analytic purposes, the study team classified these seven types of technical assistance into either of two categories: “web-only” or “training and consultation.” The study team then examined the frequency with which “web-only” or “training and consultation” technical assistance was accessed or received and created an *Intensity of Technical Assistance* variable with the four levels depicted in exhibit 1-5, in order to answer Research Questions 1 and 3.⁹

Exhibit 1-5. Level of technical assistance intensity categories

Level of intensity	Description
1	Infrequent web-only contact
2	Frequent web-only contact
3	Infrequent training and consultation
4	Frequent training and consultation

NOTE: Contact with centers that was characterized as Level 3 or Level 4 could also have included accessing materials from a website. That is, states categorized as receiving infrequent or frequent training and consultation may or may not have also accessed web-based materials.

⁹ To create “infrequent” and “frequent” levels of technical assistance, scores were created which took into account how frequently each type of technical assistance was accessed. For web-only technical assistance, a total score of 6 was possible; for training and consultation, a total score of 15 was possible. A median split was used to divide each into low- and high-frequency categories. Additional technical details about the development of this variable appear in appendix M.

Satisfaction With Technical Assistance

Technical assistance can be a multifaceted endeavor. The evaluation assesses technical assistance satisfaction according to eight dimensions and overall: (1) receptiveness to requests, (2) timeliness, (3) depth of information or assistance, (4) relevance to states' specific needs, (5) understanding of state context and culture, (6) development of positive working relationships, (7) ability to translate into implementation, and (8) increase in state capacity.

Data Collection

TA&D Program Center Survey and Interview

A survey and follow-up interview were designed to gather systematic information about the TA&D Program centers.

Respondents. The evaluation team administered a survey and conducted semi-structured follow-up interviews with the project directors of all TA&D Program centers that were active as of August 1, 2011, with the exception of the state deaf-blind project centers (see below) and model demonstration projects. Basic information about centers included in the evaluation is provided in exhibit 1-6. A more detailed profile of each included center can be found in chapter 3 of this report.

Survey/Interview Content. The survey was designed to collect descriptive information about the technical assistance products and services the centers provide and the customers that they serve during their current grant cycle. Completing a fillable PDF, center directors answered questions about

- the topics that centers cover with their technical assistance and dissemination activities (see discussion of topics list above), including topics to which they allocate the most time and resources¹⁰;
- the customers that they serve or intend to serve, including those customers to which they allocate the most time and resources; and
- the technical assistance products and services that they provide, including the demand for those products and services.

Survey/Interview Content. The survey was designed to collect descriptive information about the technical assistance products and services the centers provide and the customers that they serve during their current grant cycle. Completing a fillable PDF, center directors answered questions about

- the topics that centers cover with their technical assistance and dissemination activities (see discussion of topics list above), including topics to which they allocate the most time and resources¹¹;
- the customers that they serve or intend to serve, including those customers to which they allocate the most time and resources; and
- the technical assistance products and services that they provide, including the demand for those products and services.

¹⁰The list of topics provided to grantees mirrored those provided as part of the State Agency Lead Survey.

¹¹The list of topics provided to grantees mirrored those provided as part of the State Agency Lead Survey.

Exhibit 1-6. Overview of TA&D Program centers included in the Grantee Survey/Interview data collection

Center Name	Grantee Name	Funding Period	Funding Amount
National Early Childhood Technical Assistance Center (NECTAC)	University of North Carolina – Chapel Hill	2006-12	\$17,310,386
National Center on Response to Intervention (NCRTI)	American Institutes for Research	2007-12	14,249,911
National Consortium on Deaf-Blindness (NCDB)	Western Oregon University	2006-12	12,535,000
Technical Assistance Coordination Center (TACC)	Academy for Educational Development	2008-13	7,758,031
Northeast Regional Resource Center (NERRC)	WestEd	2009-14	6,500,000
North Central Regional Resource Center (NCRRC)	University of Minnesota/Regents	2009-14	6,500,000
Mountain Plains Regional Resource Center (MPRRC)	Utah State University	2009-14	6,500,000
Western Regional Resource Center (WRRC)	University of Oregon	2009-14	6,500,000
Mid-South Regional Resource Center (MSRRC)	University of Kentucky Research Foundation	2009-14	6,500,000
Southeast Regional Resource Center (SERRC)	Auburn University at Montgomery	2010-14	6,261,159
National Secondary Transition Technical Assistance Center (NSTTAC) ¹	University of North Carolina – Charlotte	2006-12	5,196,737
Center for Positive Behavioral Interventions and Supports (PBIS)	University of Oregon	2008-13	5,099,988
IDEA Partnership	National Association of State Directors of Special Education	2008-13	5,099,984
Postsecondary Education Program Network (PEPNet) West ²	California State University – Northridge	2006-12	5,000,000
Postsecondary Education Program Network (PEPNet) Midwest ²	Saint Paul College	2006-12	5,000,000
Postsecondary Education Program Network (PEPNet) Northeast ²	Rochester Institute of Technology	2006-12	5,000,000
Postsecondary Education Program Network (PEPNet) South ²	University of Tennessee	2006-12	5,000,000
National Center on Educational Outcomes (NCEO) ³	University of Minnesota	2005-12	4,999,766
Center on State Implementation and Scaling-up of Evidence-based Practices (SISEP)	University of North Carolina – Chapel Hill	2007-12	4,994,178
National Post-School Outcomes Center (NPSO)	University of Oregon	2010-14	4,000,000
National Dissemination Center (NDC/NICHCY)	Academy for Educational Development	2008-13	3,999,996
Early Childhood Outcomes Center (ECO)	SRI International	2008-13	3,999,909
Center for Early Literacy Learning (CELL)	Orelena Hawks Puckett Institute	2006-12	3,750,668
National Dropout Prevention Center for Students with Disabilities (NDPC-SD)	Clemson University	2009-13	3,499,237
Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)	University of South Florida	2008-12	3,484,023
Project Forum	National Association of State Directors of Special Education	2005-12	2,249,970
National Center on Dispute Resolution in Special Education (CADRE)	Direction Services, Inc	2008-13	2,016,139

NOTE: Centers are listed in descending order of total funding level.

¹NSTTAC received a new 2-year grant, awarded to the University of North Carolina at Charlotte from 2012-2014 at a total level of \$3,300,000.

²The PEPNets are now funded under one grant to California State University – Northridge, awarded from 2011-2016 at a total level of \$20,000,000.

³NCEO received a new 5-year grant, awarded to the University of Minnesota from 2011-2015 at a total level of \$4,999,943.

SOURCE: Online Discretionary Grants Public Database accessed through the OSEP TA&D Network.

Survey/Interview Content. The survey was designed to collect descriptive information about the technical assistance products and services the centers provide and the customers that they serve during their current grant cycle. Completing a fillable PDF, center directors answered questions about

- the topics that centers cover with their technical assistance and dissemination activities (see discussion of topics list above), including topics to which they allocate the most time and resources¹²;
- the customers that they serve or intend to serve, including those customers to which they allocate the most time and resources; and
- the technical assistance products and services that they provide, including the demand for those products and services.

The interview was designed to clarify the centers' responses to the survey and to obtain more in-depth information about content covered and services provided by the center survey. It was semi-structured to permit some level of flexibility with regard to the diverse nature of the TA&D Program center work. Most of the questions were closed-ended, but with opportunities for the centers to expand on their answers.

Data collection process. Data collection took place from November 2011 through March 2012. Once we received a center's completed survey, we reviewed available extant data for that center in order to better focus the interviews and scheduled the phone calls. Extant data sources included center midstream briefing books and reviews, known as "3+2 reports"; center continuation reports; and center websites and materials downloadable from the website. Pairs of senior members of the evaluation team conducted the interviews with project directors and any additional staff that project directors chose to include. On average, these interviews lasted approximately 90 minutes. When necessary, a second interview time was scheduled to complete the process.

The response rate for the Grantee Survey/Interview was 100 percent, meaning all 27 of the TA&D Program centers completed both the survey and the interview as well as any follow-up interview necessary for fully complete data to be obtained.

State Agency Lead Survey

Part C Early Intervention Coordinators (Infants and toddlers) and Part B Special Education Directors (School age) (i.e., "state agency leads") are primary customer groups for TA&D Program services, and technical assistance to states was a main focus of the evaluation. Therefore, the evaluation used a survey of lead staff from state agencies, who are the individuals most likely to have the broadest perspective on state needs, to ascertain general topics for which the state needed technical assistance during 2010-11 and the topics where needs were most pressing, as well as to determine the extent to which these needs had been met.

¹²The list of topics provided to grantees mirrored those provided as part of the State Agency Lead Survey.

Respondents. Part C Early Intervention Coordinators and Part B Special Education Directors completed a web-based survey between November 2011 and January 2012. Respondents included representatives from all 50 states and the District of Columbia.¹³

Survey Content. State agency leads responded to questions about

- topics where the state agency had a need for technical assistance products or services;
- those topics where state agency needs for technical assistance products or services were the greatest;
- whether technical assistance products and services were accessed (from any technical assistance provider) for those areas where the state agency identified a need; and
- the degree to which the state agency's needs for technical assistance products or services were met.

Data collection process. We used an online web survey to collect data. Further correspondence with state agency leads occurred by e-mail and, if necessary, by phone to encourage completion. Data collection resulted in a response rate of 100 percent for the State Agency Lead Survey. In addition, all submitted surveys had a high level of item completion, with a mean item completion rate across all submitted surveys of 99 percent.

State Specialist Survey

The State Specialist Survey was used to obtain detailed information on technical assistance needs of states within selected topics, technical assistance received from specific TA&D Program centers, and satisfaction with technical assistance for technical assistance received during 2010-11. Each state specialist survey focused on 1 of the 16 selected topics (e.g., disproportionality). The same questions were asked regardless of which selected topic was the focus of the survey.

Respondents. We asked state agency leads to identify the staff member who was the most responsible for providing or overseeing technical assistance to districts or local early intervention programs for each of 16 selected topics. If no one was directly responsible for technical assistance, then the state agency lead was asked to identify the staff member most knowledgeable about that selected topic. The state agency leads could name themselves, and the same individual could be identified for more than one selected topic. These were the respondents for the State Specialist Survey.

Survey Content. Each State Specialist Survey focused on a single selected topic. Specialists responded to questions about

- particular areas of need for technical assistance (e.g., support in State Performance Plan/Annual Performance Report indicators, training, capacity building) related to the selected topic;

¹³ Data collected from the territories of Puerto Rico, the Virgin Islands, American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam are presented in appendix N. These data are not presented in the main body of the report because only general needs for technical assistance were evaluated. Due to the structure of special education departments in the territories, specific needs for technical assistance within selected topic areas were not examined.

- whether technical assistance was accessed or received (from any technical assistance provider) and how well it addressed the state agency's needs;
- the TA&D Program centers from which the state agency received technical assistance products or services and, for those centers, the types of technical assistance products or services that were received, the nature of the state agency's relationship with the center, and their satisfaction with technical assistance products or services received; and
- other sources from which the state agency received technical assistance products or services on the selected topic;

Data collection process. We used an online web survey to collect data with follow up by phone and e-mail to encourage response. For the Part B (School age) selected topics, 550 surveys were submitted (out of 561) for a response rate of 98 percent, and for the Part C (Infants and toddlers) selected topics, all 255 surveys were submitted for a response rate of 100 percent. Thus, a total of 805 surveys were submitted (out of 816) for an overall response rate of 99 percent. There was very little missing data; the mean item completion rate across all submitted surveys was 99 percent. For the Part B selected topics, 18 percent of the surveys were completed by the state agency leads, and for the Part C selected topics, 52 percent of the surveys were completed by state agency leads.

Treatment of State Deaf-Blind Projects and Deaf-Blindness

As technical assistance providers, it is important to note the ways in which data were and were not obtained about the 52 state deaf-blind projects and the topic of deaf-blindness. Specifically:

- Because of the unique mission, state-specific structure, and large number of state deaf-blind projects, the Grantee Interview and Survey were not applicable to these grantees. Thus, these grantees were not individually surveyed or interviewed as part of this evaluation. (Topical and specialty center grantees focused on deaf-blind issues, such as the National Consortium on Deaf-Blindness (NCDB), were included in the center-level data collection.)
- State deaf-blind projects were identified, however, as a source for which technical assistance may have been accessed across all 16 selected topics (including, but not limited to, deaf-blindness). Therefore, states that accessed technical assistance from a state deaf-blind project had the opportunity to provide more detailed information about the services received from that project.
- Also, deaf-blindness was a *selected topic* in this evaluation. That is, Part B Special Education Directors assigned the survey focused on this topic to the individual who was most knowledgeable or most involved with providing technical assistance in the state. Due to the unique structure of the state deaf-blind projects noted above, the projects are often awarded to the State Education Agencies. In turn, the state employee deemed most knowledgeable and most responsible for technical assistance in the state was also affiliated with the state project in 17 states.
 - In states where an individual completing the deaf-blind module was associated with the state deaf-blind project, responses to questions about their own state deaf-blind project (e.g., related to technical assistance intensity and satisfaction

with the project) were excluded from analyses to avoid a bias from reporting on their own work.

- Responses about need for technical assistance in the topic area of deaf-blindness and the extent to which those needs were met were included in all relevant analyses, since affiliation with the deaf-blind project would not create a bias.
- Similarly, responses about use of other TA&D Program centers in relation to deaf-blindness were also included in all relevant analyses, including technical assistance intensity and satisfaction with the technical assistance received from centers.

Organization of This Report

Chapter 2 of this report presents findings for the evaluation by each research question, while chapter 3 presents a profile of each of the 27 TA&D Program centers. Appendices A through P present data collection instruments and additional data tables for reference.

Chapter 2. Findings of the Evaluation

RESEARCH QUESTION 1

What are the primary technical assistance activities of the TA&D Program?

By design, the centers funded through TA&D Program vary in multiple respects. A goal of this evaluation was to systematically describe this variation in order to understand how the program functions. We used center data to describe three areas of variability: customers served, products and services provided, and topics of focus. Furthermore, we used data from the state specialist surveys to describe variation in the intensity of services centers provided to their state customers during the 2010-11 year.

In addition to the areas of variability discussed above, TA&D Program centers vary in the degree that they focus their efforts more narrowly (such as providing technical assistance on dispute resolution, secondary transition, and other specific topics) or focus their efforts more broadly (such as serving a particular population, like states in a given region or children with deaf-blindness). In designating centers in this way, the intention of the TA&D Program is that centers will provide complementary services, collaborate with other TA&D efforts, and leverage the resources of the program. As a result, it is possible that different centers may be providing technical assistance on the same topics. In some situations, this may be by design. In other situations, it may be evidence of duplication of effort. While the data collection methods of this evaluation could not distinguish collaboration from areas of unnecessary overlap, we used data from the state specialist survey to point toward potential areas where overlap may occur.

Customers served by TA&D Program centers

TA&D Program centers serve a wide range of types of customers at different levels, including national organizations, state departments and their staff, local education agencies, teachers, families, and even children and students directly, in some cases. In order to better understand where services are most concentrated, centers were asked to indicate both all types of customers to which they provide services and the three types of customers that receive their greatest time and financial resources (i.e., primary customers). As shown in exhibit 2-1, all 27 TA&D Program centers serve *staff of state education agencies* and 59 percent serve *staff of state Early Intervention (EI)/Part C Lead Agencies*. Four other types of customers were served by two-thirds or more of centers: *organizations providing technical assistance or training*¹⁴; *institutes of higher education (IHE) staff, students or researchers*; *parents/families or parent-family organizations*; and *local or regional staff (Part B)*.

¹⁴ *Organizations providing technical assistance or training* is a category that includes (1) other technical assistance networks, assistance centers, projects or providers; (2) staff of national family and consumer organizations; and (3) professional development coordinators.

Exhibit 2-1. Percentage of TA&D Program centers directly serving each customer type

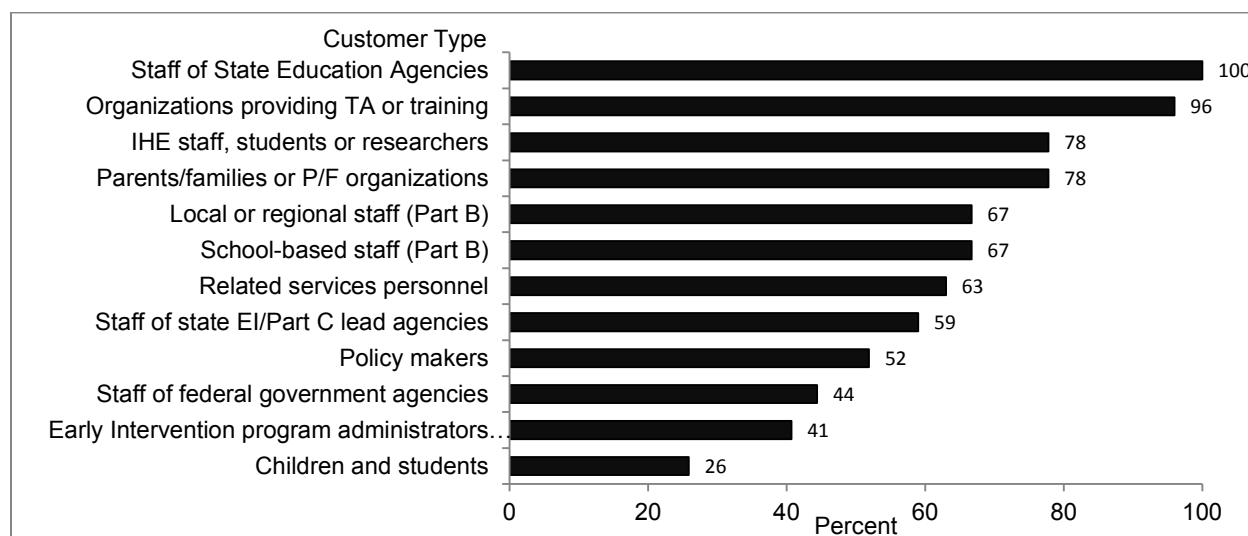


EXHIBIT READS: 100 percent of TA&D Program centers reported State Education Agencies as a type of customer receiving technical assistance products and services.

NOTE: Total number of centers=27. State deaf-blind grantees did not provide data for this table.

SOURCE: Grantee Survey – Item I-3.

With regard to customers that receive centers’ greatest time and financial resources (i.e., top customers), 74 percent of the centers identified *staff of SEAs* and 37 percent of centers identified *staff of state EI/Part C lead agencies*. Almost half the centers (48 percent) indicated that *organizations providing technical assistance or training* were top customers (see exhibit 2-2).

Exhibit 2-2. Percentage of TA&D Program centers reporting each customer type as among their top three in receipt of time and financial resources

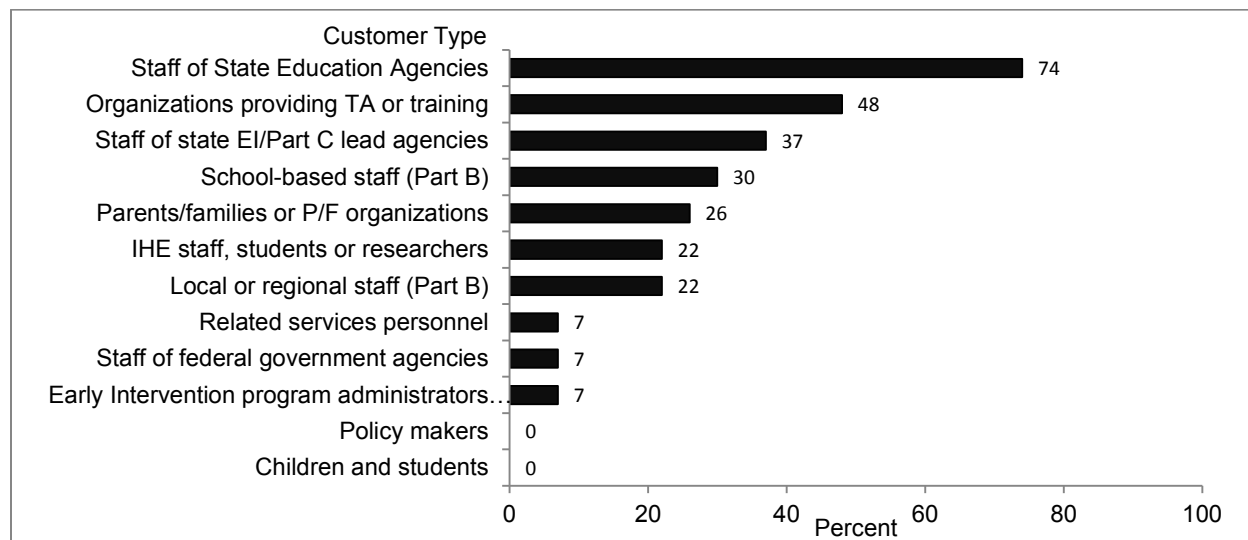


EXHIBIT READS: 74 percent of TA&D Program centers reported that State Education Agencies were among their top three highest resource customers.

NOTE: Total number of centers=27. State deaf-blind grantees did not provide data for this table.

SOURCE: Grantee Survey – Item I-4.

Products and services provided by TA&D Program centers

There are a variety of types of products and services provided by centers, such as downloadable materials on the website; producing practice guides, toolkits, newsletters and briefs; conducting trainings; presenting at meetings; facilitating listserves and communities of practice; and providing consultation of different types. To describe the products and services provided by centers and allow comparisons across centers, centers were asked to indicate which of 17 different ways they provide technical assistance. All centers reported providing *answers to questions (e.g., by e-mail or phone)*, and all centers reported providing *webinars, webcasts and web-based programs*. Ten different products and services were reported to be provided by 80 percent or more of the centers (see exhibit 2-3). A type of technical assistance less frequently reported was *consultation on model demonstration sites*, provided by 41 percent of centers.

Exhibit 2-3. Technical assistance products and services provided by centers

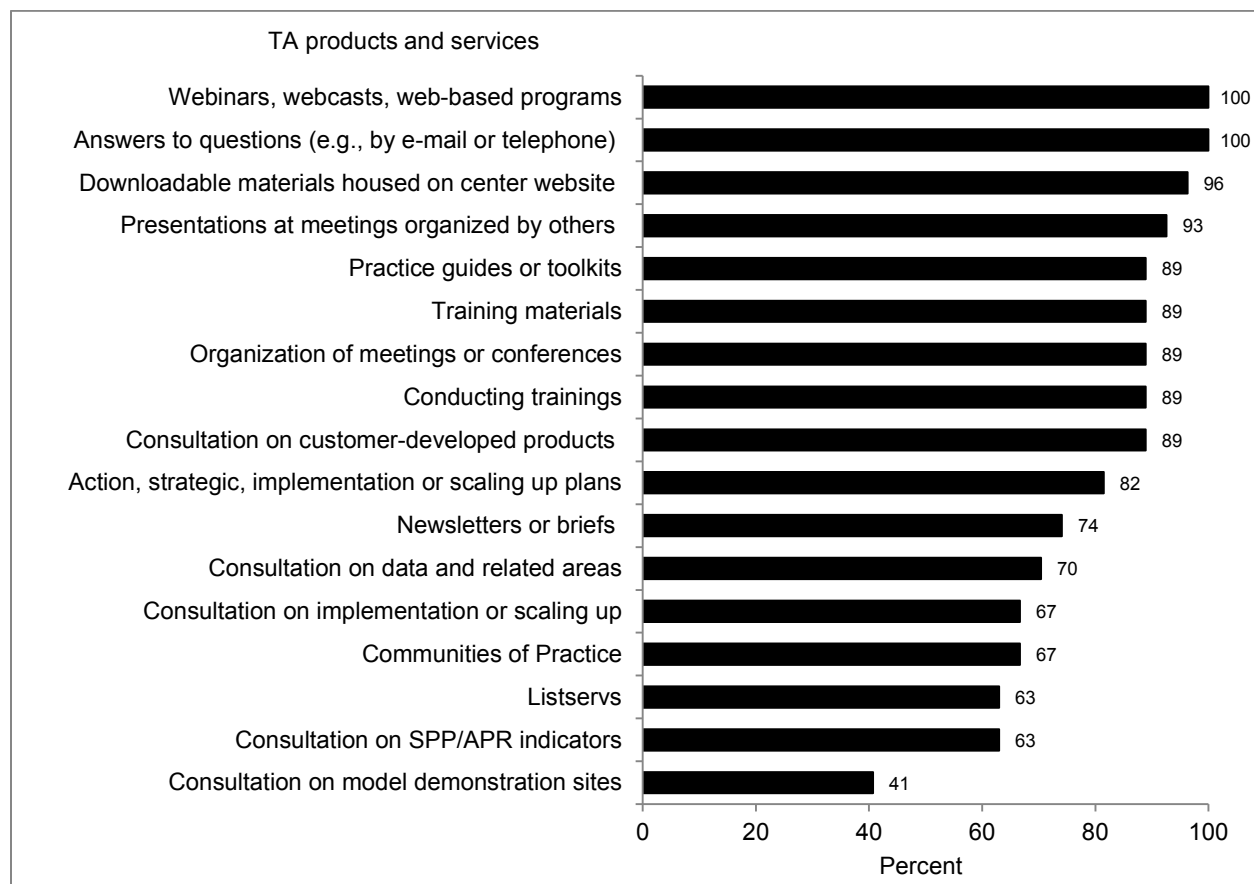


EXHIBIT READS: 100 percent of TA&D Program centers report webinars, webcasts, or web-based programs as one of the technical assistance products and services provided to customers.

NOTE: Total number of centers=27. State deaf-blind grantees did not provide data for this table.

SOURCE: Grantee Survey – Item I-8.

Centers were also asked to indicate the products and services for which customers' demands exceed the centers' resources to better understand areas where centers could provide more technical assistance if they had greater capacity. *Conducting trainings* (i.e., workshops, workgroups, seminars, symposia, institutes, forums) was identified as the type of technical assistance for which demand most exceeded resources, indicated as such by 59 percent of the centers. A second area where demand was reported to be greater than resources was *presentations at meetings organized by others* (44 percent) (see exhibit 2-4).

Exhibit 2-4. Technical assistance products and services for which demand exceeds center resources

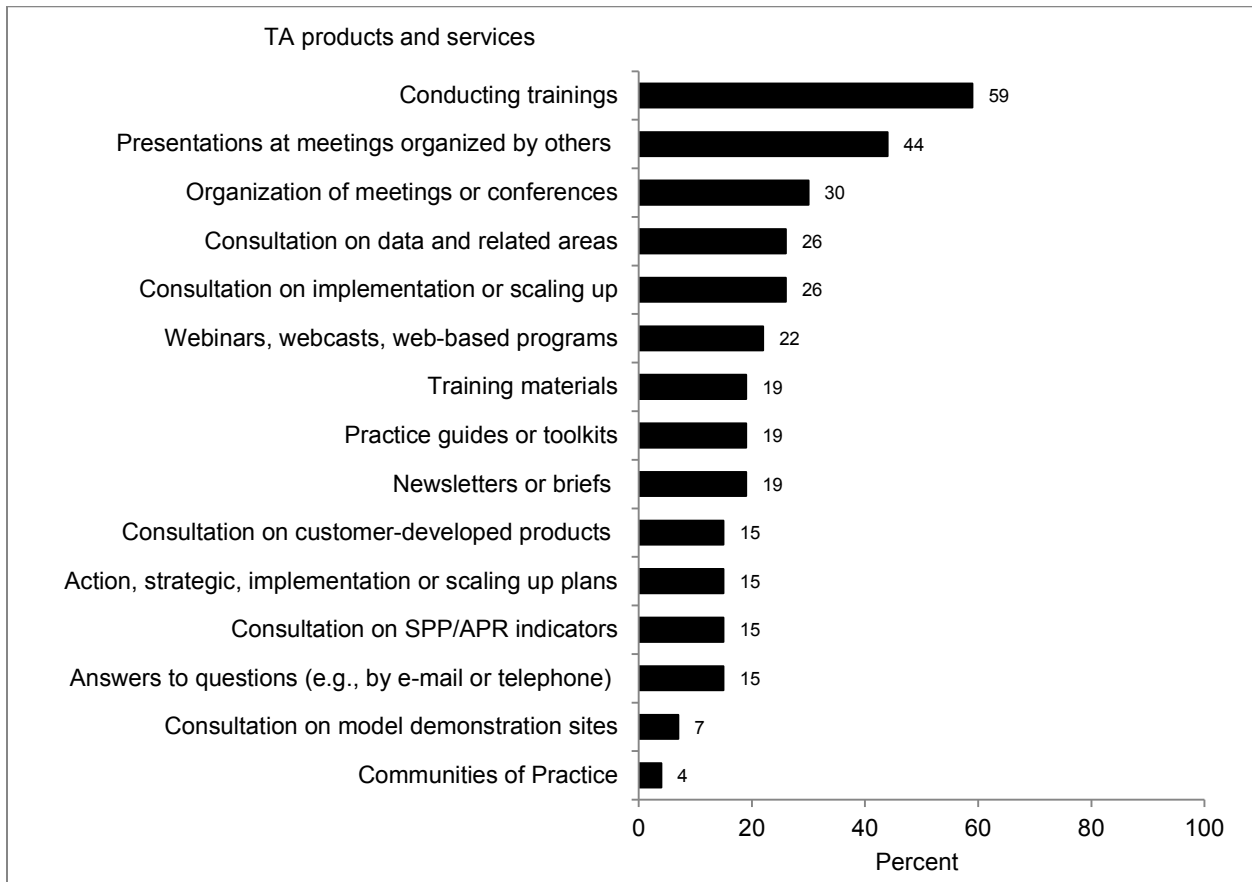


EXHIBIT READS: 59 percent of TA&D Program centers reported that conducting trainings is an area where demand exceeds center resources.

NOTE: The question of whether demand exceeds resources was not asked for downloadable materials and listserves. Total number of centers=27. State deaf-blind grantees did not provide data for this table. SOURCE: Grantee Interview – Item II-8.

Topics addressed by TA&D Program centers

TA&D Program centers are designed to cover different aspects of IDEA and areas where customers may need assistance, thus representing a range of topics of focus. Centers were asked to indicate, from a list of 37 topics that mirrored those presented to the state agency leads (when they were asked to report on areas of need), all the topics on which they provide any technical assistance products or services. The highest number of centers provide technical assistance on the topic of *parent and family involvement* (85 percent), followed by *data systems and use of data for improvement* (67 percent), *secondary transition and post-school outcomes* (59 percent), *IEPs/Individualized Family Service Plans (IFSPs)* (59 percent), and *interagency coordination* (59 percent). The topic areas on which the smallest percentage of centers reported providing technical assistance products and services included *young children at risk* (22 percent); *English as a second language/English language learners* (ESL/ELL, 22 percent); and *science, technology, engineering, and mathematics* (STEM, 15 percent) (see exhibit 2-5). In addition, 56 percent of centers identified one or more “other” topics (i.e., topics not presented on the list) for which they provide technical assistance (see appendix O-1).

To gain a better understanding of which topic areas are of primary focus, centers were also asked to identify up to three topics on which they devote their greatest time and financial resources. The topic areas specifically noted by the greatest percentage of centers include *data systems or use of data for improvement* (33 percent), *secondary transition and post-school outcomes* (26 percent), and *General Supervision/Monitoring* (22 percent) (see exhibit 2-5).

Exhibit 2-5. Topic areas on which TA&D Program centers provide technical assistance products and services and topic areas to which centers dedicate greatest time and financial resources

TA topic area	Centers providing any technical assistance on these topics		Centers for whom topic is one of top three in terms of time and financial resources	
	N	%	N	%
Parent and family involvement	23	85	3	11
Data systems or use of data for improvement	18	67	9	33
Secondary transition and post-school outcomes	16	59	7	26
Individual Education Program or Individualized Family Service Plan (IEP, IFSP)	16	59	2	7
Interagency coordination	16	59	2	7
IDEA special education and early intervention laws, policies, and regulations	15	56	4	15
Child and family outcomes	15	56	2	7
Student performance/ achievement	15	56	2	7
School completion/ dropout/ graduation	15	56	1	4
Low-incidence disabilities	14	52	3	11
Disproportionality	13	48	2	7
State/local assessment systems, including accommodations, modified standards and alternate assessment	13	48	2	7
Early childhood transition	12	44	3	11
Social/emotional development	12	44	0	0
Assistive technology	11	41	3	11
Dispute resolution/procedural safeguards	11	41	1	4
Early intervention services in natural environments	11	41	0	0
Other disability-specific information	11	41	0	0
General Supervision/Monitoring	10	37	6	22
Behavior, including positive behavioral support (PBS)	10	37	2	7
Inclusion and least restrictive environment (LRE) (preschool, 3-5)	10	37	2	7
Response to Intervention (school age, 6-22)	10	37	1	4
Standards-based curriculum and instruction	10	37	0	0
Inclusion and LRE (Part B school age, 6-22)	9	33	1	4
Financing for special education or financing of services for Part C	8	30	2	7
Autism	8	30	0	0
Discipline	8	30	0	0
Identification (Child Find, screening, assessment)	8	30	0	0
Personnel recruitment/certification/licensure	8	30	0	0
Response to Intervention (preschool, 3-5)	8	30	0	0
Deaf-blind	7	26	1	4
Coordinated Early Intervening Services (CEIS)	7	26	0	0
Reading/early literacy (preschool, 3-5)	7	26	0	0
Reading/literacy (school age, 6-22)	7	26	0	0
English as second language/English language learner and special education	6	22	0	0
Young children at risk	6	22	0	0
Writing	4	15	0	0
Science, Technology, Engineering, or Mathematics (STEM)	2	7	0	0
Other	15	56	7	26

EXHIBIT READS: Twenty-five TA&D Program centers (85 percent) reported providing TA in parent and family involvement. Three centers (11 percent) reported that parent and family involvement is one of their top three greatest areas of focus.

NOTE: Topics are listed in descending order of frequency. State deaf-blind grantees did not provide data for this table.

SOURCE: Grantee Survey – Items I-1, I-2.

Intensity of technical assistance products and services provided by TA&D Program centers

As described in the previous chapter, we used responses provided by state specialists to create four categories of technical assistance intensity: infrequent web-only contact (Level 1 TA), frequent web-only contact (Level 2 TA), infrequent training and consultation (Level 3 TA), and frequent training and consultation or “high intensity” technical assistance (Level 4 TA). Creating this variable allows us to examine center activity more closely, particularly in light of evidence that providing more substantive, sustained technical assistance is associated with greater changes to policy, program practice, or operations (Fixsen et al. 2009).

The term *interaction* is used to indicate use of a center by a state specialist for a selected topic. For each selected topic, state specialists indicated all TA&D Program centers from which they accessed or received technical assistance during 2010-11. For example, a state may have received technical assistance on the topic of disproportionality from three different centers during that year: Each of these three is designated as an *interaction*.

In this section, we describe the intensity of technical assistance provided by centers across all interactions reported for each individual center. Of all the interactions reported, a large percent (82 percent) can be characterized as including either infrequent (38 percent) or frequent (44 percent) training and consultation (see exhibit 2-6).

Exhibit 2-6. Interactions between state specialists and TA&D Program centers by level of technical assistance intensity, 2010-11

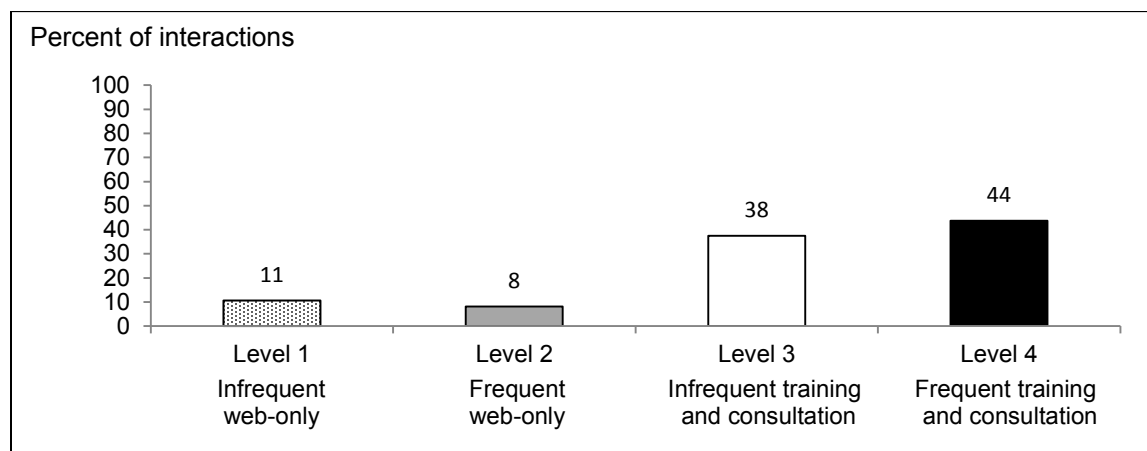


EXHIBIT READS: Ten percent of state specialists interactions with TA&D Program centers consisted of infrequent web-only contact.

NOTE: Total number of interactions is 2,124. Data for state deaf-blind projects are included in this table but responses are excluded for interactions where the state education agency-level respondent was actually an employee of the state-deaf blind project on which they were reporting. Total percentage of interactions sums to above 100 due to rounding.

SOURCE: State Specialist Survey– Item II-6.

The majority of centers (78 percent) provided technical assistance products and services across all four technical assistance intensity categories (see exhibit 2-7). However, this does vary depending by TA&D Program center. When looking at the technical assistance provided by individual centers, the percentage of interactions between states and centers that consisted of high- intensity technical assistance (i.e., involved frequent training and consultation) ranged from:

- 29 percent to 67 percent for the topical centers (Center for Early Literacy Learning (CELL) and National Consortium on Deaf-Blindness (NCDB), respectively);
- 4 percent to 31 percent for the specialty centers (National Dissemination Center (NDC/NICHY) and IDEA Partnership, respectively);
- 45 percent to 58 percent for the Regional Resource Centers (Northeast RRC and Mid-South RRC, respectively); and
- 8 to 67 percent for the PEPNets (Postsecondary Education Programs South and Midwest, respectively).

Exhibit 2-7. Percent of interactions between state specialists and TA&D Program centers at each level of technical assistance intensity, by center, 2010-11

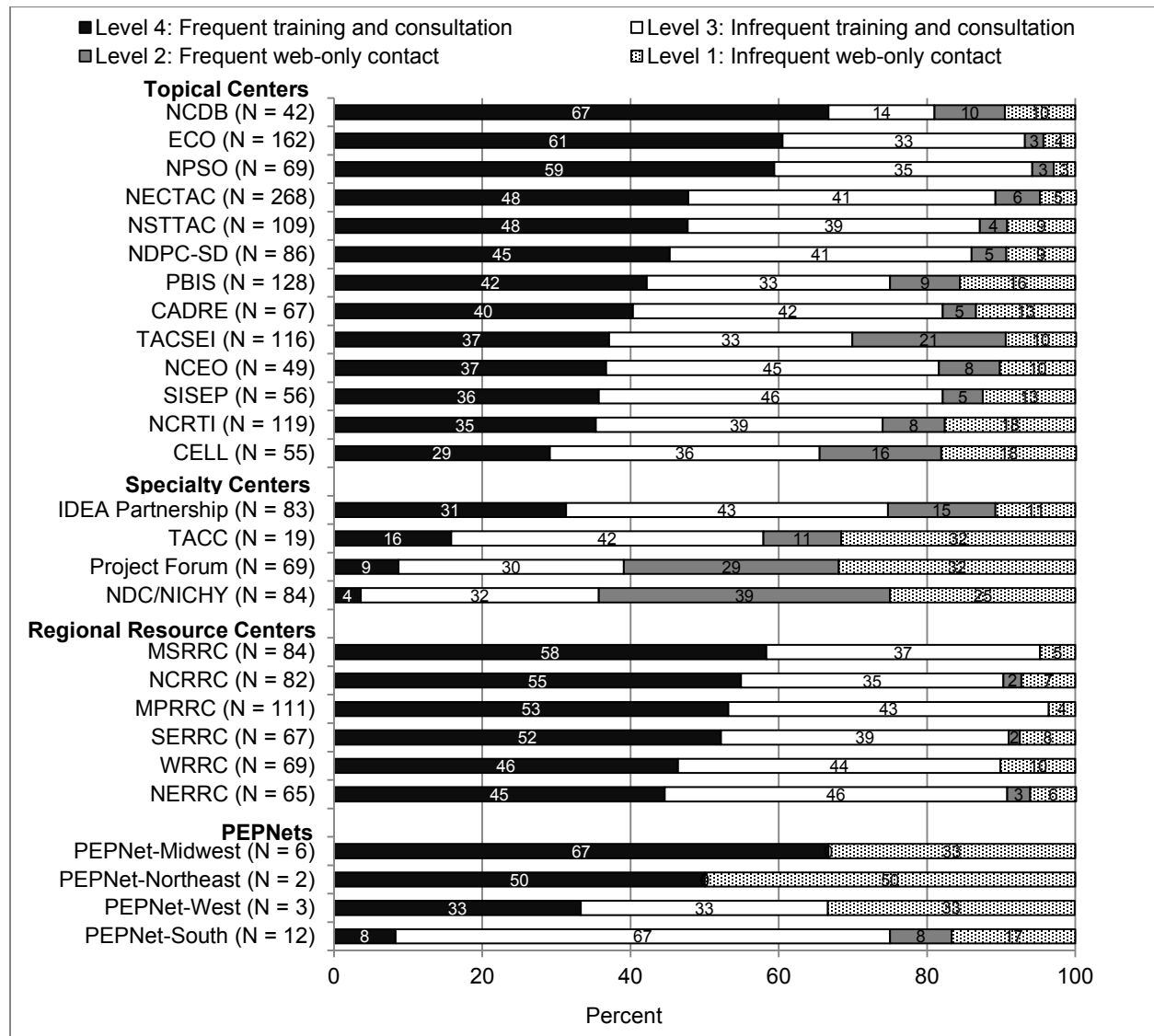


EXHIBIT READS: Sixty-seven percent of the 42 interactions received by states from NCDB consisted of high-intensity technical assistance.

NOTE: Total number of interactions is 2,082. Ns in the table refer to the number of interactions with the center reported across states. Data from state deaf-blind projects are excluded from this table. NCDB - National Consortium on Deaf-Blindness; ECO - Early Childhood Outcomes Center; NPSO - National Post-School Outcomes Center; NECTAC - National Early Childhood Technical Assistance Center; NSTTAC - National Secondary Transition Technical Assistance Center; NDPC-SD - National Dropout Prevention Center for Students with Disabilities; PBIS - Center for Positive Behavioral Interventions and Supports; CADRE - National Center on Dispute Resolution in Special Education; TACSEI - Technical Assistance Center on Social Emotional Intervention for Young Children; NCEO - National Center on Educational Outcomes; SISEP - Center on State Implementation and Scaling-up of Evidence-based Practices; NCRTI - National Center on Response to Intervention; CELL - Center for Early Literacy Learning; TACC - Technical Assistance Coordination Center; NDC/NICHY - National Dissemination Center; MSRRC - Mid-South Regional Resource Center; NCRRC - North Central Regional Resource Center; MPRRC - Mountain Plains Regional Resource Center; SERRC - Southeast Regional Resource Center; WRRC - Western Regional Resource Center; NERRC - Northeast Regional Resource Center; PEPNet - Postsecondary Education Programs. Appendix M provides more information on how TA intensity was measured.

SOURCE: State Specialist Survey – Item II-6.

Extent to which TA&D Program centers focus their efforts

TA&D Program centers vary in the degree that they are designed to focus their efforts more narrowly (such as providing technical assistance on dispute resolution, secondary transition and other specific topics) or focus their efforts more broadly (such as serving a particular population, like states in a given region or children with deaf-blindness). Brief descriptions of the focus of each center are provided in the Center Profiles in Chapter 3. The intention of the TA&D Program is that all centers will provide complementary services, collaborate with other TA&D efforts, and leverage the resources of the program. In the evaluation, we first examined the extent to which centers focus their efforts broadly or narrowly based on reports by state specialists. We did so by examining the number of selected topics for which state specialists reported interactions with each center at any level of intensity, and reported interactions with each center that consisted of high intensity TA. For example, for how many of the 16 selected topics was any technical assistance received from the National Center for Deaf Blindness (NCDB), and for how many topics was technical assistance of a high intensity received from this center?

On average, centers provided technical assistance on 12 of the 16 selected topics. As indicated by the top bars in exhibit 2-8, some centers provided technical assistance on all of these 16 topics (IDEA Partnership, Mountain Plains Regional Resource Center, Southeast Regional Resource Center, and North Central Regional Resource Center) whereas others were reported to provide technical assistance on fewer (the Postsecondary Education Programs). Because these data reflect any level of technical assistance, including a simple visit to a website, we examined whether centers were also reported to provide high intensity technical assistance on multiple topics. The lower bars in exhibit 2-8 illustrate that all centers, except three of the Postsecondary Education Programs (PEPNets), were also reported to provide high intensity technical assistance on multiple topics. This includes not only the Regional Resource Centers— which, on average, provide technical assistance on 14 topics and where such findings might be expected— but also many centers that have a more narrow focus, such as the Early Childhood Outcomes Center (ECO, 11 topics; the Technical Assistance Center for Social Emotional Interventions for Young Children (TACSEI, 10 topics), and the National Secondary Transition Technical Assistance Center (NSTTAC, 8 topics). Appendix O-2 provides detail on which centers provide technical assistance on each of the 16 selected topics. The profiles in chapter 3 provide a description of each center along with the number of states that reported receiving technical assistance in each of the selected topics and the topics of primary technical assistance focus as reported by the center.

Exhibit 2-8. Number of selected topics on which technical assistance of any intensity and of the highest intensity was received by each TA&D Program center, 2010-11

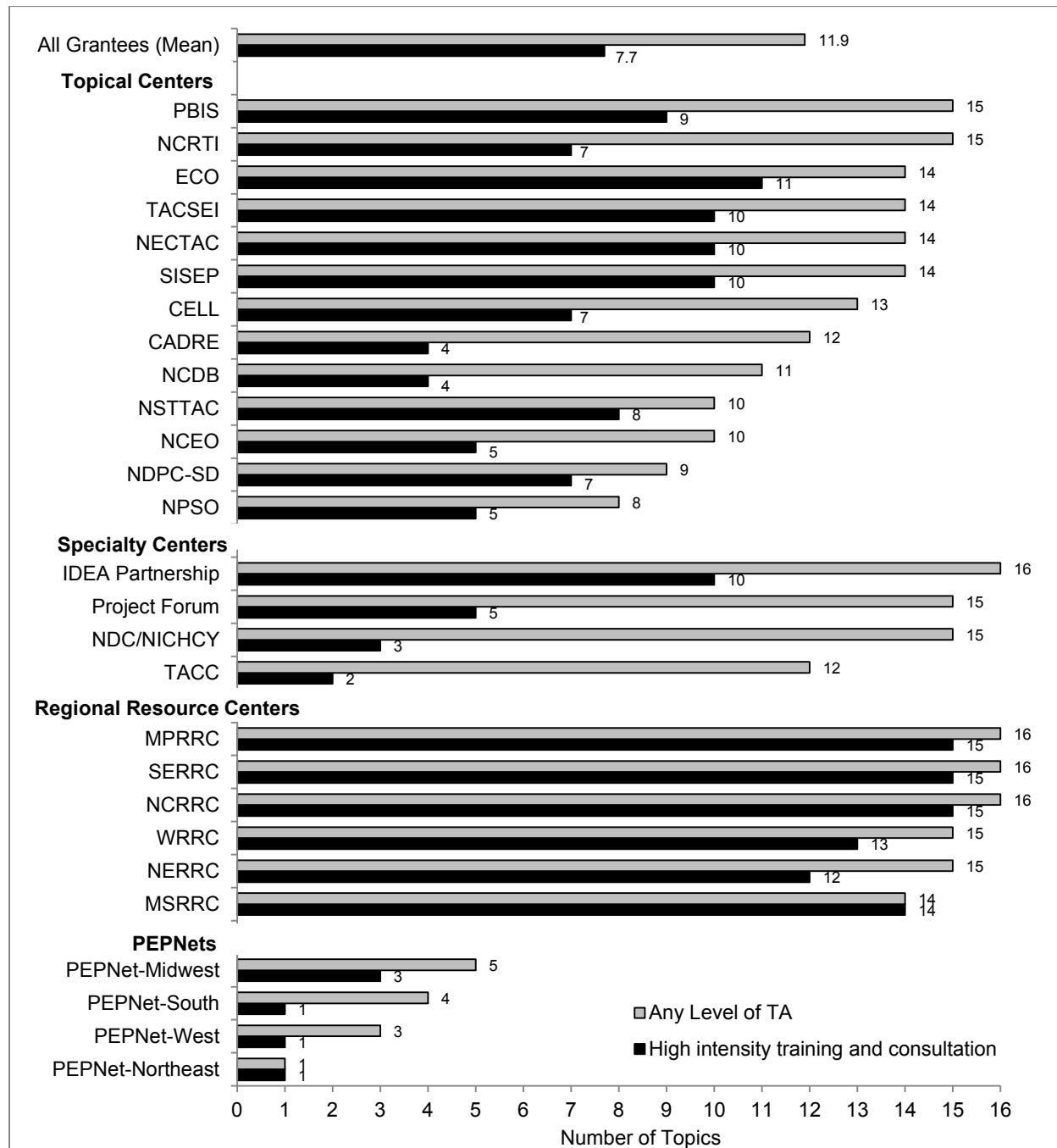


EXHIBIT READS: State specialists reported accessing or receiving TA on 15 topics from the PBIS Center during 2010-11 and accessing or receiving frequent training and consultation on 9 topics from the PBIS Center.

NOTE: Total number of topics=16. Centers are listed in descending order of number of topics, within type of center. Data from state deaf-blind projects are excluded from this table. PBIS - Center for Positive Behavioral Interventions and Supports; NCRTI - National Center on Response to Intervention; ECO - Early Childhood Outcomes Center; TACSEI - Technical Assistance Center on Social Emotional Intervention for Young Children; NECTAC - National Early Childhood Technical Assistance Center; SISEP - Center on State Implementation and Scaling-up of Evidence-based Practices; CELL - Center for Early Literacy Learning; CADRE - National Center on Dispute Resolution in Special Education; NCDB - National Consortium on Deaf-Blindness; NSTTAC - National Secondary Transition Technical Assistance Center; NCEO - National Center on Educational Outcomes; NDPC-SD - National Dropout Prevention Center for Students with Disabilities; NPSO - National Post-School Outcomes Center; NDC/NICHY - National Dissemination Center; TACC - Technical Assistance Coordination Center; MPRRC - Mountain Plains Regional Resource Center; SERRC - Southeast Regional Resource Center; NCRRC - North Central Regional Resource Center; WRRC - Western Regional Resource Center; NERRC - Northeast Regional Resource Center; MSRRC - Mid-South Regional Resource Center; PEPNet - Postsecondary Education Programs.

SOURCE: State Specialist Survey – Item II-5.

Extent to which different TA&D Program centers provide technical assistance on the same topics

The previous section described how nearly all TA&D Program centers are providing technical assistance products and services on multiple topics. We next examined the extent to which different TA&D Program centers may provide technical assistance on the *same* selected topics in order to understand whether overlap in services may occur. For example, we know that some centers are intended to focus on specific topics, such as dispute resolution and school completion (see chapter 3). How many centers across the program provide high intensity technical assistance on these and other selected topics? For 81 percent of the selected topics, high intensity technical assistance was provided by 10 or more different centers. For the topics of *behavior, including PBS; General Supervision/Monitoring (Part B); and inclusion/LRE*, high intensity technical assistance was provided by 20 or more different centers (see exhibit 2-9).

Exhibit 2-9. Number of unique TA&D Program centers that provided high intensity technical assistance (Level 4 TA) on each selected topic, 2010-11

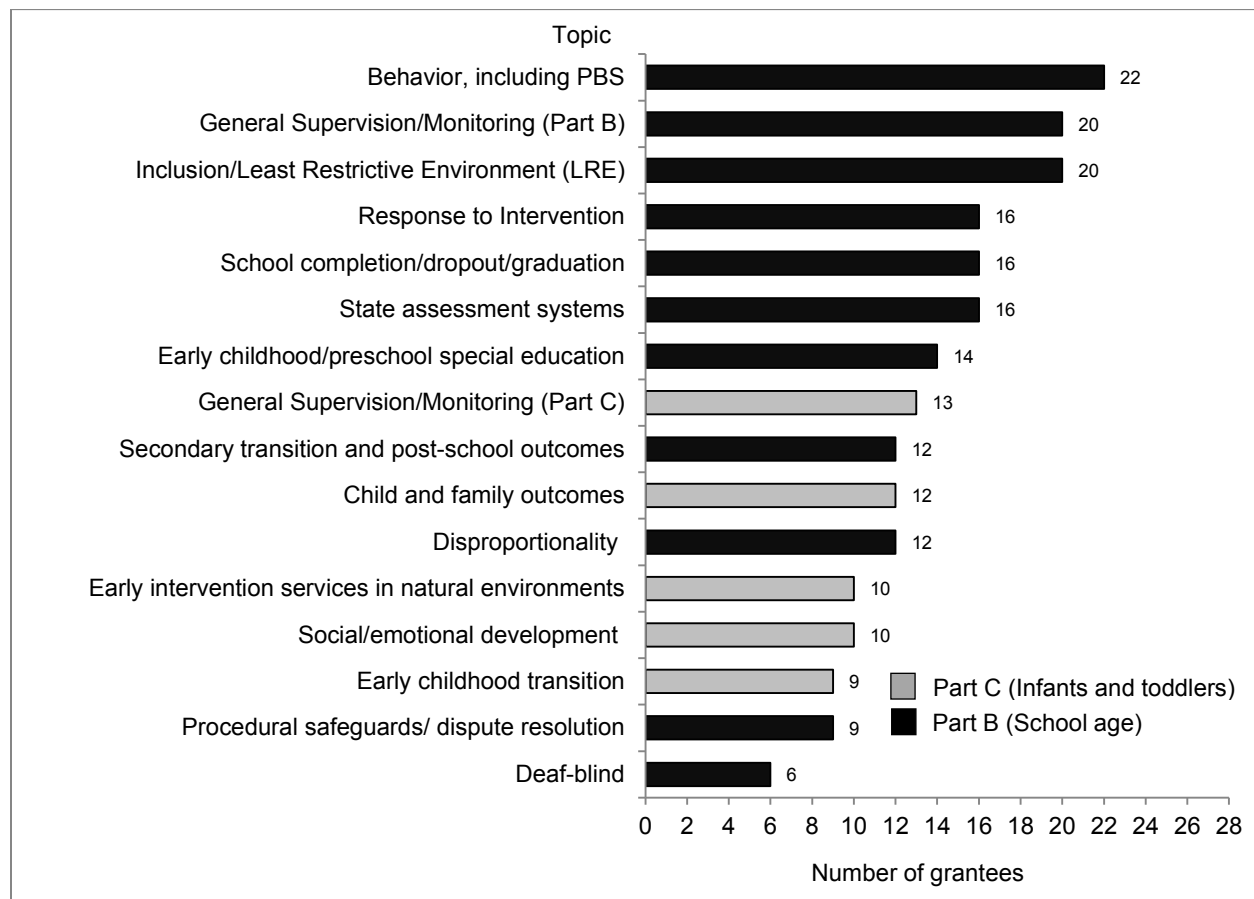


EXHIBIT READS: 22 TA&D Program centers were reported to provide high intensity technical assistance in the area of behavior, including PBIS.

NOTE: Total number of centers represented includes the 27 TA&D Program centers and the state deaf-blind projects, collapsed across states. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Topics are listed in descending order of frequency.

SOURCE: State Specialist Survey – Item II-6.

For the data presented in exhibit 2-9 and the subsequent two exhibits (exhibits 2-10 and 2-11), we treat the 52 state deaf-blind projects as one “unique TA&D program center” (i.e., as a single unit) because each state specialist was only able to indicate whether high intensity technical assistance was received from his/her own state’s deaf-blind project for each of the selected topics. For example, exhibit 2-9 shows that six centers were identified as providing high intensity technical assistance on the topic of deaf-blindness. As shown in Appendix O-2, NCDB was one of these six centers, and TACC, MPRRC, PEPNet Midwest, and PEPNet Northeast also provided high intensity technical assistance on the topic of deaf blindness. The sixth center represented in Exhibit 2-9 is any of the state-specific deaf-blind projects.

Last, to understand the extent to which centers overlap in the focus of the services provided, whether intentionally or not, we examined whether high intensity technical assistance was received by individual states from multiple centers on the *same* selected topic. Five states received high intensity technical assistance on any single topic from only one center. Exhibit 2-10 shows that most states received high intensity technical assistance from multiple centers. As shown, 46 states received high intensity technical assistance on the same topic from two different centers; 42 states received high intensity technical assistance on the same topic from three different centers; and 30 states received high intensity technical assistance on the same topic from four different centers. More notably, 14 states received high intensity technical assistance on the same topic from 5 different centers, 10 states from 6 different centers, 7 states from 7 different centers, 3 states from 8 centers, and one state received high intensity technical assistance from 11 different centers on the same selected topic. Exhibit 2-11 provides these same data by selected topic.

Exhibit 2-10. Number of states receiving high intensity technical assistance (Level 4 TA) from multiple TA&D Program centers on the same selected topic, 2010-11

Number of states	Number of centers reported by state specialists to provide high-intensity technical assistance on the same selected topic
46	2
42	3
30	4
14	5
10	6
7	7
3	8
1	11

EXHIBIT READS: 46 states received high intensity (Level 4 TA) on the same topic from two different centers.

NOTE: Total number of centers represented include the 27 TA&D Program centers and the state deaf-blind projects, collapsed across individual state projects. Total number of topics=16. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project.

SOURCE: State Specialist Survey – Items II-6, II-10.

Exhibit 2-11. Number of states receiving high intensity technical assistance (Level 4 TA) from no centers, only one center, and from multiple TA&D Program centers, by selected topic, 2010-11

	Number of centers from which state specialists report to receive high intensity technical assistance on the same selected topic									
	0	1	2	3	4	5	6	7	8	11
Part C selected topics										
Child and family outcomes	16	14	21	11	3	1	0	0	0	0
General Supervision/Monitoring	18	12	21	9	4	1	0	0	0	0
Early childhood transition	23	15	13	2	0	0	0	0	0	0
Early intervention services in natural environments	33	7	11	5	2	1	0	0	0	0
Social/emotional development and challenging behaviors	33	12	6	2	1	0	0	0	0	0
Part B selected topics										
Early childhood/preschool special education	9	10	31	21	9	1	1	1	0	0
Secondary transition & post-school outcomes	13	13	24	14	4	2	1	0	0	0
School completion/ dropout/ graduation	21	12	17	10	7	4	3	2	0	0
Behavior, including positive behavior supports	17	16	17	8	6	5	1	1	1	1
Response to Intervention	20	14	16	9	6	1	0	0	0	0
Inclusion/LRE	29	8	13	9	7	3	2	0	0	0
General Supervision/Monitoring	16	22	12	9	7	6	5	3	2	0
State assessment systems	25	16	9	4	1	1	1	1	0	0
Procedural safeguards/dispute resolution	25	16	9	3	0	0	0	0	0	0
Deaf-blind	20	21	9	1	1	0	0	0	0	0
Disproportionality	23	24	3	2	2	0	0	0	0	0

EXHIBIT READS: On the selected topic of child and family outcomes during 2010-11, 16 states received no high intensity technical assistance, and 14 states received this level of technical assistance from only one center. Twenty-one states received high intensity technical assistance on the topic of child and family outcomes from two different centers.

NOTE: Deaf-blind state projects are included in this table. Total number of centers represented include the 27 TA&D Program centers and the state deaf-blind projects, collapsed across individual state projects.

SOURCE: State Specialist Survey – Items II-6, II-10.

Responses from state specialists presented above make it clear that many TA&D Program centers provide technical assistance on similar topics. Moreover, some cases of center overlap included provision of high intensity technical assistance on the same topic within the same state, as shown in exhibit 2-8. In some cases, this overlap is explicitly directed by OSEP in the Request for Applications that centers respond to when proposing to lead a center,¹⁵ and this overlap is facilitated by TACC. For example, the three centers with a focus on transition-aged youth (the National Post School Outcomes Center, National Dropout Prevention Center for Students with Disabilities, and National Secondary Transition Technical Assistance Center) consistently work together within a state. Similarly, the Early Childhood Outcomes Center and National Early Childhood Technical Assistance Center share staff who, in effect, represent both

¹⁵ As stated in the *Federal Register*: “Communicate and collaborate, on an ongoing basis, with OSEP-funded projects including the National Secondary Transition Technical Assistance Center, the National Postsecondary Outcomes Center, the National High School Center, the Regional Resource Centers, and the National and Regional Parent Technical Assistance Centers. This collaboration could include the joint development of products, the coordination of TA services, and the planning and carrying out of TA meetings and events.” <https://www.federalregister.gov/articles/2008/06/23/E8-14123/office-of-special-education-and-rehabilitative-services-overview-information-technical-assistance#h-2>.

centers when they work with a state. Based on the interviews with grantees, we are aware that some centers working simultaneously in a state on the same topic are focused on different aspects of that topic. For example, one center may be focusing on helping a state refine data collection procedures for a State Performance Plan/Annual Performance Report indicator related to Least Restrictive Environment placement, whereas another center may be facilitating a training workshop for general education teachers, and still another may be working with the state to align policies between the state and local levels.

At the same time, data from the state specialists suggest an even higher level of overlap than what might be expected from these explanations. In 14 states, five different TA&D Program centers were providing high intensity technical assistance on the same selected topic during the same time period (2010-11). It is possible that some of these cases of overlap may represent a duplication of effort or may imply a lack of coordination. This evaluation is unable to establish whether such cases are indicators of inefficiency or of complementary or coordinated services.

RESEARCH QUESTION 2

What are state needs for technical assistance and to what extent are these needs addressed?

State and local agencies are identified in the IDEA regulations as a target population for receipt of technical assistance through the TA&D Program and, as confirmed through this evaluation, are a primary customer group served by centers (see exhibits 2-1 and 2-2). Assessing needs for technical assistance at the state level and the degree to which they are addressed is therefore a key component of the evaluation. At the state level, we assessed the need for technical assistance in broad topics (e.g., disproportionality, IEPs/IFSPs, early childhood transition), providing an understanding of the topics for which there may be needs from the perspective of the individual overseeing all special education and early intervention services for the state. Regardless of the topic, technical assistance can focus on particular areas, such as state and local capacity building or support related to State Performance Plan/Annual Performance Report indicators or to policies and procedures. Within selected topics, we assessed the need for technical assistance in particular areas by surveying state specialists most responsible for providing or overseeing technical assistance on those topics.

State needs for technical assistance in different topics

We provided state agency leads with the full list of topics described in Chapter 1 (18 topics for Part C and 33 topics for Part B (School aged)) and asked them to indicate all topics for which they had a need for technical assistance. Exhibit 2-12 lists the Part C and Part B topics for which at least half the state agency leads reported a need for technical assistance during 2010-11. The topic of *Autism*, for example, was a topic for which 61 percent of the state agency leads in Part C and 57 percent of state agency leads in Part B reported a need for technical assistance in 2010-11. Appendices O-3 and O-4 present the number of state agency leads reporting a need for technical assistance for each Part C or Part B topic.

Exhibit 2-12. Topics for which at least half of the state agency leads reported a need for technical assistance, 2010-11

Part C (Infants and toddlers) topics respondents report as a need for technical assistance	Percent	Part B (School aged) topics respondents report as a need for technical assistance	Percent
Child and family outcomes	78	General Supervision/Monitoring	71
IDEA early intervention laws, policies, and regulations	75	Response to Intervention (RtI) (school age)	71
Early childhood transition	73	Secondary transition and post-school outcomes	71
Financing of services under Part C	73	Disproportionality	69
Data systems or use of data for improvement	71	English as second language/English language learner and special education	69
General Supervision/Monitoring	65	School completion/dropout/graduation	67
Autism	61	Behavior, including positive behavioral intervention services	65
Early intervention services in natural environments	51	Financing for special education	65
Individualized Family Service Plan	51	Data systems or use of data for improvement	59
Social/emotional development and challenging behaviors	51	Coordinating Early Intervening Services	57
		Autism	57
		Discipline	55
		State/local assessment systems	55
		Reading/literacy (school age, 6-21)	51
		Response to Intervention (RtI) (preschool, 3-5)	51

EXHIBIT READS: Child and family outcomes was reported by 78 percent of Part C state agency leads as a topic for which states had a need for technical assistance in 2010-11.

NOTE: Total number of state agency lead respondents is 102, consisting of 51 Part C respondents and 51 Part B respondents.

SOURCE: State Agency Lead Survey – Item I-1.

Examining states' topics of greatest need

State agency leads were also asked to identify the three topics for which their state had the greatest need for technical assistance in 2010-11. The topics most frequently identified were (1) *General Supervision/Monitoring* (2) *early childhood transition*, (3) *financing of services/financing for special education*, and (4) *Response to Intervention (school age)*.

Exhibit 2-13. Percentage of state agency leads who selected each topic as among the three topics for which the state has the greatest need for technical assistance, 2010-11

Part C (Infants and toddlers) topics reported as one of three greatest needs for technical assistance	Percent	Part B (School aged) topics respondents as one of three greatest needs for technical assistance	Percent
Early childhood transition	37	General Supervision/Monitoring	33
Financing of services under Part C	37	Financing for special education	26
General Supervision/Monitoring	35	Response to Intervention (RtI) (school age, 6-22)	24
Data systems or use of data for improvement	31	Disproportionality	18
Child and family outcomes	29	Data systems or use of data for improvement	18
IDEA early intervention laws, policies, and regulations	20	Secondary transition and post-school outcomes	18
Early intervention services in natural environments	14	Student performance/ achievement	18
Social/emotional development and challenging behaviors	12	School completion/dropout/ graduation	16
Autism	10	Behavior, including positive behavioural intervention support	14
Identification (Child Find, screening, and assessment)	8	Discipline	12
Individualized Family Service Plan	8	English as second language/English language learners and special education	12
Procedural safeguards/dispute resolution	8	Coordinated Early Intervening Services	10
Personnel recruitment/ certification/ licensure	4	Autism	8
Assistive technology	2	Assistive technology	8
Interagency coordination	2	Standards-based curriculum and instruction	8
		State/local assessment systems	8
		Inclusion and least restrictive environment (LRE) (school age, 6-21)	6
		Reading/literacy (school age, 6-21)	6
		Social/emotional development	6
		Deaf-blind	4
		Dispute resolution/procedural safeguards	4
		Early childhood transition	4
		IDEA special education laws, policies, and regulations	4
		Low-incidence disabilities	4
		Parent and family involvement	4
		Response to Intervention (preschool, 3-5)	4
		Inclusion and LRE (preschool, 3-5)	2
		Personnel recruitment/ certification/ licensure	2
		Science, technology, engineering, and mathematics (STEM)	2
		Writing	2

EXHIBIT READS: Early childhood transition was reported by 37 percent of Part C state agency leads as one of three topics for which states had the greatest need for TA in 2010-11.

NOTE: Total number of state agency lead respondents is 102, consisting of 51 Part C respondents and 51 Part B respondents. Six topics were not indicated as a top need by any state: Deaf-blind, other disability information, and young children at risk (Part C) and identification, Individual Education Programs, and reading/early literacy for preschool (Part B).

SOURCE: State Agency Lead Survey – Item I-3.

General Supervision/Monitoring: Among Part C (Infants and toddlers) state leads, 65 percent identified General Supervision/Monitoring as an area of need, and 35 percent identified it as one of the three topics of greatest need. Among Part B (School age) state leads, 71 percent identified it as a need and 33 percent as one of the three topics of greatest need.

Need for technical assistance in General Supervision/Monitoring is not unexpected, given the high stakes for states. Reporting on each of the 14 Part C (Infants and toddlers) and 20 Part B (School age) State Performance Plan/Annual Performance Report indicators is required annually, and performance on these indicators is examined closely by the OSEP Monitoring and State Improvement Planning Division. After OSEP reviews state data, they it provides feedback to states and issues a determination status, which includes four categories: meets requirements, needs assistance, needs intervention, and needs substantial intervention in implementing the requirements of IDEA. According to guidance provided by OSEP, if a state “needs assistance” for 2 consecutive years, the Department must take one or more enforcement actions including, among others, requiring the state to receive technical assistance.

Appendix P provides the list of centers that OSEP has designated to provide support on issues related to State Performance Plan/Annual Performance Report indicators. As demonstrated by the large number of centers reported to provide technical assistance, there is a high amount of activity in this area. However, the nature of this assistance is unclear from this study. For example, are states receiving technical assistance that is focused on improving data collection and reporting processes tied to the State Performance Plan/Annual Performance Report, or are they receiving technical assistance that addresses change in practices that affect indicator numbers?

Early Childhood Transition: Among our Part C state leads, 73 percent reported early childhood transition as an area of need for technical assistance, and 37 percent reported it as one their top three greatest needs. Early childhood transition is a topic that has relevance to both Part C (Infants and toddlers) as well as Part B (School age), since it addresses the transition between the two systems. Part C agencies take the lead on transition activities by assuming responsibility for identifying potentially eligible children for Part B and doing the initial review of eligibility criteria (Diefendorf, Henson, Lucas, and Whaley 2010).

States’ need for technical assistance in early childhood transition is consistent with recent federal activity (Müller, Whaley, and Rous 2009). In December 2009, OSEP released an early childhood transition guidance document on State Performance Plan/Annual Performance Report Indicators C-8 and B-12 (OSEP, 2009).¹⁶ These two indicators focus on the Part C (Infants and toddlers) to Part B (School age) transition and are intended to promote a smoother transition for children when they age out of early intervention services at age 3 and move into Part B. For Indicator C-8, states are required to report on the percentage of all children exiting Part C who received timely transition planning by their third birthday. States complied with this requirement by having Individualized Family Service Plans with transition steps and services, providing notification to the relevant local education agency (LEA) of the child’s eligibility, and holding a transition conference. Relatedly, Indicator B-12 refers to the percentage of children referred by Part C before age 3 and subsequently found eligible for Part B who have an IEP developed and implemented by their third birthdays.

¹⁶ See appendix A for a complete list of indicators.

Finance for services and special education: Finance for services was identified as one of the three topics of greatest need by 73 percent of Part C (Infants and toddlers) state leads, and finance for special education was identified by 65 percent of Part B (School age) state leads. From 1992-2004, OSEP funded a center dedicated to special education finance to address fiscal policy questions related to the delivery and support of special education and to disseminate information to stakeholders, but there has not been a center funded with this focus since that time.

The fiscal climate over the past 6 to 7 years has sharpened the focus on funding in the context of overall budget cuts. During fiscal year 2010, for example, 48 states experienced such shortfalls (Johnson, Brown, Chang, Nelson, and Mrazek 2010), and special education and early intervention services were affected along with other programs that rely on state funds. For special education and early intervention specifically, the consequences of budget cuts can include hiring freezes, required personnel furloughs, redirecting of funds toward service delivery and away from public awareness/child find, and tightened eligibility criteria (Kasprzak et al. 2012). Even without recent reductions in dollars, funding for special education can be a complex policy issue. At least eight different funding formulas for special education are used across the states for Part B services (Ahearn 2010). Statutory language in IDEA that allows family cost participation and use of insurance for Part C has been a challenge for lead agencies to navigate (Conn-Powers, Piper, and Traub 2010).

Response to Intervention: Unlike the other three topics identified as those of highest need, Response to Intervention is a topic of relevance only to preschool and school-age children (the construct has not been applied to infants and toddlers under IDEA) and therefore was not an area addressed in the Part C (Infant and toddler) survey. Support related to RtI was identified as a need by 71 percent of Part B state leads, and as one of the three topics of greatest need by 24 percent of state leads.

Response to Intervention is a tiered approach to instruction and behavior that has gained increased prominence since the 2004 Amendments to IDEA, when it was identified as both a process that can inform eligibility determinations for students with specific learning disability as well as a way to use funds associated with the implementation of Coordinated Early Intervening Services (Bradley et al. 2011). Response to Intervention has garnered a significant amount of attention from states as they seek to implement and scale up programs (Castillo and Batsche 2012). It has also received attention from the field as educators grapple with the complexity of implementation and need for support (e.g., Jones and Ball introduce a 2012 special issue of *Psychology in the Schools* devoted to addressing RtI implementation through questions from the field). This increased prominence in the field combined with the increased awareness of the support needed to facilitate implementation is consistent with a high level of stated needs related to Response to Intervention in the current evaluation.

State needs for technical assistance in particular areas

For each selected topic, we asked state specialists to identify the particular areas for which their states had any need and those areas for which their need for technical assistance was greatest in 2010-11. Choices of particular areas included aspects of technical assistance such as data collection, evaluation of practices or activities, collaboration with others, and support in other areas. As shown in Appendix O-5, many areas of “any need” were identified with similar frequency.

Exhibit 2-14 highlights the most important areas of need by showing the percentage of respondents who selected particular areas as among their three greatest areas of need for specific technical assistance across the 16 selected topics. When examining top three particular needs across all Part C (Infants and toddlers) and Part B (School age) selected topics, 34 percent of state specialists indicated *state and local capacity building to enhance service delivery and scale up effective practice* as one of their three greatest areas of need for technical assistance, with similar percentages for Part C and Part B respondents separately (34 percent). For *training and other personnel development activities (preservice or inservice)*, the response across Part C and Part B specialists was 28 percent, with this identified as a top three area for a larger number of Part C than Part B respondents (36 percent of Part C and 26 percent of Part B respondents). *Development or dissemination of materials on effective practices* and *support related to State Performance Plan/Annual Performance Report indicators* were both identified by 28 percent of state specialists, and *data collection or data management* was identified by 28 percent of state specialists as a top three area of particular need.

Exhibit 2-14. Percentage of state specialists reporting particular areas as among the three greatest areas of need for technical assistance, 2010-11

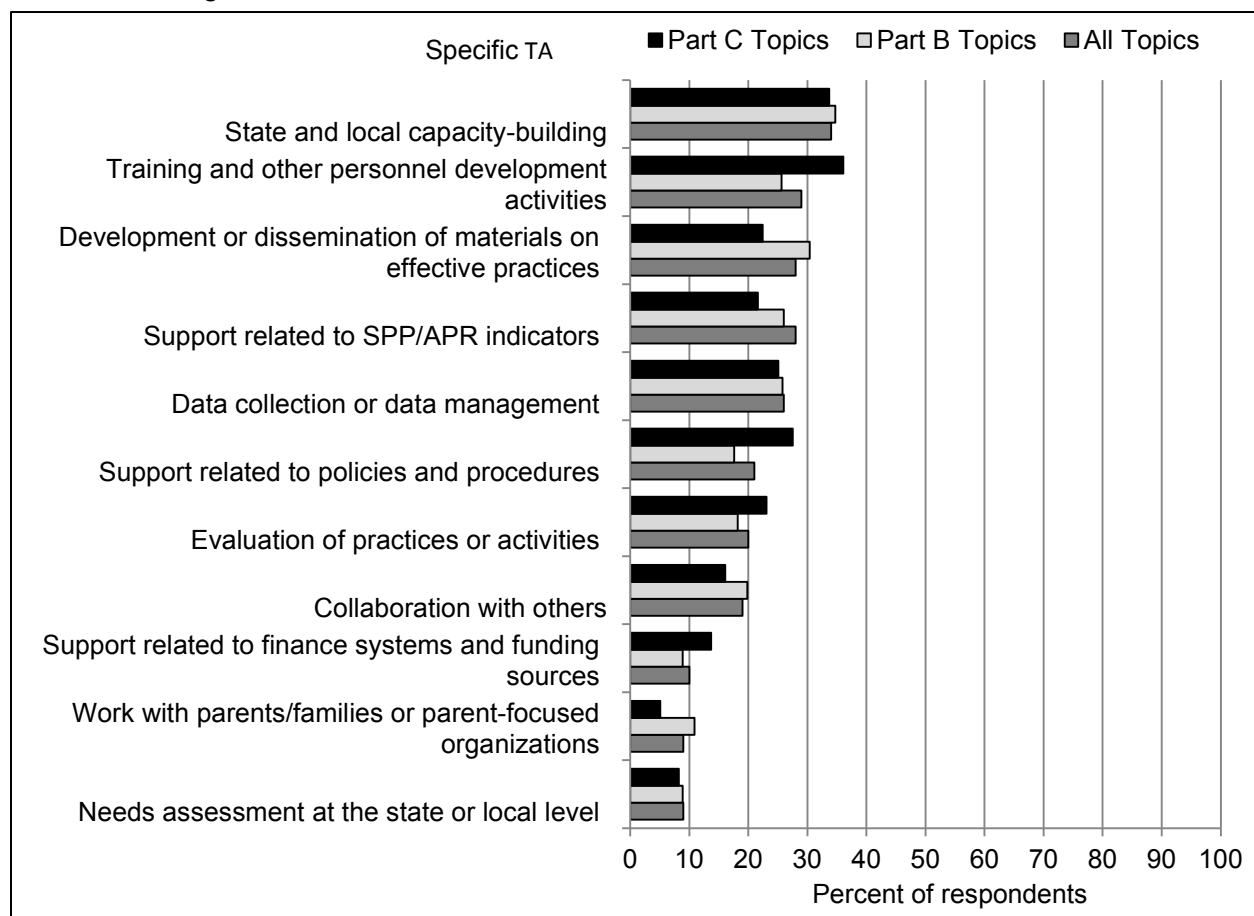


EXHIBIT READS: Across all selected topics, 34 percent of state specialists identified state and local capacity building as one of their top three needs for technical assistance in 2010-11.

NOTE: Total number of respondents is 805; total number of Part C respondents is 255; total number of Part B respondents is 550. Percentage is calculated using the total number of respondents as the denominator.

SOURCE: State Specialist Survey – Item II-2.

In order to understand if state specialists' specific technical assistance needs were similar or different for those working in different topic areas, we compared specific needs for each of the 16 selected topics. We found variation depending on the selected topic (see exhibit 2-15). For example, the need for technical assistance in *state and local capacity building to enhance service delivery and scale up effective practice* was most frequently indicated by state specialists as a top area of need for the topics of behavior (66 percent), Response to Intervention (58 percent), and social/emotional development and challenging behaviors (45 percent). The need for *training and other personnel development activities (preservice or inservice)* was identified as a top area for social/emotional development and challenging behaviors (61 percent), child and family outcomes (41 percent), and early intervention services in natural environments (39 percent). Lastly, *development or dissemination of materials on effective practices* was identified as a high need for the selected topics of deaf-blind (44 percent), secondary transition (42 percent), and school completion/dropout/graduation (38 percent).

Exhibit 2-15. Percentage of state specialists reporting particular areas as among the one of their three greatest areas of need for technical assistance, by selected topic area, 2010-11

35

	Part C (Infants and toddlers) Topics						Part B (School age) Topics									
	Child and family outcomes	Early childhood transition	Early intervention services in natural environments	General Supervision and Monitoring, Part C	Social/emotional development and challenging behaviors	Behavior, including positive behavior supports	Deaf/Blind	Disproportionality	Early childhood/preschool special education	General Supervision and Monitoring, Part B	Inclusion/least restrictive environment	Procedural safeguards/dispute resolution	Response to Intervention	School completion/dropout/graduation	Secondary transition and post-school outcomes	State assessment systems
Needs assessment, state or local level	12	4	2	12	12	20	10	4	4	6	6	0	12	18	12	6
Support related to SPP/APR indicators	37	29	12	63	8	10	6	58	42	44	28	26	4	28	38	20
Data collection or data management	53	20	16	33	4	26	14	30	36	38	20	28	22	20	28	22
Development or dissemination of materials on effective practices	26	24	26	10	28	24	44	30	28	18	34	24	28	38	42	24
Training and other personnel development activities (preservice or inservice)	41	29	39	10	61	24	34	16	36	16	26	22	34	22	30	22
State and local capacity building to enhance service delivery and scale up effective practice	37	29	39	18	45	66	32	18	32	20	28	18	58	44	40	26
Support related to finance systems and funding sources	6	10	14	24	16	22	8	2	12	16	4	2	18	4	6	4
Evaluation of practices or activities	33	22	20	24	18	26	10	20	20	26	22	6	16	16	20	18
Support related to policies and procedures	10	53	20	45	10	16	2	28	16	34	16	18	18	8	6	32
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	14	22	24	2	20	16	20	8	34	10	18	34	18	22	22	16
Work with parents/families or parent-focused organizations	4	4	6	2	10	10	24	0	2	4	16	22	12	10	14	6

EXHIBIT READS: 12 percent of state specialists identified the area of needs assessment at the state or local level as one of their top three areas of need for technical assistance in relation to the Part C topic of child and family outcomes.

NOTE: Total number of state agency lead respondents is 102, consisting of 51 Part C respondents and 51 Part B respondents.

SOURCE: State Specialist Survey – Item II-2.

Degree to which states seek and receive technical assistance

To obtain general information about receipt of technical assistance, state agency leads were asked if they sought technical assistance in relation to the broad topics for which they had reported a need, if they had received the technical assistance, and if the technical assistance had been completed. Respondents were instructed to report on technical assistance sought or received from *any* provider or source, not only the TA&D Program centers. Exhibit 2-16 presents the degree to which technical assistance was sought and received for those topics identified as one for which there was a need for technical assistance in 2010-11. State agency leads reported seeking technical assistance for 83 percent of their technical assistance needs across Part C (Infants and toddlers) topics, and 76 percent of their technical assistance needs across Part B (School age) topics. These percentages reflect the sum of technical assistance that was sought but not received, that is ongoing, and that is done as displayed in exhibit 2-16.

As also shown in exhibit 2-16, when technical assistance was sought by states, it was almost always received. Across all Part C (Infants and toddlers) and Part B (School age) topics, state agency leads reported that when they sought technical assistance, it was not received for just 3 and 2 percent of their technical assistance needs, respectively. Finally, state agency leads reported that 59 percent of technical assistance received in Part C and 63 percent of technical assistance received in Part B was ongoing at the time of data collection. As also shown in exhibit 2-16, a similar pattern is seen when examining only those topics state agency leads selected as among the three greatest topics of need.

Among topics for which Part C agency leads reported a need for technical assistance, the three for which technical assistance was most often not sought included *autism* (11 out of the 31 states that reported a need for autism technical assistance did not seek help), *assistive technology* (9 out of 23 states), and *personnel recruitment/certification/licensure* (6 out of 13 states). The top three Part C topics for which there was a need for technical assistance and technical assistance was sought but not received were *data systems or use of data for improvement* (3 out of 36 states that reported a need for technical assistance sought out but did not receive help) *identification* (2 out of 23 states) and *financing of services under Part C* (2 out of 37 states)¹⁷ Among Part B topics for which there was a need for technical assistance, the three least sought out topics were *ESL/ELL and special education*; (17 out of 35 states), *discipline* (12 out of 28 states) and *autism* (11 out of 29 states). Technical assistance for the topic of *ESL/ELL and special education* was sought and not received by 2 out of 35 states, and technical assistance on *Coordinated Early Intervening Services (CEIS)* was sought but not received by 2 out of 29 states. For all other Part B topics, at most one state sought but did not receive technical assistance.¹⁸ In interpreting these data, it is important to be aware that we do not know whether states sought and did not receive assistance from a TA&D center, or from some other provider.

¹⁷ Data for topics for which Part C agencies sought and received technical assistance appear in appendix O-6.

¹⁸ Data for topics for which Part C agencies sought and received technical assistance Part B appear in appendix O-7.

Exhibit 2-16. Receipt of technical assistance across all topics of need and for those topics state agency leads selected as among the three greatest topics of need, 2010-11

Topics for which states expressed a need	No technical assistance received					Technical assistance received				
	N	Technical assistance was not sought		Technical assistance was sought but not received		Technical assistance is ongoing		Technical assistance is done		
		N	%	N	%	N	%	N	%	
Any need										
Part C (Infants and toddlers)	454	77	17	12	3	266	59	96	21	
Part B (School age)	836	204	24	13	2	526	63	93	11	
Top three need										
Part C (Infants and toddlers)	131	12	9	4	3	86	66	29	22	
Part B (School age students)	153	29	19	2	1	108	71	14	9	

EXHIBIT READS: Across all needs reported by Part C state leads on a topic, technical assistance was not sought for 17 percent of the identified needs. For 3 percent of the identified needs, technical assistance was sought but not received. For 59 percent of the identified needs, technical assistance is ongoing, and for 21 percent of the identified needs, technical assistance is done.

NOTE: Data reflect the degree to which state needs are being met by any source, including but not limited to, the TA&D Program.

SOURCE: State Agency Lead Survey – Items I-1, I-4.

In a similar manner, state specialists were asked to indicate the degree to which they sought and received technical assistance, and if the technical assistance was complete. State specialists responded with respect to the 11 particular areas of need (e.g., state and local capacity building) in the context of the 16 selected topics. As shown in exhibit 2-17, patterns were similar whether looking at all needs for technical assistance and those needs identified as among the three greatest areas of need. State specialists indicated seeking technical assistance for approximately three-quarters of reported technical assistance needs. Specifically, across all the areas of need, state specialists reported seeking technical assistance for 76 percent of their particular technical assistance needs in relation to selected Part C topics and 75 percent of their particular technical assistance needs in relation to selected Part B (School age) topics (79 percent for top three needs for Part C and 80 percent for top three needs for Part B). These percentages reflect the sum of technical assistance sought but not received, that is ongoing, and that is done as displayed in exhibit 2-17.

Exhibit 2-17 also shows that when states sought technical assistance across areas of need, it was almost always received. Specifically, across all the areas of need for selected Part C (Infants and toddlers) and Part B (School age) topics, state specialists reported just 2 percent of needs for technical assistance were sought but not received. Finally, the majority of technical assistance received across all the areas of need was ongoing at the time of data collection for both selected Part C topics (60 percent) and Part B topics (61 percent).¹⁹

¹⁹ Appendices O-10 and O-11 provide more detailed information on receipt of technical assistance for each area of need in relation to Part C and Part B selected topics, and appendices O-12 and O-13 provide the data looking at only those topics identified as among the top three in terms of needs.

Exhibit 2-17. Receipt of technical assistance across all particular areas of need and for those state specialists selected as among the three greatest areas of need in relation to selected topics, 2010-11

	Areas of need for which states expressed a need	No technical assistance received				Technical assistance received			
		Technical assistance was not sought		Technical assistance was sought but not received		Technical assistance is ongoing		Technical assistance is done	
		N	%	N	%	N	%	N	%
Any need									
Part C (Infants and toddlers)	1,193	283	24	19	2	711	60	180	15
Part B (School age)	2,940	727	25	58	2	1,783	61	372	13
Top three need									
Part C (Infants and toddlers)	614	129	21	9	1	358	58	118	19
Part B (School age)	1,257	255	20	27	2	793	63	182	14

EXHIBIT READS: Across all needs reported by Part C state specialists in a specific area, technical assistance was not sought for 24 percent of the identified needs. For 2 percent of the identified needs, technical assistance was sought but not received. For 60 percent of the identified needs, technical assistance is ongoing, and for 15 percent of the identified needs, technical assistance is done.

SOURCE: State Specialist Survey – Items II-1, II-3.

Extent to which state needs for technical assistance are addressed

In order to obtain general information about the extent to which states' needs were or were not addressed by technical assistance received in 2010-11, for topics where the state received technical assistance, state agency leads and state specialists were also asked the extent to which state needs for technical assistance were *largely*, *partially*, or *not at all addressed*. For topics designated as among their top three areas of greatest need, the percentage of state agency leads for the Part C (Infants and toddlers) and Part B (School age) programs who reported that their needs for technical assistance had been largely addressed were 60 and 55 percent, respectively. Exhibit 2-18 shows this distribution.²⁰

²⁰ Appendices O-14 through O-17 provide more detailed information on the extent to which technical assistance needs were addressed for each Part C and Part B topic and for those topics identified as among the top three in terms of need.

Exhibit 2-18. Extent to which state agency leads reported that needs for technical assistance across topics were addressed at time of data collection, 2010-11

	Technical assistance received on topics as reported by state agency leads		Need for technical assistance was largely addressed		Need for technical assistance was partially addressed		Need for technical assistance was not at all addressed	
	N		N	%	N	%	N	%
Part C	362		215	60	138	38	7	2
Part B	619		343	55	259	42	17	3

EXHIBIT READS: Across all Part C Early Intervention Coordinators who received technical assistance in a topic of need, the need for technical assistance was largely addressed for 60 percent of these topics, partially addressed for 38 percent of these topics, and not at all addressed for 2 percent of these topics.

SOURCE: State Agency Lead Survey – Items I-1, I-4, 1-5.

Similarly, Part C (Infants and toddlers) state specialists reported that 60 percent and Part B (School age) state specialists reported that 61 percent of their needs for technical assistance across all areas of particular need had been *largely addressed* at the time of data collection (see exhibit 2-19).²¹

Exhibit 2-19. Extent to which state specialists reported that technical assistance received across particular areas of need, in relation to selected topics, addressed needs at time of data collection, 2010-11

	Technical assistance received as reported by state specialists		Need for technical assistance was largely addressed		Need for technical assistance was partially addressed		Need for technical assistance was not at all addressed	
	N		N	%	N	%	N	%
Part C	887		529	60	342	39	16	2
Part B	2,141		1311	61	799	37	31	1

EXHIBIT READS: Across all particular areas reported as needs for technical assistance, technical assistance was reported to largely address needs for technical assistance for 60 percent of these areas, partially address needs for technical assistance for 39 percent of these areas, and not at all addressed for 2 percent of the areas.

SOURCE: State Specialist Survey – Items II-1, II-4.

²¹ Appendices O-18 and O-19 provide more detailed information on the extent to which technical assistance needs were addressed for each particular area of need in relation to Part C and Part B selected topics, and appendices O-20 and O-21 present the data for the top three particular area of need.

RESEARCH QUESTION 3

To what extent are states satisfied with the products and services received from TA&D Program centers?

An important feature of this evaluation is the opportunity to examine the extent to which customers are satisfied with the technical assistance they have received from TA&D Program centers. Satisfaction can vary along dimensions such as relevance, depth, and usefulness for implementation and can be examined in relation to level of intensity of technical assistance. Research Question 3 of the TA&D Evaluation therefore focuses on state specialists' satisfaction with products and services from TA&D Program centers. For each "interaction" that state specialists had with each center from which services were received during 2010-11, state specialists indicated their overall satisfaction with the technical assistance received, and satisfaction with eight specific dimensions of the technical assistance.

Overall satisfaction and dimensions of satisfaction

Satisfaction was assessed using a 4-point scale with response options of *very dissatisfied* (1), *somewhat dissatisfied* (2), *somewhat satisfied* (3), and *very satisfied* (4). State specialists reported a mean level of overall satisfaction of 3.7, with 71 percent of interactions during 2010-11 rated as very satisfactory (see exhibit 2-20).

Exhibit 2-20. State specialists' overall satisfaction with technical assistance received from TA&D Program centers, 2010-11

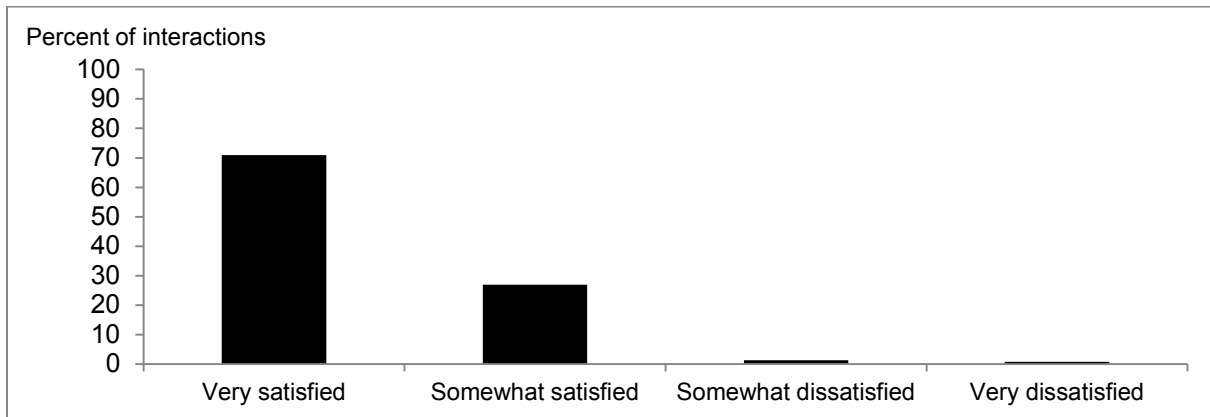


EXHIBIT READS: State specialists reported being "very satisfied" overall with the technical assistance received or accessed during 2010-11 for 71 percent of all interactions with centers.

NOTE: All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Total number of ratings across all topics is 2,102.

SOURCE: State Specialist Survey – Items II-6, II-10.

The percentage of interactions rated as very satisfactory varied across the eight dimensions that were assessed: (1) technical assistance provider's or center's receptiveness to requests; (2) timeliness with which information or assistance was provided; (3) depth of information or assistance; (4) relevance of information or assistance to states' specific needs; (5) understanding how an agency operates and constraints it faces, including understanding of state context and culture; (6) establishment of positive working relationships; (7) provision of information or assistance that could be translated into implementation at the local level; and (8) results of technical assistance received on capacity to help implement new practices, models, or other activities.

Among Part C state specialists, technical assistance providers' *establishment of positive working relationships* and *receptiveness to requests* were rated as very satisfactory for 84 percent and 83 percent of the interactions, respectively, and *timeliness* of technical assistance was rated as very satisfactory for 80 percent of the interactions. For Part B state specialists, these same three dimensions of interactions were also identified as very satisfactory, for 78 percent, 79 percent, and 77 percent of interactions, respectively. For both Part C and Part B, the dimension of *results of technical assistance received on capacity to implement new practices, models, or other activities* was the dimension for which the greatest number of respondents indicated that they were somewhat satisfied as opposed to very satisfied (31 and 65 percent for Part C, respectively, and 37 and 59 percent for Part B, respectively) (see exhibits 2-21 and 2-22).

Exhibit 2-21. State specialists' mean satisfaction with technical assistance and satisfaction ratings for different dimensions of satisfaction, by Part C (Infants and toddlers) topics, 2010-11

Dimensions of satisfaction	M	Percent very satisfied	Percent somewhat satisfied	Percent somewhat dissatisfied	Percent very dissatisfied
Overall satisfaction	3.7	77	22	1	1
Receptiveness to requests	3.8	83	16	0	1
Timeliness	3.8	80	18	0	1
Depth of information or assistance	3.7	74	24	1	1
Relevant to states' specific need	3.7	76	23	1	1
Understanding state context and culture	3.7	73	25	2	1
Establishment of positive working relationships	3.8	84	15	0	1
Information or assistance that could be translated into implementation	3.7	69	29	2	1
Results of technical assistance received on capacity to implement new practices, models or other activities	3.6	65	31	3	1

EXHIBIT READS: Across all Part C topic areas, state specialists reported a mean level of satisfaction with technical assistance providers' or centers' receptiveness to requests of 3.8. State specialists reported being "very satisfied" with the technical assistance providers' or centers' receptiveness to requests during 2010-11 for 83 percent of the interactions.

NOTE: All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=.very satisfied. Data are consolidated across all centers and topics. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Total number of Part C ratings is 537. Number of ratings by domain varies due to missing data and exclusion of web-only customers for receptiveness to requests, timeliness, and positive working relationships.

SOURCE: State Specialist Survey – Item II-10.

Exhibit 2-22. State specialists' mean satisfaction with technical assistance and satisfaction ratings for different dimensions of satisfaction, by Part B (School age) topics, 2010-11

Dimensions of satisfaction	M	Percent very satisfied	Percent somewhat satisfied	Percent somewhat dissatisfied	Percent very dissatisfied
Overall satisfaction	3.7	69	28	2	1
Receptiveness to requests	3.8	79	19	1	0
Timeliness	3.7	77	21	2	1
Depth of information or assistance	3.7	70	26	3	1
Relevant to states' specific need	3.7	71	26	2	1
Understanding state context and culture	3.5	59	36	4	1
Establishment of positive working relationships	3.8	78	20	2	1
Information or assistance that could be translated into implementation	3.6	60	36	3	1
Results of technical assistance received on capacity to implement new practices, models or other activities	3.5	59	37	3	1

EXHIBIT READS: Across all Part B topic areas, state specialists reported a mean level of satisfaction with technical assistance providers' or centers' receptiveness to requests of 3.8. State specialists reported being "very satisfied" with the technical assistance providers' or centers' receptiveness to requests during 2010-11 for 79 percent of the interactions.

NOTE: All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Data are consolidated across all centers and topics. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Total number of Part B ratings is 1,565. Number of ratings by domain varies due to missing data and exclusion of web-only customers for receptiveness to requests, timeliness, and positive working relationships.

SOURCE: State Specialist Survey – Item II-10.

Variation in satisfaction by selected topic

Overall satisfaction varied by selected topic, although the range across topics for "percent very satisfied" suggests overall satisfaction was generally high. As illustrated in exhibit 2-23, when considering Part C (Infants and toddlers) topics, state specialists reported being very satisfied with 85 percent of technical assistance interactions related to the topic of *early intervention services in natural environments* and 78 percent of the interactions related to *early childhood transition*. A fewer 69 percent of the interactions related to *social/emotional development and challenging behaviors* received a very satisfactory rating and 7 percent of these interactions received a somewhat (3 percent) or very (4 percent) dissatisfactory rating. When considering Part B (School age) topics, state specialists reported that 78 percent of interactions related to *school completion/dropout/ graduation* and 77 percent of interactions related to *General Supervision/Monitoring* were very satisfactory. In contrast, state specialists reported being very satisfied with 64 percent of interactions related to *inclusion/LRE*, 61 percent of the interactions related to *deaf-blindness*, and 57 percent related to *Response to Intervention*. In addition, 8 percent of *Response to Intervention* interactions received a somewhat (5 percent) or very (3 percent) dissatisfactory rating.

Exhibit 2-23. Percent of state specialists' interactions with TA&D Program centers given different satisfaction ratings by selected topics, 2010-11

	All levels of technical assistance intensity				
	Number of ratings	Percent very satisfied overall	Percent somewhat satisfied overall	Percent somewhat dissatisfied overall	Percent very dissatisfied overall
Part C (Infants and toddlers)					
Selected topics					
Early intervention services in natural environments	91	85	15	0	0
Early childhood transition	92	78	22	0	0
General Supervision/Monitoring	130	77	22	1	0
Child and family outcomes	133	74	26	0	0
Social/emotional development and challenging behaviors	91	69	23	3	4
Part B (School age) selected topics					
School completion/ dropout/ graduation	138	78	21	1	0
General Supervision/Monitoring	144	77	22	1	0
Disproportionality	90	73	22	3	1
Early childhood/preschool special education	236	72	27	1	0
State assessment systems	111	70	27	3	0
Procedural safeguards/dispute resolution	110	69	30	1	0
Secondary transition & post-school outcomes	202	68	30	1	1
Behavior, including positive behaviour supports	161	68	29	1	3
Inclusion/least restrictive environment	128	64	34	1	1
Deaf-blind	102	61	39	0	0
Response to Intervention	143	57	36	5	3

EXHIBIT READS: State specialists rated their overall satisfaction in the area of early intervention services in natural environments as "very satisfied" for 85 percent of 91 interactions.

NOTE: Total number of interactions rated was 2,102. All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Totals may not sum to 100 due to rounding. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Topics are listed in descending order of satisfaction.

SOURCE: State Specialist Survey – Items II-10.

Variation in overall satisfaction by level of technical assistance intensity

Given past literature supporting the use of more intensive technical assistance (Fixsen et al. 2009), we examined if those receiving high technical assistance intensity rated interactions as being more satisfactory than those receiving other types. We did observe a relationship between intensity and satisfaction. Specifically, as illustrated in exhibit 2-23, on average, customers receiving the highest intensity technical assistance (frequent training and consultation) were significantly more satisfied than those receiving lower intensity technical assistance, which included infrequent training and consultation, frequent web-only access, or infrequent web-only access.²²

Exhibit 2-24. State specialists' overall satisfaction with technical assistance received from TA&D Program centers by technical assistance intensity, 2010-11

Intensity	Mean	Very satisfied		Somewhat satisfied		Somewhat dissatisfied		Very dissatisfied	
		N	%	N	%	N	%	N	%
Total	3.7	1,489	71	567	27	28	1	16	1
Web-only infrequent	3.4	90	44	112	54	4	2	1	1
Web-only frequent	3.6	106	62	61	36	3	2	1	1
Training & consultation infrequent	3.6	488	62	280	35	16	2	9	1
Training & consultation frequent	3.9	805	87	114	12	5	1	5	1

EXHIBIT READS: State specialists reported being "very satisfied" overall with the technical assistance received or accessed during 2010-11 for 44 percent of infrequent web-only interactions with centers.

NOTE: All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Data for state deaf-blind projects are excluded for interactions reported by staff of their own state-deaf blind project. Total number of ratings across all topics is 2,100.

SOURCE: State Specialist Survey – Items II-6, II-10.

Overall satisfaction was also examined by technical assistance intensity and topic in conjunction with one another. Looking only at those interactions consisting of infrequent web-only contact, the percentage of interactions rated as very satisfactory ranged from 15 percent (*Inclusion/LRE*) to 92 percent (*Part B General Supervision/Monitoring*). Variation was less apparent when examining high intensity technical assistance interactions: More than three-quarters of interactions received the highest rating (very satisfied) when looking at overall satisfaction, with a range from 76 percent (*procedural safeguards/dispute resolution*) to 95 percent (*early childhood transition*; see exhibit 2-25).²³

²² To examine the relationship between overall satisfaction and the intensity of technical assistance received, a one-way between subjects ANOVA was used to compare mean satisfaction for customers receiving technical assistance at the four levels of intensity. There was a significant effect of intensity on satisfaction for the four groups [$F(3,2096) = 66.73, p < .05$]. Post hoc comparisons using the Tukey Highly Significant Different (HSD) test indicated that the mean satisfaction score for frequent training and consultation, Level 4 TA, ($M = 3.82, SD = .41$) was significantly higher than Level 3 ($M = 3.57, SD = .595, p < .05$), Level 2 ($M = 3.59, SD = .56, p < .05$), and Level 1 (infrequent web-only access; $M = 3.41, SD = .557, p < .05$).

²³ Exhibit 22 in Appendix O provides the number of ratings and percentage very satisfied overall for each topic area.

Exhibit 2-25. Percentage of interactions between state specialists and TA&D centers where state specialists were “very satisfied overall,” by topic area and technical assistance intensity, 2010-11

	Web only low frequency		Web only high frequency		Training & consult low frequency		Training & consult high frequency	
	Number of ratings	Percent very satisfied overall	Number of ratings	Percent very satisfied overall	Number of ratings	Percent very satisfied overall	Number of ratings	Percent very satisfied overall
Part C selected topic areas								
Child and family outcomes	4	50	8	88	50	48	71	93
Early childhood transition	2	50	2	100	45	73	43	88
Early intervention services in natural environments	7	57	6	83	41	81	37	95
General Supervision/Monitoring	13	92	7	57	42	62	68	85
Social/emotional development and challenging behaviors	6	33	15	47	42	69	27	89
Part B selected topic areas								
Behavior, including PBS	22	41	11	46	53	55	75	88
Deaf-blind	16	25	14	86	31	45	41	78
Disproportionality	8	50	8	88	40	65	34	85
Early childhood/preschool special education	26	46	26	69	79	58	105	90
General Supervision/Monitoring	12	33	6	100	48	65	78	90
Inclusion/least restrictive environment	13	15	11	18	48	60	55	87
Procedural safeguards/dispute resolution	13	15	15	60	45	82	37	76
Response to Intervention	18	28	11	55	52	39	62	81
School completion/dropout/Graduation	12	83	3	67	51	71	72	82
Secondary transition & post-school outcomes	24	42	15	53	81	59	82	88
State assessment systems	11	64	13	62	45	60	42	86

EXHIBIT READS: State topical specialists rated their overall satisfaction in the area of child and family outcomes as “very satisfied” for 93 percent of the interactions consisting of high frequency training and consultation. These ratings reflect data from 71 interactions.

NOTE: Total number of interactions rated was 2,100. All ratings were on a 4-point scale, with the following values: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied. Data reported by state deaf-blind project staff are excluded for ratings describing the work of their own centers.

SOURCE: State Specialist Survey – Items II-6, II-10.

Chapter 3. Center Profiles

As described in Chapter 1, data from centers were obtained through a survey and follow-up interview, as well as through review of extant data, in order to provide comparable information across centers. In this chapter, we present a snapshot of each center included in the evaluation, with data drawn from extant data, the State Specialist Survey, as well as that obtained directly from centers. Centers are presented in descending order of funding, mirroring exhibit 1-6. The data sources for each profile are as follows:

Project Description

Extracted from Request for Applications and center website.

Areas of Technical Assistance Provided as Reported by State Specialist

Center is selected from a list of all centers as one from which the state accessed or received technical assistance products or services in the specified focal topic area during 2010-11. State Specialist Survey, Item II-5.

Type of Technical Assistance Received as Reported by State Specialist

Methods by which the state accessed or received technical assistance products or services related to the specified focal topic area from each center during 2010-11
State Specialist Survey, Item II-6.
Data consolidated across all respondents and all modules.

Topics of Primary Technical Assistance Focus

Topics identified as the top three areas to which the center has dedicated the greatest time and financial resources providing TA&D since the beginning of the grant.
Grantee Survey, Item I-2.

Customers Served Through Technical Assistance

All customers:

Customer groups (e.g., staff of SEAs, general or special educators, parents/families
Grantee Survey, Item I-3.

Top types of customers:

Customers identified by centers as the top three in terms of time and financial resources allocated to date
Grantee Survey, Item I-4.

Location of Top Customers

Geographic location of customers identified by centers as 1 of up to 10 that consumed the Center's greatest time and financial resources allocated to date.
Grantee Survey, Item I-5.

National Early Childhood Technical Assistance Center (NECTAC)

Project Description

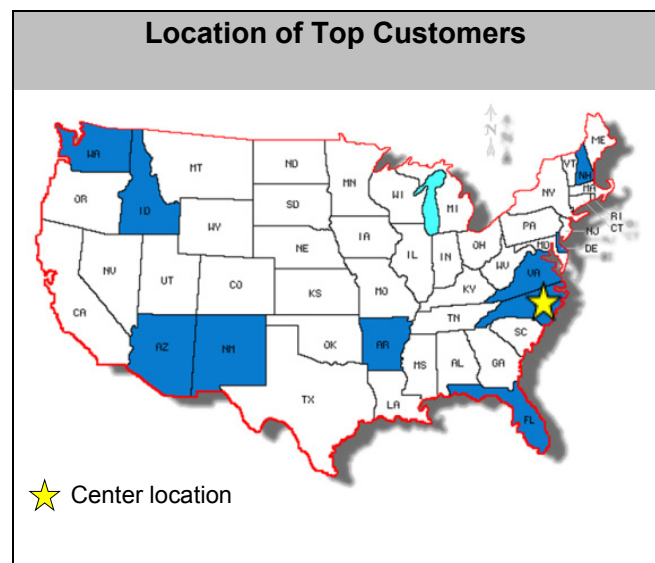
The goal of NECTAC is to support young children with disabilities and their families who receive early intervention supports and services. The center conducts needs analyses and syntheses to prioritize state needs in areas such as early intervention, behavior challenges, interagency collaboration, parental involvement, inclusion, and child and family outcomes and provides technical assistance to strengthen state and local service systems related to evidence-based, culturally appropriate, and family-centered supports and services.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early childhood/preschool special education	45
Early childhood transition	39
General Supervision/Monitoring (Part C)	38
Child and family outcomes	36
Early intervention services in natural environments	34
Social/emotional development	26
Inclusion/LRE	11
Behavior, including PBIS	10
General Supervision/Monitoring (Part B)	9
State assessment systems	7
Deaf-blind	7
Procedural safeguards/dispute resolution	3
Disproportionality	2
Response to Intervention	2

Type of Technical Assistance Received as Reported by State Staff	
Type of Technical Assistance	% of Interactions
Web only low	4.9%
Web only high	6.0%
Training & consult low	41.4%
Training & consult high	47.8%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Child and family outcomes • Inclusion and LRE (preschool, 3-5) • Early childhood transition

Customers Served Through Technical Assistance
★ Staff of state departments of education
★ Staff of Part C lead agencies
EI program administrators and staff
IHE staff, students, or researchers
Local or regional staff (Part B)
Organizations providing technical assistance or training
Parents/families or parent-focused organizations
Policy makers
Related services personnel
School based staff (Part B)
Staff of federal government agencies
★ <i>Top type of customer served</i>



National Center on Response to Intervention (NCRTI)

Project Description

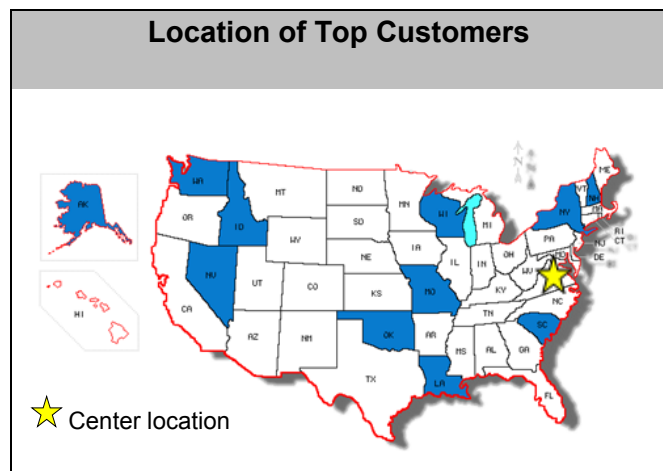
The goal of the RTI Center is to support the identification, evaluation, and scale-up of models for Response to Intervention (RTI) and early intervening services (EIS). The center conducts research on RTI models for identifying and serving children with disabilities; provides training and disseminates information to states, districts, caregivers, service providers, policy makers, and other audiences to support the adoption of RTI and EIS on a broad scale; and supports states in developing the capacity to provide technical assistance to districts and schools implementing proven and promising models of RTI and EIS practice.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Response to Intervention	35
Behavior, including PBIS	19
Early childhood/preschool special education	11
Inclusion/LRE	9
Disproportionality	8
School completion/dropout/graduation	8
Secondary transition and post-school outcomes	7
General Supervision/Monitoring (Part B)	6
State assessment systems	6
Procedural safeguards/dispute resolution	4
Child and family outcomes	3
General Supervision/Monitoring (Part C)	2
Early intervention services in natural environments	1
Social/emotional development	1
Deaf-blind	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	17.6%
Web only high	8.4%
Training & consult low	38.7%
Training & consult high	35.3%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Response to intervention (Rti) (school age, 6-22) • Disproportionality

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Local or regional staff (Part B) ★ Organizations providing technical assistance or training ★ Staff of state departments of education Parents/families or parent-focused organizations Staff of Part C lead agencies
<p>★ <i>Top type of customer served</i></p>



National Consortium on Deaf-Blindness (NCDB)

Project Description

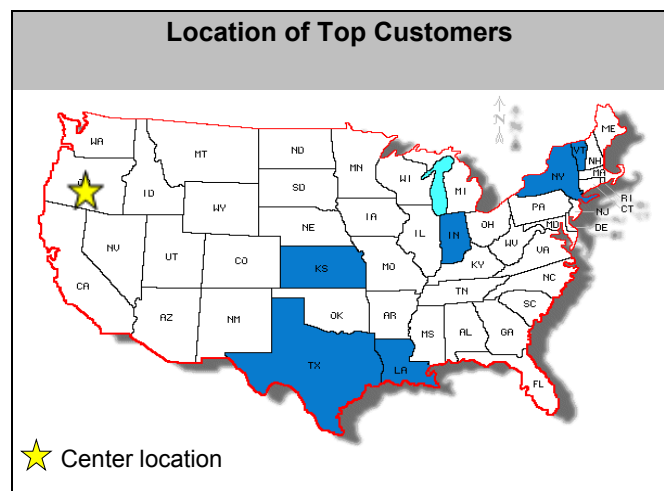
The purpose of NCDB is to support the implementation of IDEA and evidenced-based practices so that quality outcomes can be achieved for all children who are deaf-blind. The center disseminates information to families, agencies, and organizations that are responsible for the provision of early intervention, special education, and related and transitional services for children (birth-26) who are deaf-blind; provides training to service providers on evidence-based practices to improve outcomes for the deaf-blind population; provides leadership in a coordinated national effort to address the shortage of leadership and highly qualified personnel in the field of deaf-blindness; and provides technical assistance to build the capacity of state and local agencies to meet the needs of children and youth who are deaf-blind and their families.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Deaf-blind	28
Inclusion/LRE	4
School completion/dropout/ graduation	2
Early intervention services in natural environments	1
Behavior, including PBIS	1
Early childhood/preschool special education	1
General Supervision/Monitoring (Part B)	1
Procedural safeguards dispute resolution	1
Response to Intervention	1
Secondary transition and post-school outcomes	1
State assessment systems	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	9.5%
Web only high	9.5%
Training & consult low	14.3%
Training & consult high	66.7%

- | Topics of Primary Technical Assistance Focus |
|--|
| <ul style="list-style-type: none"> • Parent and family involvement • Deaf-blind • Inclusion and LRE (Part B school age, 6-22) |

- | Customers Served Through Technical Assistance |
|--|
| ★ Organizations providing technical assistance or training |
| ★ Parents/families or parent-focused organizations |
| Children and students |
| EI program administrators and staff |
| IHE staff, students, or researchers |
| Related services personnel |
| School-based staff (Part B) |
| Staff of state departments of education |
| Staff of Part C lead agencies |
| ★ <i>Top type of customer served</i> |



Technical Assistance Coordination Center (TACC)

Project Description

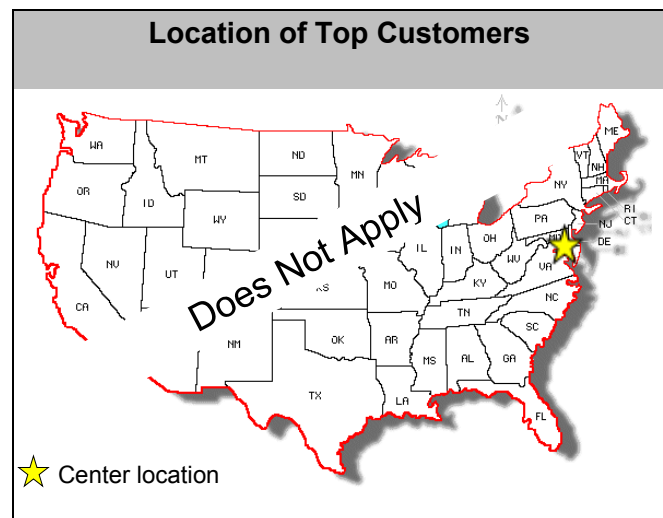
The purpose of TACC is to maintain and increase ongoing communication, collaboration, and coordination among centers in the TA&D Network. TACC serves as a coordinating hub for the efforts of the Network to expand activities between centers, national professional organizations, and a broad spectrum of stakeholders. The center focuses on reducing duplication of effort among Network members, manages conferences, maintains information databases for TA&D Network use, and supports and promotes grantee activities through technology and communities of practice.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Deaf-blind	5
Early intervention services in natural environments	2
General Supervision/Monitoring (Part C)	2
Behavior, including PBIS	2
Inclusion/LRE	2
Child and family outcomes	1
Early childhood transition	1
Disproportionality	1
Early childhood/preschool special education	1
General Supervision/Monitoring (Part B)	1
Procedural safeguards/dispute resolution	1
School completion/ dropout/graduation	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	31.6%
Web only high	10.5%
Training & consult low	42.1%
Training & consult high	15.8%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Network collaboration/coordination • Use of technology

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Organizations providing technical assistance or training ★ Staff of federal government agencies ★ Staff of state departments of education IHE staff, students, or researchers Parents/families or parent-focused organizations Policy makers Staff of Part C lead agencies
<p>★ <i>Top type of customer served</i></p>



Northeast Regional Resource Center (NERCC)

Project Description

NERCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states in the Northeast in areas such as least restrictive environment, alternate assessment, cultural and linguistic diversity and disproportionality, and data management to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff		Type of Technical Assistance Received as Reported by State Staff	
Selected Topic	Number of States	Type of TA	% of Interactions
Disproportionality	7	Web only low	6.2%
General Supervision/Monitoring (Part C)	6	Web only high	3.1%
Early childhood/preschool special education	6	Training & consult low	46.2%
General Supervision/Monitoring (Part B)	6	Training & consult high	44.6%
Inclusion/LRE	6		
Response to Intervention	5		
School completion/dropout/ graduation	5		
State assessment systems	5		
Early childhood transition	4		
Procedural safeguards/dispute resolution	4		
Secondary transition and post-school outcomes	3		
Child and family outcomes	2		
Early intervention services in natural environments	2		
Social/ emotional development	2		
Behavior, including PBIS	2		

Topics of Primary Technical Assistance Focus	
<ul style="list-style-type: none"> • General Supervision/Monitoring • IDEA special education and early intervention laws, policies, and regulations • Data systems or use of data for improvement 	

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Parents/families or parent-focused organizations ★ Staff of state departments of education ★ Staff of Part C lead agencies IHE staff, students, or researchers Organizations providing technical assistance or training Policy makers <p style="text-align: center; margin-top: 10px;">★ <i>Top type of customer served</i></p>



North Central Regional Resource Center (NCRRC)

Project Description

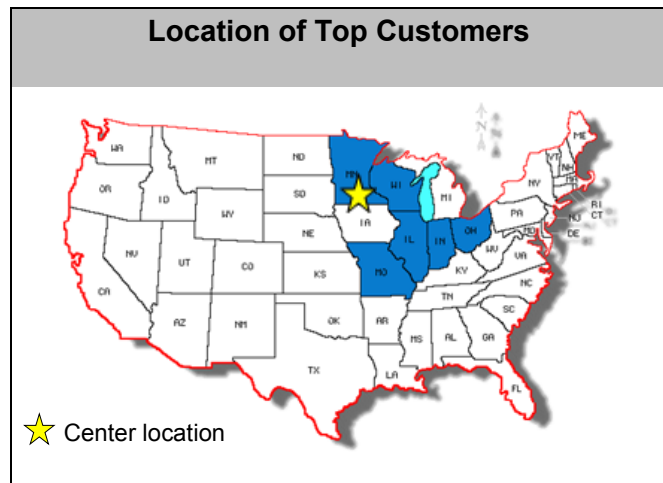
NCRCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states in the North-central region in areas such as early childhood transition, alternate assessment, early intervening services, transition services, and data management to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early Childhood/Preschool Special Education	8
General Supervision/ Monitoring (Part C)	7
Disproportionality	7
General Supervision/ Monitoring (Part B)	7
Response to Intervention	7
School completion/ dropout/ graduation	7
Inclusion/LRE	6
Secondary transition and post-school outcomes	6
Child and Family Outcomes	5
Early Childhood Transition	4
Social/ emotional development	4
State assessment systems	4
Early Intervention Services in Natural Environments	3
Behavior, including PBIS	3
Procedural safeguards/ dispute resolution	3
Deaf-blind	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	7.3%
Web only high	2.4%
Training & consult low	35.4%
Training & consult high	54.9%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • General Supervision/Monitoring • IDEA special education and early intervention laws, policies, and regulations

Customers Served Through Technical Assistance
★ Staff of state departments of education
★ Staff of Part C lead agencies
★ <i>Top type of customer served</i>



Mountain Plains Regional Resource Center (MPRRC)

Project Description

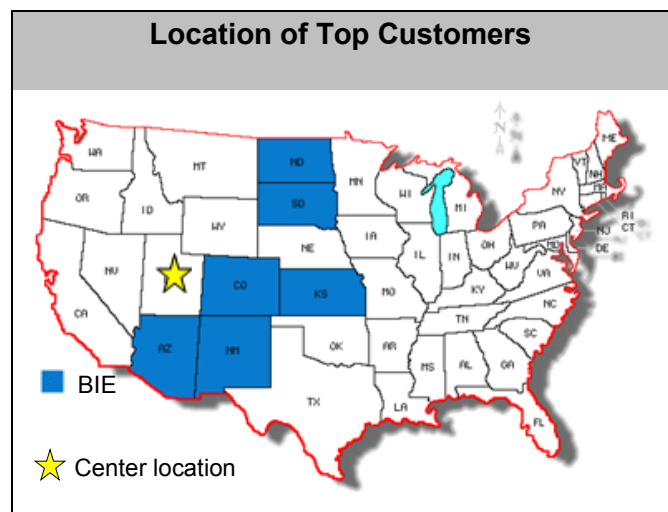
MPRCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states and jurisdictions in the Mountain Plains region in areas such as response to intervention, inclusion, parental involvement, alternate assessment, and disproportionality to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Disproportionality	12
General Supervision/Monitoring (Part B)	12
Procedural safeguards/dispute resolution	11
Secondary transition and post-school outcomes	11
General Supervision/Monitoring (Part C)	9
Early childhood transition	7
Early childhood/preschool special education	7
Inclusion/LRE	7
Response to Intervention	7
State assessment systems	7
Behavior, including PBIS	5
School completion/ dropout/ graduation	5
Child and family outcomes	4
Early intervention services in natural environments	3
Social/emotional development	3
Deaf-blind	2

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	3.6%
Web only high	0.0%
Training & consult low	43.2%
Training & consult high	53.2%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • General Supervision/Monitoring • Financing for special education or financing of services under Part C • Data systems or use of data for improvement

Customers Served Through Technical Assistance
★ Staff of state departments of education
★ Staff of Part C lead agencies
Organizations providing technical assistance or training
★ <i>Top type of customer served</i>



Western Regional Resource Center (WRRC)

Project Description

WRCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states and jurisdictions in the West in areas such as early intervention, family outcomes, parental involvement, transition services, and inclusion to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
General Supervision/Monitoring (Part C)	9
Disproportionality	7
Secondary transition and post-school outcomes	7
Child and family outcomes	5
Early childhood transition	5
Early intervention services in natural environments	5
Early childhood/preschool special education	5
Inclusion/LRE	5
School completion/ dropout/graduation	5
General Supervision/Monitoring (Part B)	4
Procedural safeguards/dispute resolution	4
Behavior, including PBIS	3
Deaf-blind	2
Response to Intervention	2
State assessment systems	2

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	10.1%
Web only high	0.0%
Training & consult low	43.5%
Training & consult high	46.4%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • General Supervision/Monitoring • Disproportionality • Early childhood transition

Customers Served Through Technical Assistance
★ Organizations providing technical assistance or training
★ Staff of state departments of education
★ Staff of Part C lead agencies
EI program administrators and staff
IHE staff, students, or researchers
Local or regional staff (Part B)
Parents/families or parent-focused organizations
Related services personnel
School-based staff (Part B)
<i>★ Top type of customer served</i>



Mid-South Regional Resource Center (MSRRC)

Project Description

MSRCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states in the Mid-South in areas such as parental involvement, family outcomes, cultural and linguistic diversity, and alternate assessments to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
General Supervision/Monitoring (Part C)	9
General Supervision/Monitoring (Part B)	9
Early childhood/preschool special education	8
Early intervention services in natural environments	7
Inclusion/LRE	7
Early childhood transition	6
Disproportionality	6
Response to Intervention	6
Secondary transition and post-school outcomes	6
Procedural safeguards/dispute resolution	5
State assessment systems	5
Child and family outcomes	4
Behavior, including PBIS	3
School completion/ dropout/graduation	3

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	4.8%
Web only high	0.0%
Training & consult low	36.9%
Training & consult high	58.3%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • IDEA special education and early intervention laws, policies, and regulations • Student performance/achievement • General Supervision/Monitoring

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Organizations providing technical assistance or training ★ Staff of state departments of education ★ Staff of Part C lead agencies IHE staff, students, or researchers Policy makers
<p>★ <i>Top type of customer served</i></p>



Southeast Regional Resource Center (SERRC)

Project Description

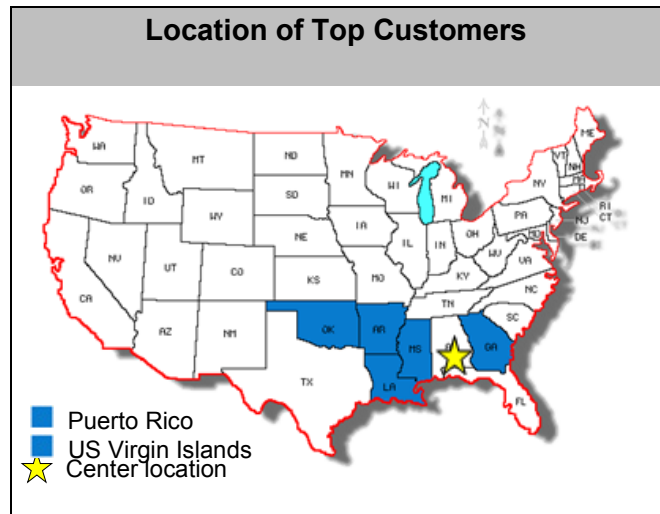
SERCC is one of six regional centers designed to help state agencies systematically improve education programs, practices, and policies that affect children with disabilities and their families. The center provides technical assistance and other resources to states and territories in the Southeast in areas such as early childhood transition, parental involvement, inclusion, alternate assessment, and dispute resolution to help states meet federal accountability requirements and implement systems of general supervision that improve results and functional outcomes for children with disabilities.

Areas of TA Provided as Reported by State Staff	
Selected Topic	Number of States
Procedural safeguards/dispute resolution	8
Early childhood/preschool special education	7
Response to Intervention	7
Early childhood transition	6
General Supervision/Monitoring (Part C)	6
General Supervision/Monitoring (Part B)	6
Secondary transition and post-school outcomes	5
Child and family outcomes	4
Disproportionality	4
School completion/dropout/ graduation	3
State assessment systems	3
Social/emotional development	2
Behavior, including PBIS	2
Inclusion/LRE	2
Early intervention services in natural environments	1
Deaf-blind	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	7.5%
Web only high	1.5%
Training & consult low	38.8%
Training & consult high	52.2%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • General Supervision/Monitoring • Early childhood transition • Financing for special education or financing of services under Part C

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Organizations providing technical assistance or training ★ Staff of state departments of education ★ Staff of Part C lead agencies EI program administrators and staff Local or regional staff (Part B)
★ <i>Top type of customer served</i>



National Secondary Transition Technical Assistance Center (NSTTAC)

Project Description

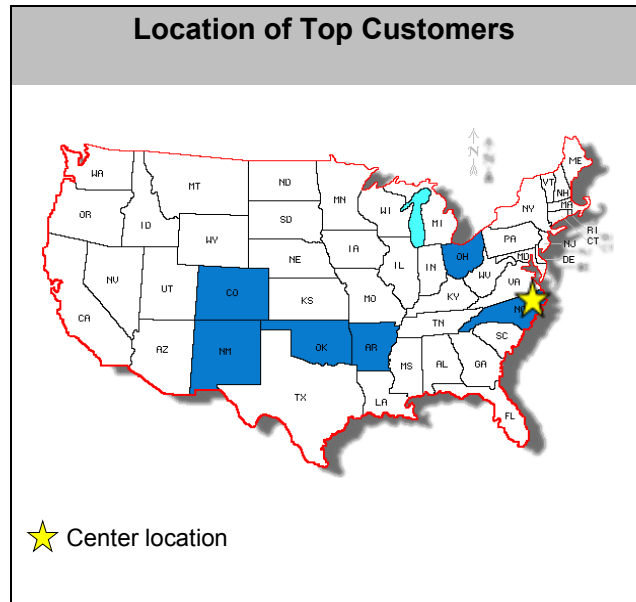
The purpose of NSTTAC is to help states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities. The center provides technical assistance to help states build and sustain secondary transition interventions and models for youth with disabilities, and disseminates information on scientifically based research practices to state-specific audiences, including students, families, teachers, rehabilitation counselors, administrators, policy makers, and researchers.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Secondary transition and post-school outcomes	44
School completion/dropout/ graduation	21
General Supervision/Monitoring (Part B)	14
Behavior, including PBIS	7
Inclusion/LRE	6
Deaf-blind	5
Disproportionality	4
State assessment systems	4
Procedural safeguards/ dispute resolution	3
Response to Intervention	2

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	9.2%
Web only high	3.7%
Training & consult low	39.4%
Training & consult high	47.7%

- | Topics of Primary Technical Assistance Focus |
|--|
| <ul style="list-style-type: none"> Individualized Education Programs (IEP) or Individualized Family Service Plan (IFSP) Data systems or use of data for improvement Secondary transition and post-school outcomes |

- | Customers Served Through Technical Assistance |
|---|
| <ul style="list-style-type: none"> ★ Organizations providing technical assistance or training ★ Staff of state departments of education ★ Staff of Part C lead agencies |
| <ul style="list-style-type: none"> Children and students IHE staff, students, or researchers Local or regional staff (Part B) Parents/families or parent-focused organizations Policy makers Related services personnel School-based staff Staff of federal government agencies |
| <p>★ <i>Top type of customer served</i></p> |



Center on Positive Behavioral Interventions and Supports (PBIS)

Project Description

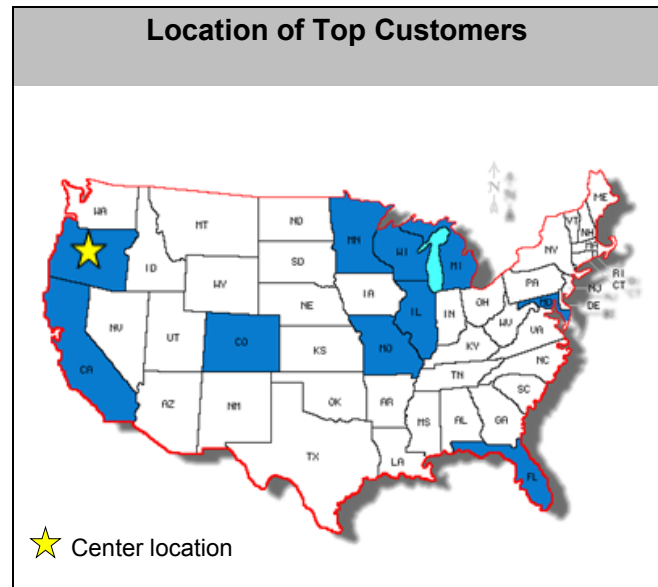
The purpose of the PBIS Center is to support the large-scale implementation of positive behavioral interventions and supports across a broad range of students, schools, and contexts across the nation. The center provides technical assistance and other resources to state and local educational agencies to develop the school and program components necessary to scale-up and sustain PBIS at the school, district, and state levels.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Behavior, including PBIS	37
Response to Intervention	20
Early childhood/preschool special Education	9
Inclusion/LRE	9
School completion/ dropout/graduation	9
Disproportionality	8
Social/emotional development	7
General Supervision/ Monitoring (Part B)	6
Procedural safeguards/dispute resolution	5
State assessment systems	5
Secondary transition and post-school outcomes	4
Child and family outcomes	3
General Supervision/ Monitoring (Part C)	3
Deaf-blind	2
Early intervention services in natural environments	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	15.6%
Web only high	9.4%
Training & consult low	32.8%
Training & consult high	42.2%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Behavior, including PB) • Data systems or use of data for improvement

Customers Served Through Technical Assistance
★ School-based staff (Part B)
★ Staff of Part C lead agencies
Children and students
EI program administrators and staff
IHE staff, students, or researchers
Local or regional staff (Part B)
Organizations providing technical assistance or training
Parents/families or parent-focused organizations
Policy makers
Related services personnel
Staff of state departments of education
★ <i>Top type of customer served</i>



IDEA Partnership

Project Description

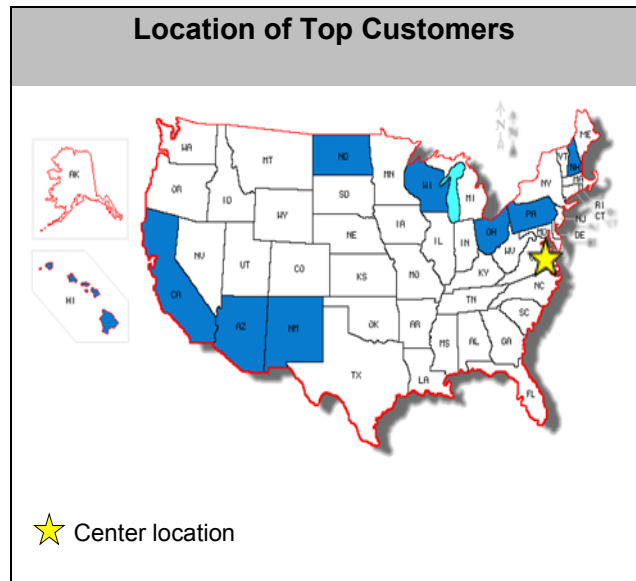
The goal of the IDEA Partnership is to improve the implementation of IDEA and No Child Left Behind by bridging the gap between research, policy, and practice in special and general education. The center brings together networks of national organizations and their state and local affiliates, representing policy makers, service providers, local-level administrators, and families in order to link the expertise and resources available through the TA&D Network and build innovative dissemination strategies.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Secondary transition and post-school outcomes	14
Response to Intervention	12
Behavior, including PBIS	10
Early childhood/preschool special education	8
Inclusion/LRE	7
General Supervision/Monitoring (Part B)	6
School completion/dropout/ graduation	6
State assessment systems	5
Disproportionality	4
Procedural safeguards/dispute resolution	4
General Supervision/ Monitoring (Part C)	2
Child and family outcomes	1
Early childhood transition	1
Early intervention services in natural environments	1
Social/ emotional development	1
Deaf-blind	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	10.8%
Web only high	14.5%
Training & consult low	43.4%
Training & consult high	31.3%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Multi-tiered interventions • Cradle to college/(P-16/P-20) • Interagency coordination

Customers Served Through Technical Assistance
★ Parents/families or parent-focused organizations
★ Staff of state departments of education
El program administrators and staff
IHE staff, students, or researchers
Local or regional staff (Part B)
Organizations providing technical assistance or training
Policy makers
Related services personnel
School-based staff (Part B)
Staff of Federal government agencies
Staff of Part C lead agencies
★ <i>Top type of customer served</i>



Postsecondary Education Programs (PEPNet)-West

Project Description

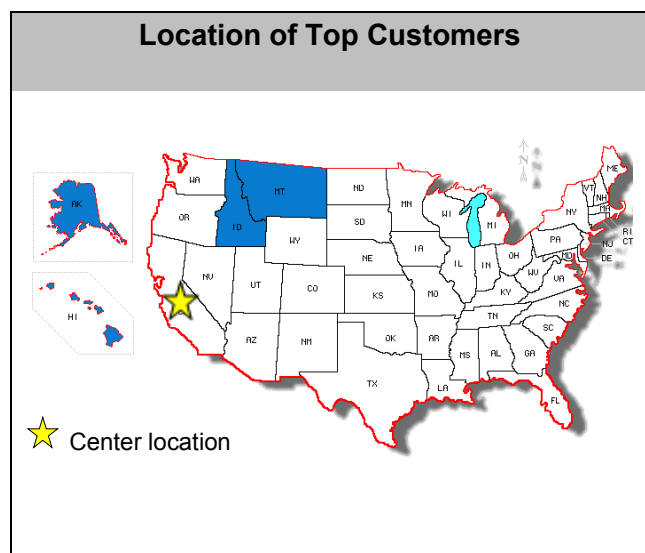
PEPnet West is one of four regional centers designed to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf or hard of hearing, including those with co-occurring disabilities. The center provides professional development training, technical assistance, innovative technology, and other resources to secondary and postsecondary educational institutions in the West to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Behavior, including PBIS	1
Deaf-blind	1
Secondary transition and post-school outcomes	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	33.3%
Web only high	0.0%
Training & consult low	33.3%
Training & consult high	33.3%

- | Topics of Primary Technical Assistance Focus |
|--|
| <ul style="list-style-type: none"> • Secondary transition and post-school outcomes • Accommodations & access to education services and opportunities • State/local assessment systems, including accommodations, modified standards, and alternate assessment |

- | Customers Served Through Technical Assistance |
|--|
| ★ IHE staff, students, or researchers |
| ★ Organizations providing technical assistance or training |
| ★ School-based staff (Part B)
Children and students
Local or regional staff (Part B)
Parents/families or parent-focused organizations
Related services personnel
Staff of federal government agencies
Staff of state departments of education
Staff of Part C lead agencies |
| ★ <i>Top type of customer served</i> |



Postsecondary Education Programs (PEPNet)-Midwest

Project Description

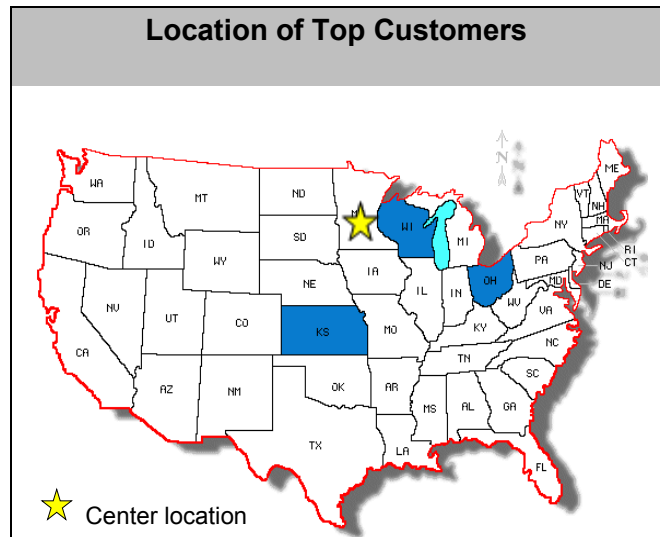
PEPnet Midwest is one of four regional centers designed to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf or hard of hearing, including those with co-occurring disabilities. The center provides professional development training, technical assistance, innovative technology, and other resources to secondary and postsecondary educational institutions in the Midwest to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Deaf-blind	2
General Supervision/Monitoring (Part C)	1
Inclusion/LRE	1
School completion/dropout/graduation	1
Secondary transition and post-school outcomes	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	33.3%
Web only high	0.0%
Training & consult low	0.0%
Training & consult high	66.7%

- | Topics of Primary Technical Assistance Focus |
|---|
| <ul style="list-style-type: none"> • Secondary transition and post-school outcomes • Low-incidence disabilities • Assistive technology |

- | Customers Served Through Technical Assistance |
|--|
| ★ IHE staff, students, or researchers |
| ★ Organizations providing TA or training |
| ★ School-based staff (Part B) |
| Children and students |
| Local or regional staff (Part B) |
| Parents/families or parent-focused organizations |
| Related services personnel |
| Staff of federal government agencies |
| Staff of state departments of education |
| Staff of Part C lead agencies |
| ★ <i>Top type of customer served</i> |



Postsecondary Education Programs (PEPNet)-Northeast

Project Description

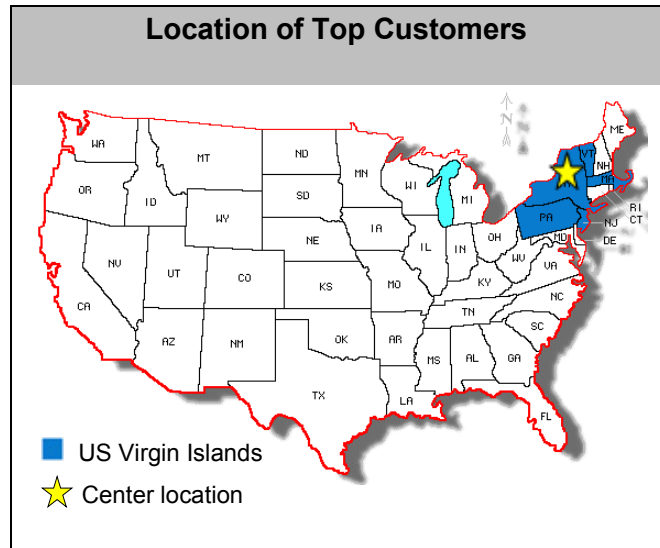
PEPnet Northeast is one of four regional centers designed to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf or hard of hearing, including those with co-occurring disabilities. The center provides professional development training, technical assistance, innovative technology, and other resources to secondary and postsecondary educational institutions in the Northeast to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Deaf-blind	2

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	50.0%
Web only high	0.0%
Training & consult low	0.0%
Training & consult high	50.0%

- | Topics of Primary Technical Assistance Focus |
|---|
| <ul style="list-style-type: none"> • Low-incidence disabilities • Secondary transition and post-school outcomes • Assistive technology |

- | Customers Served Through Technical Assistance |
|---|
| <ul style="list-style-type: none"> ★ IHE staff, students, or researchers ★ Organizations providing technical assistance or training ★ Related services personnel Parents/families or parent-focused organizations Policy makers School-based staff (Part B) Staff of state departments of education Staff of Part C lead agencies |
| <p>★ <i>Top type of customer served</i></p> |



Postsecondary Education Programs (PEPNet)-South

Project Description

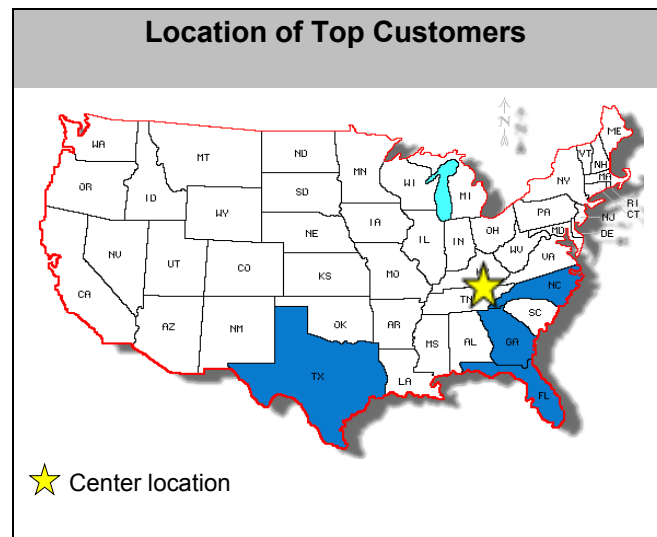
PEPnet South is one of four regional centers designed to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf or hard of hearing, including those with co-occurring disabilities. The center provides professional development training, technical assistance, innovative technology, and other resources to secondary and postsecondary educational institutions in the South to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Deaf-blind	5
Secondary transition and post-school outcomes	5
General Supervision/Monitoring (Part B)	1
Inclusion/LRE	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	16.7%
Web only high	8.3%
Training & consult low	66.7%
Training & consult high	8.3%

- | Topics of Primary Technical Assistance Focus |
|---|
| <ul style="list-style-type: none"> • Low-incidence disabilities • Secondary transition and post-school outcomes • Assistive technology |

- | Customers Served Through Technical Assistance |
|--|
| <ul style="list-style-type: none"> ★ IHE staff, students, or researchers ★ Related services personnel ★ School-based staff (Part B)
Children and students Local or regional staff (Part B)
Organizations providing technical assistance or training Parents/families or parent-focused organizations Staff of state departments of education Staff of Part C lead agencies <p style="text-align: right;">★ <i>Top type of customer served</i></p> |



National Center on Education Outcomes (NCEO)

Project Description

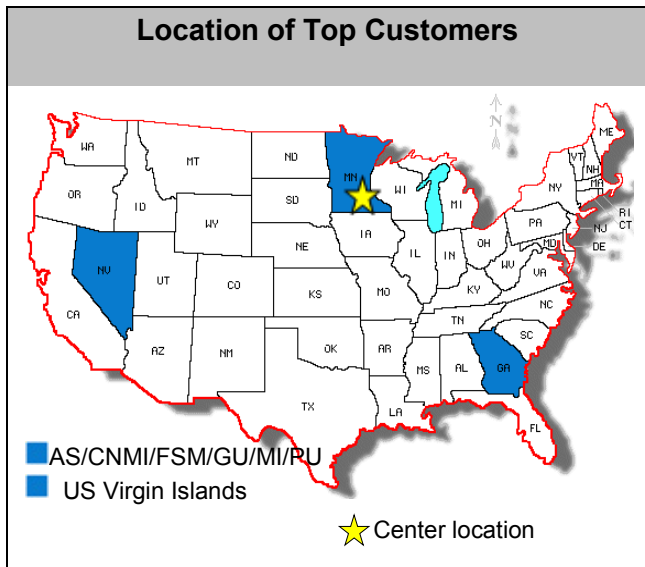
The purpose of NCEO is to improve results for students with disabilities by increasing their participation rates in high-quality assessment and accountability systems. The center conducts and disseminates research on assessment and accountability policies and practices and provides technical assistance to help states improve the quality of assessments in which students with disabilities participate and meet federal data collection and accountability requirements.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
State assessment systems	26
Response to Intervention	6
General Supervision/Monitoring (Part B)	4
Inclusion/LRE	3
School completion/ dropout/graduation	3
Behavior, including PBIS	2
Deaf-blind	2
Secondary transition and post-school outcomes	2
Disproportionality	1
Early Childhood/Preschool Special Education	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	10.2%
Web only high	8.2%
Training & consult low	44.9%
Training & consult high	36.7%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> State/local assessment systems, including accommodations, modified standards, and alternate assessment Student performance/achievement

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ IHE staff, students, or researchers ★ Staff of federal government agencies ★ Staff of state departments of education
Organizations providing technical assistance or training
Policy makers
Staff of Part C lead agencies
★ <i>Top type of customer served</i>



National Post-School Outcomes Center (NPSO)

Project Description

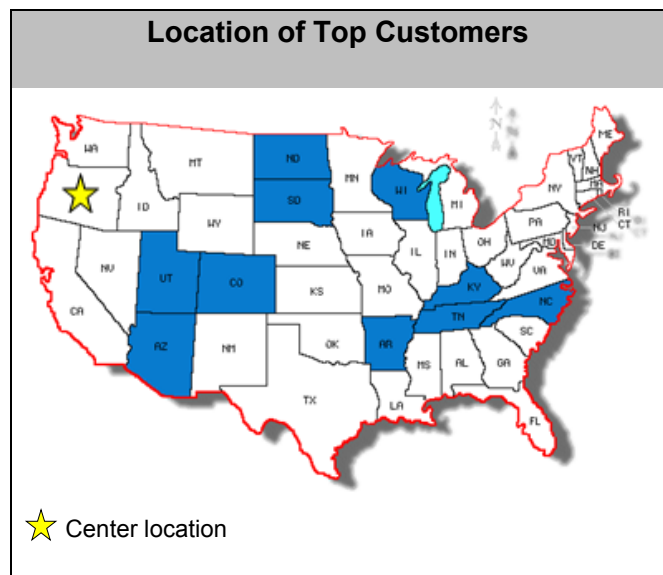
The purpose of NPSO is to support the use of data on postsecondary outcomes to strengthen accountability, decision making, and program improvement for students receiving IDEA services. The center provides technical assistance and other resources to states to produce valid, reliable, and accurate data for federal reporting related to transition and post-school outcomes; improve the efficiency, cost-effectiveness, and quality of data collections; and use postsecondary outcome and longitudinal data to guide and improve services for youth with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Secondary transition and post-school outcomes	36
School completion/dropout/ graduation	17
General Supervision/Monitoring (Part B)	7
Disproportionality	3
Inclusion/LRE	3
Behavior, including PBIS	1
Procedural safeguards/ dispute resolution	1
Response to Intervention	1
State assessment systems	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	2.9%
Web only high	2.9%
Training & consult low	34.8%
Training & consult high	59.4%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Data systems or use of data for improvement • Secondary transition and post-school outcomes

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Staff of state departments of education IHE staff, students, or researchers Local or regional staff (Part B) Organizations providing technical assistance or training Parents/families or parent-focused organizations Related services personnel School-based staff (Part B) Staff of federal government agencies Staff of Part C lead agencies Policy makers <p style="text-align: center;">★ <i>Top type of customer served</i></p>



National Dissemination Center for Children with Disabilities (NDC/NICHCY)

Project Description

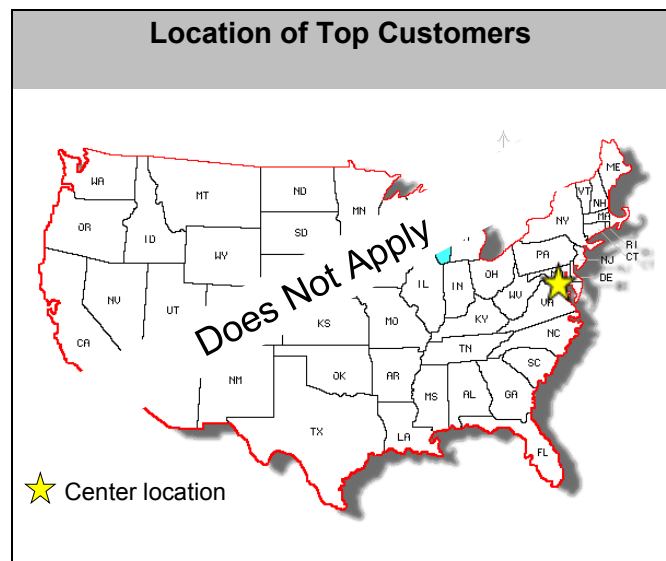
The purpose of NICHCY is to serve as a national source of information on disabilities in infants, toddlers, children, and youth. The center conducts outreach to promote disability awareness; develops and disseminates disability-related information to families, early intervention personnel, educators, and other stakeholders, as well as to other centers in the TA&D Network; and provides leadership to other centers on effective information dissemination strategies.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early childhood/preschool special education	14
Secondary transition and post-school outcomes	12
Deaf-blind	9
Inclusion/LRE	9
Response to Intervention	7
Disproportionality	6
Procedural safeguards/dispute resolution	6
State assessment systems	6
Early intervention services in natural environments	3
School completion/ dropout/ graduation	3
Child and family outcomes	2
General Supervision/Monitoring (Part C)	2
Behavior, including PBIS	2
General Supervision/Monitoring (Part B)	2
Early childhood transition	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	25.0%
Web only high	39.3%
Training & consult low	32.1%
Training & consult high	3.6%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • IDEA SPECIAL Education and early intervention laws, policies, and regulations • Parent and family involvement • Evidence-based practices related to dissemination

Customers Served Through Technical Assistance
★ Organizations providing technical assistance or training
★ Parents/families or parent-focused organizations
★ School-based staff (Part B) EI program administrators and staff IHE staff, students, or researchers Local or regional staff (Part B) Related services personnel Staff of state departments of education Staff of Part C lead agencies
★ <i>Top type of customer served</i>



Early Childhood Outcomes Center (ECO)

Project Description

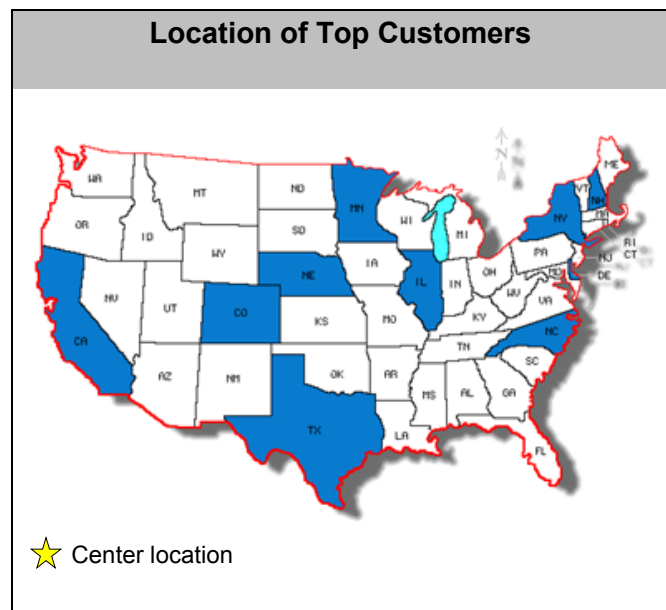
The purpose of ECO is to support the implementation of measurement systems for child and family outcomes among early intervention and early childhood special education programs. The center conducts research and provides technical assistance and other resources to help states develop outcome measurement systems that provide valid and reliable data for both federal reporting and program improvement.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early childhood/preschool special education	40
Child and family outcomes	39
General Supervision/Monitoring (Part C)	18
Social/ emotional development	14
General Supervision/Monitoring (Part B)	10
Inclusion/LRE	9
Early childhood transition	8
Early intervention services in natural environments	7
Deaf-blind	5
State assessment systems	5
Behavior, including PBIS	4
Procedural safeguards/ dispute resolution	2
Response to Intervention	2
Disproportionality	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	4.3%
Web only high	2.5%
Training & consult low	32.7%
Training & consult high	60.5%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Child and family outcomes • Data systems or use of data for improvement

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Staff of state departments of education ★ Staff of Part C lead agencies El program administrators and staff IHE staff, students, or researchers Local or regional staff (Part B) Related services personnel Organizations providing technical assistance or training Parents/families or parent-focused organizations Policy makers School-based staff (Part B) Staff of federal government agencies
<p>★ <i>Top type of customer served</i></p>



Center for Early Literacy Learning (CELL)

Project Description

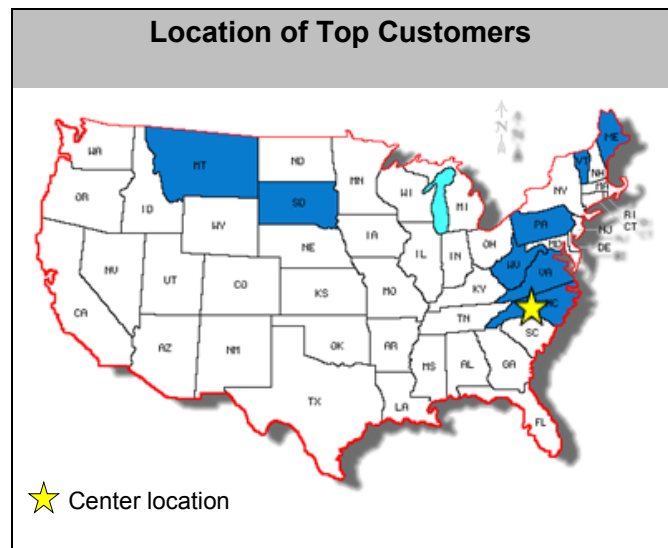
The purpose of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices with young children with disabilities and delays. The center conducts research on early communication, language, and literacy development; disseminates resources to educators and caregivers on how to promote the communication and language skills of children ages birth through 5; and provides technical assistance to state early intervention and education agencies to build state-level capacity to promote effective early literacy learning assessment and intervention procedures among early intervention and preschool programs.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early childhood/preschool special education	20
Early intervention services in natural environments	7
Child and family outcomes	6
Social/emotional development	4
Inclusion/LRE	4
Deaf-blind	3
Response to Intervention	3
Early childhood transition	2
General Supervision/Monitoring (Part C)	2
Behavior, including PBIS	1
Disproportionality	1
Procedural safeguards/dispute resolution	1
State assessment systems	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	18.2%
Web only high	16.4%
Training & consult low	36.4%
Training & consult high	29.1%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Inclusion and LRE (preschool, 3-5) • Parent and family involvement • Early literacy (0-3)

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ EI program administrators and staff ★ Local or regional staff (Part B) ★ Parents/families or parent-focused organizations ★ Staff of state departments of education ★ Staff of Part C lead agencies IHE staff, students, or researchers Organizations providing technical assistance or training Related services personnel School-based staff (Part B)
<p>★ <i>Top type of customer served</i></p>



National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

Project Description

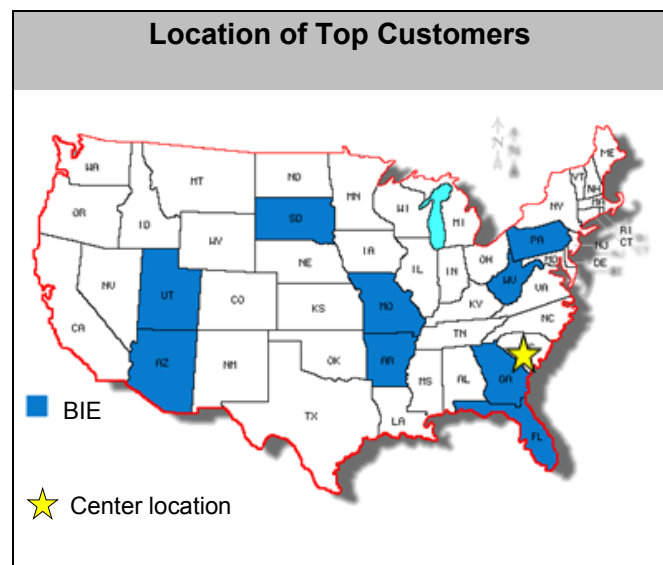
The purpose of NDPC-SD is to help states build and implement comprehensive dropout prevention, reentry, and school completion programs and practices for students with disabilities. The center provides technical assistance to state and local agencies to help them develop and improve data collection systems to track students at risk of dropping out and meet federal reporting accountability related to graduation and dropout and provides training activities and other resources for policy makers, administrators, and practitioners on dropout prevention, reentry, and school completion strategies.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
School completion/dropout/ graduation	30
Secondary transition and post-school outcomes	25
Behavior, including PBIS	10
General Supervision/Monitoring (Part B)	8
Disproportionality	4
Inclusion/LRE	3
Response to Intervention	3
Procedural safeguards/dispute resolution	2
State assessment systems	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	9.3%
Web only high	4.7%
Training & consult low	40.7%
Training & consult high	45.3%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Secondary transition and post-school outcomes • School completion/ dropout/ graduation • Data systems or use of data for improvement

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Local or regional staff (Part B) ★ School-based staff (Part B) ★ Staff of state departments of education <p>Children and students IHE staff, students, or researchers Organizations providing technical assistance or training Parents/families or parent-focused organizations Policy makers Related services personnel Staff of Part C lead agencies</p> <p><i>★ Top type of customer served</i></p>



Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

Project Description

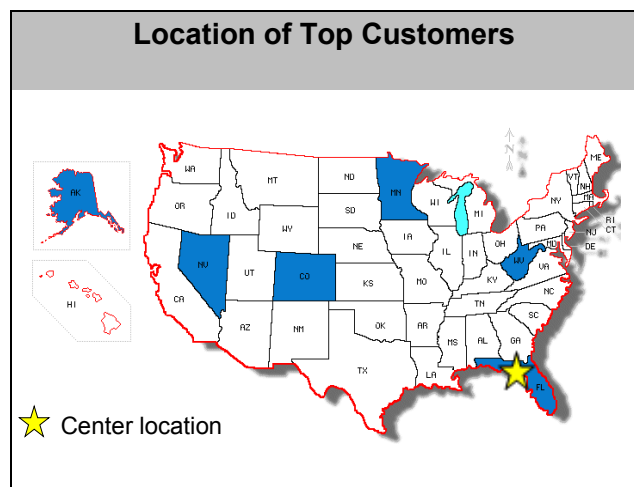
The goal of TACSEI is to support the implementation of evidence-based practices that improve the social, emotional, and behavioral functioning of young children with or at risk of disabilities. The center conducts, synthesizes, and disseminates research related to promoting social-emotional competence and addressing challenging behavior; collaborates with other national organizations and centers to provide resources to families, providers, administrators, and policy makers; and provides training and technical assistance to states to meet federal accountability requirements and scale up effective models of social, emotional, and behavioral intervention.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Early childhood/preschool special education	28
Social/emotional development	26
Behavior, including PBIS	15
Child and family outcomes	13
Early intervention services in natural environments	8
General Supervision/Monitoring (Part C)	8
Early childhood transition	5
Response to Intervention	4
Inclusion/LRE	3
General Supervision/Monitoring (Part B)	2
State assessment systems	2
Deaf-blind	1
Disproportionality	1
Procedural safeguards/dispute resolution	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	9.5%
Web only high	20.7%
Training & consult low	32.8%
Training & consult high	37.1%

- | Topics of Primary Technical Assistance Focus |
|--|
| <ul style="list-style-type: none"> • Interagency coordination • Data systems or use of data for improvement • Behavior, including positive behavior support (PBS) |

- | Customers Served Through Technical Assistance |
|--|
| <ul style="list-style-type: none"> ★ EI program administrators and staff ★ School-based staff (Part B) ★ Staff of state departments of education ★ Staff of Part C lead agencies Local or regional staff (Part B) Organizations providing technical assistance or training |
| <p>★ <i>Top type of customer served</i></p> |



Project Forum

Project Description

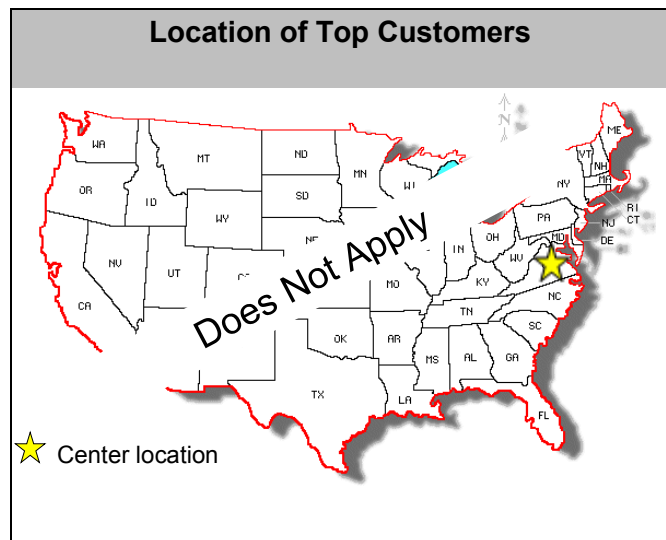
The purpose of Project Forum is to facilitate communication between OSEP and state and local administrators of IDEA and assist OSEP in improving its efficiency and effectiveness in administering IDEA. The center analyzes emerging policy and program issues regarding the administration of special education, early intervention, and related services at the federal, state, and local levels; collaborates with technical assistance providers at the national and regional levels; and supports the flow of information related to program improvement for children with disabilities.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
State assessment systems	11
Response to Intervention	8
General Supervision/Monitoring (Part B)	8
Early childhood/preschool special education	7
Inclusion/LRE	7
Secondary transition and post-school outcomes	6
Deaf-blind	4
Disproportionality	4
School completion/dropout/ graduation	4
Behavior, including PBIS	3
Procedural safeguards/dispute resolution	3
General Supervision/ Monitoring (Part C)	2
Child and family outcomes	1
Early childhood transition	1
Early intervention services in natural environments	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	31.9%
Web only high	29.0%
Training & consult low	30.4%
Training & consult high	8.7%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> • Accessibility (access to the general education curriculum and more) • Data systems or use of data for improvement • Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)

Customers Served Through Technical Assistance
★ IHE staff, students, or researchers
★ Parents/families or parent-focused organizations
★ Staff of state departments of education
Local or regional staff (Part B)
Organizations providing technical assistance or training
Policy makers
Related services personnel
School-based staff (Part B)
Staff of federal government agencies
Staff of Part C lead agencies
★ <i>Top type of customer served</i>



Center for Appropriate Dispute Resolution in Special Education (CADRE)

Project Description

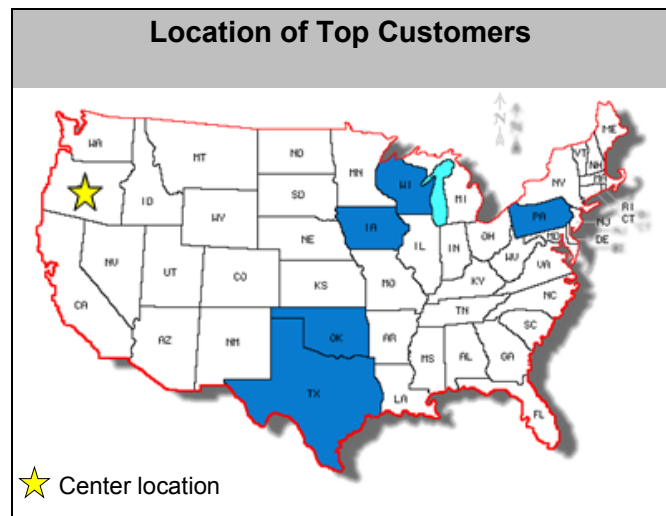
The purpose of CADRE is to facilitate the use of mediation, individualized educational program facilitation, and other alternative dispute resolution processes in connection with the implementation of IDEA. The center provides technical assistance to states on dispute resolution concerning IDEA programs, provides professional development to improve skills of practitioners and school/provider staff, and collaborates with other centers to provide information and resources to parents and families regarding strategies for resolving disagreements with educational agencies.

Areas of Technical Assistance Provided as Reported by State Staff	
Selected Topic	Number of States
Procedural safeguards/dispute resolution	36
General Supervision/Monitoring (Part B)	14
Early childhood/preschool special education	4
Behavior, including PBIS	3
General Supervision/Monitoring (Part C)	2
School completion/dropout/ graduation	2
Early intervention services in natural environments	1
Social/emotional development	1
Deaf-blind	1
Response to Intervention	1
Secondary transition and post-school outcomes	1
State assessment systems	1

Type of Technical Assistance Received as Reported by State Staff	
Type of TA	% of Interactions
Web only low	13.4%
Web only high	4.5%
Training & consult low	41.8%
Training & consult high	40.3%

Topics of Primary Technical Assistance Focus
<ul style="list-style-type: none"> Dispute resolution/procedural safeguards

Customers Served Through Technical Assistance
<ul style="list-style-type: none"> ★ Organizations providing technical assistance or training ★ Parents/families or parent-focused organizations ★ Staff of state departments of education Staff of federal government agencies Staff of Part C lead agencies
<p>★ <i>Top type of customer served</i></p>



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Appendix A.

State Performance Plan (SPP) Indicators for Part C (Infants and toddlers) and Part B (School age)

Part C SPP Indicators

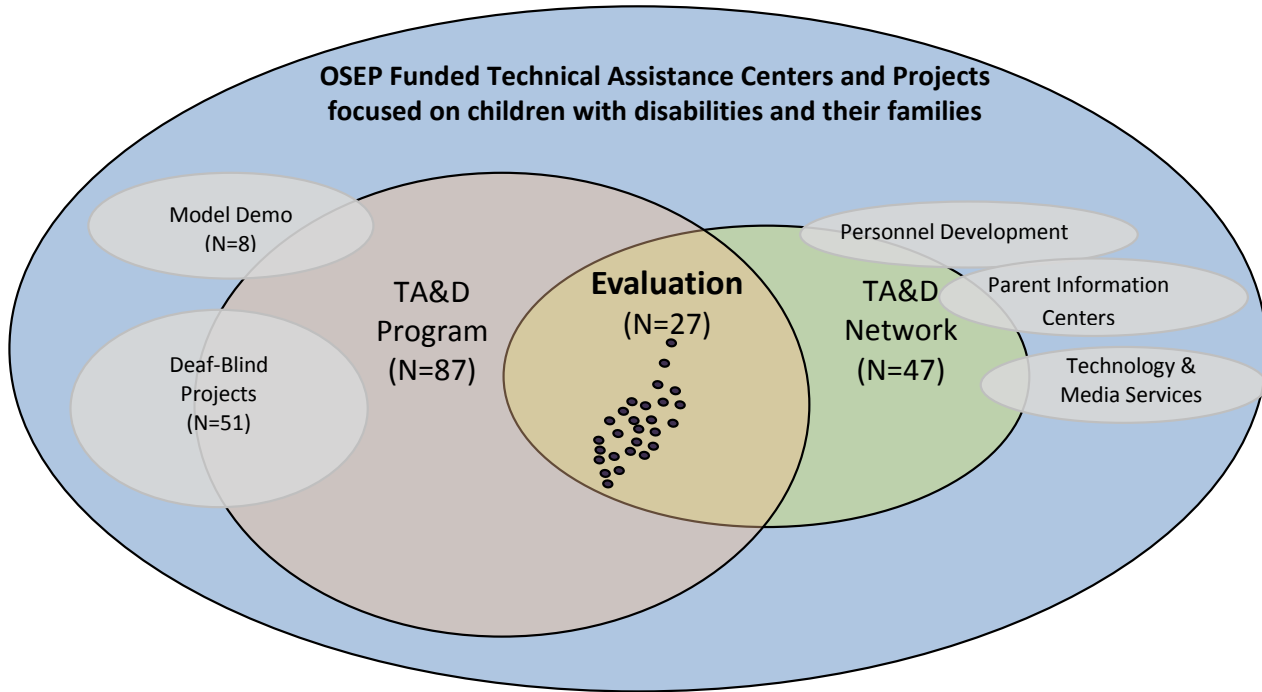
1. **Timely Service Delivery.** Percent of infants/toddlers with IFSPs receiving EI on their IFSPs in a timely manner
2. **Settings.** Percent of infants/toddlers receiving EI in the home or programs for typically developing children
3. **Child Outcomes.** Percent of infants/toddlers demonstrating improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors
4. **Family Outcomes.** Percent of families reporting EI services have helped the family know their rights; effectively communicate child's needs; and help their children develop and learn
5. **Child Find, Ages Birth to 1.** Percent of infants/toddlers birth–1 with IFSPs compared to other States with similar eligibility definitions and national data
6. **Child Find, Ages Birth to 3.** Similar to Indicator 5 for B–3
7. **Timeliness of IFSP.** Percent of eligible infants/toddlers with IFSPs within 45-day Part C timeline
8. **Early Childhood Transition.** Percent of all children exiting Part C who received timely transition planning by their 3rd birthday
9. **Part C monitoring System.** General Supervision system identifies and corrects no later than one year from identification
10. **Administrative Complaints.** Percent of signed written complaints with reports issued that were resolved within 60-day timeline.
11. **Due Process Hearings.** Percent of due process hearing requests that were fully adjudicated within applicable timeline
12. **Resolution Agreements.** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements [applicable if Part B due process procedures are adopted]
13. **Mediations.** Percent of mediations held that resulted in mediation agreements
14. **Data Accuracy.** State reported data are timely and accurate.

Part B SPP Indicators

1. **Graduation.** Percent of youth with IEPs graduating with regular diploma
2. **Dropout.** Percent of youth with IEPs dropping out
3. **Statewide Assessment.** Participation and performance
4. **Suspension/Expulsion.** Suspension/Expulsion rates
5. **LRE Placement.** Percent of age 6–21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
6. **Preschool Settings.** Percent of preschool children with IEPs in settings with typically developing peers.
7. **Preschool Skills.** Percent of preschool children with improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors
8. **Parent Involvement.** Percent of parents with child receiving SPED services who report schools facilitated parent involvement
9. **Disproportionate Representation in Special Education.** Percent of districts with disproportionality due to inappropriate identification
10. **Disproportionate Representation in Specific Disability Categories.** Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification
11. **Child Find.** Percent of children determined eligible within 60 days
12. **Part C to B Transition.** Percent of children with IEP by 3rd birthday
13. **Secondary Transition with IEP Goals.** Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services
14. **Secondary Transition/Post-School Outcomes—Competitive**
15. **Employment, Enrolled in School.** Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school
15. **Monitoring, Complaints, and Hearings.** General supervision system identifies and corrects noncompliance within one year
16. **Written Complaints.** Percent of signed written complaints with reports issues resolved within 60 days
17. **Due Process Hearings.** Percent of due process hearings within 45 days
18. **Hearing Requests that went to Resolution.** Percent of hearing requests resolved through resolution agreements
19. **Mediations.** Percent of mediations resulting in mediation agreements
20. **Timeliness of State Reported Data and Reports.** State-reported data are timely and accurate.

Appendix B.

Relationship Between the TA&D Program Evaluation, the TA&D Program, and the TA&D Network



Not to scale.

Appendix C.

Grantee Survey

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

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

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

1. _____
2. _____
3. _____

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

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

Customers associated with Part B/619

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

Customers associated with Part C

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

Other customers

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

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

1. _____
2. _____
3. _____

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

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

	Customer	When did you begin working with this customer? (approximate month and year, use format of MM/YY)	Do you currently work with this customer? Check 'Y' or 'N' <i>If not, when did your work end?</i> (approximate month and year)	What other TA&D network centers do you collaborate with to provide products or services to this particular customer, if any?
1.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
2.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
3.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
4.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
5.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
6.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
7.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
8.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
9.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____
10.	_____	_____	Y <input type="checkbox"/> N <input type="checkbox"/> _____	_____

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

Initiation of relationship with customer:

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

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

I-8 Of the customers you listed in Question I-5, which are your top three in terms of time and financial resources allocated to date?

Customer	_____
Customer	_____
Customer	_____

I-9 Please check the products or services that your center has provided to customers from the beginning of your grant to date. Please do not check boxes for products or services that you *plan* to provide but have not yet done so.

- Downloadable products and materials housed on center web site
- Listserves
- Answers to questions (e.g., by email or telephone)
- Newsletters or briefs
- Practice guides or toolkits
- Webinars, webcasts, web-based instructional programs, conference calls
- Training materials
- Action plans, strategic plans, plans for implementation or scaling up
- Communities of Practice
- Presentations at meetings/conferences organized by others
- Organization of meetings or conferences
- Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)
- Consultation on customer-developed products (reports, training materials or other documents)
- Consultation on SPP/APR indicator and documentation
- Consultation on implementation or scaling up
- Consultation on model demonstration sites
- Consultation on data collection, data systems, data management, or use of data for improvement
- Consultation on testing of materials or products

THANK YOU.

PLEASE DO THE FOLLOWING:

- 1) Save a copy of this document for your records.
- 2) Email this file to Chrislysy@westat.com
- 3) Read the information on the following pages in preparation for your interview.

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

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

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

Appendix D.

Grantee Interview

1. TA&D Program Grantee: _____	
2. Lead Interviewer: _____	3. Second Interviewer: _____
4. Date of Initial Interview: _____	
5. Individuals Participating in Initial Interview (Name/Role):	
•	_____ / _____
•	_____ / _____
•	_____ / _____
•	_____ / _____
•	_____ / _____
6. Date of Follow-up Interview: _____	
7. Individuals Participating in Follow-up Interview (Name/Role):	
•	_____ / _____
•	_____ / _____
•	_____ / _____
•	_____ / _____
8. Were there items from the questionnaire that needed clarification? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:	

Introduction

Hi my name is _____ from Westat. I've also got _____ on the phone with me, who is also from Westat. Thanks for agreeing to talk with us today. Before we get started, I wanted to check with you to see if it would be okay if we recorded our conversation today. We will try to take careful notes as we talk, but recording the conversation will assist us making sure our notes are accurate. We will not be sharing the recordings with anyone outside of the project. Would that be okay with you?

Okay, thanks. We are now recording. I would like to take a minute and verify the names and roles of everyone that is participating in the conversation today.

[Use this information to complete #5 on previous page.]

Before we get started, I just wanted to reiterate that we very much appreciate your taking the time to talk with us today as part of the National Evaluation of the IDEA TA&D Program. This evaluation is being conducted by Westat for the Institute of Education Sciences (IES) in the U.S. Department of Education.

The overall goals of the evaluation are to provide descriptive information about the products and services provided by the TA&D Program centers, as well as to understand needs that states and other customers have for TA related to IDEA and the extent to which these needs are being met. The questionnaire that you completed and this interview are designed to learn more about your center and to understand your perspective on the successes your center has had, as well as the challenges you have experienced. Do you have any questions about the evaluation or the interview? *[Answer any questions.]*

During our conversation today, I'm going to be referring back to the questionnaire that you completed for us. Therefore, it will be important that you have a copy of the questionnaire and your responses in front of you. Do you have that? *[When you sent the reminder email to the grantee, you should have sent a copy of the complete survey as well, so refer grantee to that email.]*

Interview Questions

II-1 *[Prior to conducting the interview, in the table below, fill in the three topic areas named by the grantee in QI-2.]*

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

[For those centers that chose more than three topic areas in QI-1, the proportions may not sum to 100%; the proportions should never be more than 100%, though.

It may be challenging for respondents to make estimates. Encourage them that these just need to be “rough” estimates, not precise ones.]

Topic	Proportion (%)
1. _____	_____
2. _____	_____
3. _____	_____

II-2 Please look at the table called “Areas of Outcomes,” which I emailed to you a couple of days ago. *[Grantee should have this document in front of them.]* Let’s read through these once quickly. *[Read through the list.]*

For the topic of [topic 1], tell me which of these areas your center aims to affect. You can read me the number for each one that applies to [topic 1]. *[Check the appropriate boxes in the table below; Grantee can select more than one outcome areas for each topic.]*

[Repeat for topic 2, topic 3, if needed.]

Are there additional outcome areas for any of these topics that were not covered by this list? *[Fill in ‘other’ if needed.]*

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

II-3 Now I'd like to take a minute to verify the customers you noted in Question 5 of the questionnaire.

Clarifying information about customers identified in QI-5	Customer type [using QI-3 categories below; just put letter]
Customer 1. _____	_____
Customer 2. _____	_____
Customer 3. _____	_____
Customer 4. _____	_____
Customer 5. _____	_____
Customer 6. _____	_____
Customer 7. _____	_____
Customer 8. _____	_____
Customer 9. _____	_____
Customer 10. _____	_____

<p>Part B/619:</p> <p>A. SEA staff</p> <p>B. LEA staff</p> <p>C. Regional staff</p> <p>D. School-based administrators</p> <p>E. General/special ed teachers</p> <p>F. Related services personnel</p> <p>G. Children/students</p> <p>H. Parents/families or parent organizations.</p>	<p>Part C:</p> <p>I. Lead agency staff</p> <p>J. Local Part C administrators</p> <p>K. Early intervention providers</p> <p>L. Related services personnel</p> <p>M. Children</p> <p>N. Parents/families or parent organizations</p>	<p>Other Customers:</p> <p>O. Professional development coordinators</p> <p>P. Other TA centers, projects, or providers</p> <p>Q. National family/consumer organization staff</p> <p>R. Staff of Federal government agencies</p> <p>S. IHE administrators, faculty, students</p> <p>T. Policy makers</p> <p>U. Researchers</p> <p>V. Other1</p> <p>W. Other2</p> <p>X. Other3</p> <p>Y. Other4</p> <p>Z. Other5</p>
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[II-4 through II-7 repeated for the three customers identified in I-7 of the questionnaire]

Next, we'd like to talk to you a little bit more about your top three customers—the ones that you listed in Question 7. Just as a reminder, those customers were [*customer 1, customer 2, customer 3*].

Customer 1. _____
Customer 2. _____
Customer 3. _____

Customer 1

II-4.1 First let's talk a little more about your work with [Customer 1, QI-7].

What outcomes did/do you hope to achieve from your work with [Customer 1, QI-7]?

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

II-5.1 Let's talk more about your activities with [Customer 1, QI-7]. Using the list of products and services that appears under Question 8 of the questionnaire, which of these products or services were/are part of your work with [Customer 1, QI-7]?

TA Products and Services	Provided to Customer 1
a) Downloadable products and materials housed on center web site	<input type="checkbox"/>
b) Listserves	<input type="checkbox"/>
c) Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>
d) Newsletters or briefs	<input type="checkbox"/>
e) Practice guides or toolkits	<input type="checkbox"/>
f) Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>
g) Training materials	<input type="checkbox"/>
h) Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>
i) Communities of Practice	<input type="checkbox"/>
j) Presentations at meetings/conferences organized by others	<input type="checkbox"/>
k) Organization of meetings or conferences	<input type="checkbox"/>
l) Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>
m) Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>
n) Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>
o) Consultation on implementation or scaling up	<input type="checkbox"/>
p) Consultation on model demonstration sites	<input type="checkbox"/>
q) Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>

Are there other products or services that your center provided to [Customer 1, QI-7] that were not included in this list?

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

Date: _____

NA—work is done

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

[Read off each item and check the appropriate boxes.]

- A formal application procedure

***[If yes...]* What criteria did you use for evaluating the applications and selecting customers to work with?**

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

Customer 2

II-4.2 First let's talk a little more about your work with [Customer 2, QI-7].

What outcomes did/do you hope to achieve from your work with [Customer 2, QI-7]?

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

II-5.2 Let's talk more about your activities with [Customer 2, QI-7]. Using the list of products and services that appears under Question 8 of the questionnaire, which of these products or services were/are part of your work with [Customer 2, QI-7]?

TA Products and Services	Provided to Customer 2
a) Downloadable products and materials housed on center web site	<input type="checkbox"/>
b) Listserves	<input type="checkbox"/>
c) Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>
d) Newsletters or briefs	<input type="checkbox"/>
e) Practice guides or toolkits	<input type="checkbox"/>
f) Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>
g) Training materials	<input type="checkbox"/>
h) Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>
i) Communities of Practice	<input type="checkbox"/>
j) Presentations at meetings/conferences organized by others	<input type="checkbox"/>
k) Organization of meetings or conferences	<input type="checkbox"/>
l) Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>
m) Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>
n) Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>
o) Consultation on implementation or scaling up	<input type="checkbox"/>
p) Consultation on model demonstration sites	<input type="checkbox"/>
q) Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>

Are there other products or services that your center provided to [Customer 2, QI-7] that were not included in this list?

II-6.2 [If work with Customer 2 is ongoing...] How long (e.g., until what date) do you anticipate that you will work with [Customer 2, Q2-7]?

Date:

NA—work is done

II-7.2 In your work with [Customer 2, QI-7], were any of the following involved?

[Read off each item and check the appropriate boxes.]

- A formal application procedure

***[If yes...]* What criteria did you use for evaluating the applications and selecting customers to work with?**

- Developing a formal individualized plan for TA for [Customer 2, QI-7]
- On-site consultation
- As a prerequisite to receiving TA, [Customer 2, QI-7] was required to commit funds or resources
- Reimbursement to your center/project from [Customer 2, QI-7] for some products, services or expenses

Customer 3

II-4.3 First let's talk a little more about your work with [Customer 3, QI-7].

What outcomes did/do you hope to achieve from your work with [Customer 3, QI-7]?

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

II-5.3 Let's talk more about your activities with [Customer 3, QI-7]. Using the list of products and services that appears under Question 8 of the questionnaire, which of these products or services were/are part of your work with [Customer 3, QI-7]?

TA Products and Services	Provided to Customer 3
a) Downloadable products and materials housed on center web site	<input type="checkbox"/>
b) Listserves	<input type="checkbox"/>
c) Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>
d) Newsletters or briefs	<input type="checkbox"/>
e) Practice guides or toolkits	<input type="checkbox"/>
f) Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>
g) Training materials	<input type="checkbox"/>
h) Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>
i) Communities of Practice	<input type="checkbox"/>
j) Presentations at meetings/conferences organized by others	<input type="checkbox"/>
k) Organization of meetings or conferences	<input type="checkbox"/>
l) Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>
m) Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>
n) Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>
o) Consultation on implementation or scaling up	<input type="checkbox"/>
p) Consultation on model demonstration sites	<input type="checkbox"/>
q) Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>

Are there other products or services that your center provided to [Customer3, QI-7] that were not included in this list?

II-6.3 [If work with Customer 3 is ongoing...] How long (e.g., until what date) do you anticipate that you will work with [Customer 3, QI-7]?

Date:

NA—work is done

II-7.3 In your work with [Customer 3, QI-7], were any of the following involved?

[Read off each item and check the appropriate boxes.]

- A formal application procedure

***[If yes...]* What criteria did you use for evaluating the applications and selecting customers to work with?**

- Developing a formal individualized plan for TA for [Customer 3, QI-7]
- On-site consultation
- As a prerequisite to receiving TA, [Customer 3, QI-7] was required to commit funds or resources
- Reimbursement to your center/project from [Customer 3, QI-7] for some products, services or expenses

II-8 *[Prior to the interview, complete the first column of the table on the next page based on the responses provided in QI-8.]*

Now look at Question 8. We asked you to check the products or services that your center provides to customers. I'd like to discuss each of these to determine if any are products or services that your center tailors for specific customers or recipients. By *tailored* for specific customers, we mean that you designed or modified the product or service to meet the needs of specific states, districts, organizations or other recipients.

[For each item that the Grantee indicated is a product or service that they provide:]
You've noted that you provide *[product or service from QI-8]*; is that something that your center tailors for specific customers or recipients?

[Check the appropriate boxes in the table on the next page.]

Has the demand for *[product or service from QI-8]* exceeded your center's available staff time or financial resources? *[For any items M through R that are checked, confirm that consultation means consultation. Going through each item is not necessary.]*

	<i>[Pre-check based on Q1-8 responses]</i>	Product or service that center tailors for specific customers or recipients	Demand exceeded resources
a. Downloadable products and materials housed on center web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Listserves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Answers to questions (e.g., by email or telephone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Newsletters or briefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice guides or toolkits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Webinars, webcasts, web-based instructional programs, conference calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Action plans, strategic plans, plans for implementation or scaling up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Communities of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Presentations at meetings/conferences organized by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Organization of meetings or conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Trainings (e.g., workshops, workgroups, seminars, symposia, institutes, forums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Consultation on customer-developed products (reports, training materials or other documents)	<input type="checkbox"/>		<input type="checkbox"/>
n. Consultation on SPP/APR indicator and documentation	<input type="checkbox"/>		<input type="checkbox"/>
o. Consultation on implementation or scaling up	<input type="checkbox"/>		<input type="checkbox"/>
p. Consultation on model demonstration sites	<input type="checkbox"/>		<input type="checkbox"/>
q. Consultation on data collection, data systems, data management, or use of data for improvement	<input type="checkbox"/>		<input type="checkbox"/>

II-9 Are there other products or services your center provides that were not listed Question I-8? *[If grantee mentioned other products or services that were provided to any of their top three customers in QII-4 through QII-7, those can be listed here and asked about.]*

[For each:] **Is this tailored for specific customers? Is [product or service] also something that is available to any customer?**

Has the demand for [product or service] exceeded your center’s available staff time or financial resources?

Other products or services	Product or service that center tailors for specific customers or recipients	Demand exceeded resources
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>

II-10 Is there other information you would like to share about any of the topics we have covered today, or about the work that your center is doing?

Appendix E.

State Lead Survey (Part C – Infants and toddlers)

IDEA National Evaluation of the OSEP Technical Assistance & Dissemination Program:

PART C SURVEY

Westat is conducting an evaluation of the IDEA Technical Assistance and Dissemination Program (TA&D Program) for the Institute of Education Science (IES) in the U.S. Department of Education. This survey has two sections: Section I asks questions about your Part C lead agency's need for technical assistance (TA) products or services. Section II consists of separate modules that focus on specific topic areas. We ask that you begin with Section I. At the end of Section I you will be asked to assign Section II modules to other staff. Additional instructions are provided below.

Purpose of the Study

Part C lead agencies have a wide range of responsibilities associated with ensuring that infants and toddlers with disabilities and their families have access to the early intervention services they need to grow and learn. How does the OSEP TA&D Program provide Part C lead agencies with the technical assistance products or services they need to effectively carry out those responsibilities? This questionnaire is part of a new study to evaluate the OSEP TA&D Program. The purpose of the study is to understand (1) the needs that state early intervention systems have for TA products or services to support the implementation of IDEA and support improvement of infant and toddler outcomes and (2) the TA products or services that have been received by selected staff at the state level from OSEP TA&D Program centers and their satisfaction with those products or services.

Your responses will help the Department of Education understand the areas where technical assistance could be useful and the TA&D Program's role in helping states to implement IDEA. The TA&D Program Evaluation also has important implications for the development of infants and toddlers with disabilities, as it will provide critical information to the Department of Education and Congress and inform the next reauthorization of IDEA. This independent evaluation is being conducted by IES, not by OSEP.

All states are required to participate in this survey. We are requesting that you and other state Part C Coordinators complete this questionnaire because you and your staff have the most knowledge about the need for TA products or services in your state. With your contribution, the Department of Education and Congress will gain a more accurate and complete understanding of how TA products or services are used to support the implementation of IDEA.

Notice of Confidentiality

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. States may be identified but only in reporting data about broad State need for and use of TA (data collected in Section I of the survey). The reports prepared for the study will summarize survey findings across focal topic areas and will not associate state responses with a specific TA&D center. We will not provide information that identifies the state education agency to anyone outside the study team, except as required by law.

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 20 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR 34 CFR Part 75). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0887.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeVal@westat.com

Frequently Asked Questions (FAQs)

Navigating the Survey:

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Section Guide to the left of the screen. **You cannot change your responses after the completed survey has been submitted.** After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

- Question 1** = Active Question.
- Question 2** = Question has been answered.
- Question 3** = Question has not been answered.
- Question 4** = Question has been skipped based on a previous response.
- Question 5** = Question has been answered but is incomplete.

Do I have to complete the survey all at one time? No. You can sign in and out of 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 'Save & Continue' button before signing out so that your responses on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I go back to a question that I have already answered or skipped? Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g. using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions? You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all questions that are relevant for your state.

Can I have my staff complete some of the questions instead of me? Yes. If you feel it would be helpful, you may either share your login and password with others, 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 I print a copy of the questionnaire when I am finished? Yes. Once you have completed and submitted the survey, you will be able to print a copy for your records.

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.'

Is the system secure? System security is ensured through the following steps: 1) Login and password validation for entry into the system, 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Whom should I contact if I have a question? We can be reached by phone at 1-888-659-9121. Questions can also be emailed to TADEval@westat.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.

Before you answer the questions, please carefully read the instructions and definitions below:

On the following pages, you will be asked questions about the need for TA in your state. Please note that information obtained in this section of the survey may be reported by state.

In this questionnaire, **TA products or services** refers to assistance to education personnel to facilitate implementation of IDEA and to adopt or apply practices and policies aimed at improving outcomes for students with disabilities and their families. TA products or services includes dissemination of products and materials. All of the following should be considered TA products or services:

- Accessing general information from a website
- Accessing training materials from a website, including videos or printed materials
- Receiving telephone consultation on a substantive issue
- Receiving email consultation on a substantive issue
- Receiving consultation or training through web conferencing, including webinars
- Attending a conference, workshop, or training event
- Receiving customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up

When we use the word district in this questionnaire we are referring to LEAs, intermediate units, and similar regional or local educational service agencies.

When we specify the time period **2010-11**, we would like you to think about any 12-month period, which may be a fiscal year such as July 1-June 30, October 1-September 30, or a different 12-month period that is consistent with your state activities.

When we talk about TA products or services that are accessed, received or provided by **SEA staff**, we are also including in this the staff who are employed by the SEA to work at a regional level. These staff may include contracted personnel, if that is the structure the SEA uses to expand its presence to regional areas.

We estimate that it will take approximately 20 minutes to complete Section I. Thank you for joining us in our effort to understand the implementation of the Technical Assistance and Dissemination Program. We appreciate your time and cooperation.

If you have any questions about any aspect of this survey, contact:

Tamara Daley: 1-888-659-9121
e-mail: TADeval@westat.com

Question I-1

We would like to know the areas where your Part C lead agency had any need for TA products or services during 2010-11.

For each of the topic areas listed below, indicate whether your lead agency needed TA products or services to improve your states implementation of IDEA or to help EIS programs implement IDEA and improve outcomes for infants and toddlers with disabilities and their families.

- Include topic areas where your SEA had any need for TA, whether or not TA was accessed or received.
- Include SEA needs for TA for both Part B-Section 619 Preschool Programs for Children with Disabilities and Part B serving students age 6 through 21.
- Include topic areas even if the SEA did not provide TA to districts in that area.

You can see more information about each of these topics by holding your cursor over the name of the topic (e.g., 'Social/Emotional Development,' 'Discipline,' etc.).

TA topic area	SEA had a need for TA products or services in this area in 2010-11	
	Yes	No
Assistive technology	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>
Child and family outcomes	<input type="radio"/>	<input type="radio"/>
Data systems for use of data for improvement	<input type="radio"/>	<input type="radio"/>
Deaf-blind	<input type="radio"/>	<input type="radio"/>
Early childhood transition	<input type="radio"/>	<input type="radio"/>
Early intervention services in natural environments	<input type="radio"/>	<input type="radio"/>
Financing of services under Part C	<input type="radio"/>	<input type="radio"/>
General Supervision/monitoring	<input type="radio"/>	<input type="radio"/>
IDEA early intervention laws, policies, and regulations	<input type="radio"/>	<input type="radio"/>
Identification (Child Find, screening, and assessment)	<input type="radio"/>	<input type="radio"/>
Individualized Family Service Plan (IFSP)	<input type="radio"/>	<input type="radio"/>
Interagency coordination	<input type="radio"/>	<input type="radio"/>
Other disability-specific information	<input type="radio"/>	<input type="radio"/>
Personnel recruitment/certification/licensure	<input type="radio"/>	<input type="radio"/>
Procedural safeguards/dispute resolution	<input type="radio"/>	<input type="radio"/>
Social/emotional development and challenging behaviors	<input type="radio"/>	<input type="radio"/>
Young children at risk	<input type="radio"/>	<input type="radio"/>

Question I-2

During 2010-11, in what other areas did your Part C lead agency have a need for TA products or services to improve your states implementation of Part C of IDEA or to help EIS programs implement IDEA and improve outcomes for infants and toddlers with disabilities and their families?

- Include topic areas where your lead agency had any need for TA, whether or not TA was accessed or received.
- Include topic areas even if the lead agency did not provide TA in that area.
- Please include only a brief topic area name. We are interested in the general area where you needed TA.

Check here if your SEA did not have a need for TA products or services in areas beyond those listed in the previous question.

Other TA topic areas where SEA needed TA products and services
a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

Question I-3

The topic areas where you indicated a need for TA products or services in questions I-1 and I-2 are listed below. Please rank the three areas where your Part C lead agency's needs for TA products or services were the greatest during 2010-11.

- Include areas whether or not the need was addressed. Rank the area of greatest need with a "1."

TA topic area	Rank top 3
Assistive technology	
Autism	
Child and family outcomes	
Data systems for use of data for improvement	
Deaf-blind	
Early childhood transition	
Early intervention services in natural environments	
Financing of services under Part C	
General Supervision/monitoring	
IDEA early intervention laws, policies, and regulations	
Identification (Child Find, screening, and assessment)	
Individualized Family Service Plan (IFSP)	
Interagency coordination	
Other disability-specific information	
Personnel recruitment/certification/licensure	
Procedural safeguards/dispute resolution	
Social/emotional development and challenging behaviors	
Young children at risk	

Question I-4

The topic areas where you indicated a need for TA products or services in Question I-1 are listed below. For each of the topic areas listed, did your Part C lead agency access or receive TA products or services during 2010-11 from any technical assistance source or provider?

TA topic area	No, TA was not sought	No, TA was sought but not received	Yes, TA was accessed or received and is ongoing	Yes, TA was accessed or received and is done
Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child and family outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data systems for use of data for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deaf-blind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early intervention services in natural environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financing of services under Part C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Supervision/monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEA early intervention laws, policies, and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification (Child Find, screening, and assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized Family Service Plan (IFSP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagency coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other disability-specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel recruitment/certification/licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural safeguards/dispute resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/emotional development and challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young children at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question I-5

The topic areas where you received TA products or services during 2010-11 are listed below. For each topic area listed, please indicate whether your Part C lead agency's needs for TA products or services were *largely addressed*, *partially addressed*, or *not at all addressed* by any technical assistance source or provider.

TA topic area	Needs for TA products or services LARGELY addressed	Needs for TA products or services PARTIALLY addressed	Needs for TA products or services NOT AT ALL addressed
Assistive technology	○	○	○
Autism	○	○	○
Child and family outcomes	○	○	○
Data systems for use of data for improvement	○	○	○
Deaf-blind	○	○	○
Early childhood transition	○	○	○
Early intervention services in natural environments	○	○	○
Financing of services under Part C	○	○	○
General Supervision/monitoring	○	○	○
IDEA early intervention laws, policies, and regulations	○	○	○
Identification (Child Find, screening, and assessment)	○	○	○
Individualized Family Service Plan (IFSP)	○	○	○
Interagency coordination	○	○	○
Other disability-specific information	○	○	○
Personnel recruitment/certification/licensure	○	○	○
Procedural safeguards/dispute resolution	○	○	○
Social/emotional development and challenging behaviors	○	○	○
Young children at risk	○	○	○

Question I-6

We would like more detailed information about TA products or services in a few specific topic areas. These areas were selected to represent areas in which current TA&D Program centers provide support to states and other customers.

Each topic area listed in the table below will lead to a set of additional questions about (a) your Part C lead agency's specific needs for TA products or services, (b) the TA products or services that lead agency staff accessed or received in the past year, and (c) the TA that the lead agency has provided to others in this topic area. Because we would like the most appropriate lead agency staff to respond to these additional questions, please complete the table below according to these instructions:

- For each topic area below, please enter the name and email address of the lead agency staff member who is currently most responsible for providing or overseeing TA for EIS programs. We will encourage this staff member to collaborate with other staff members to complete the survey.
- If you are the individual most responsible for providing or overseeing TA in any area below, please enter your own name and email address.
- If there is no lead agency staff member responsible for providing or overseeing TA in an area, please enter the name of the staff member most knowledgeable about the content area.

Each additional set of questions will take approximately 1 hour to complete.

TA topic area	First Name of person to complete additional questions	Last Name of person to complete additional questions	Email address of person to complete additional questions
Child and family outcomes			
Early childhood transition			
Early intervention services in natural environments			
General Supervision/monitoring			
Social/emotional development and challenging behaviors			

Contact Information

Please enter the contact information of the person who completed this section.

* **Denotes required field.**

* First Name: _____

* Last Name: _____

* Email Address: _____

* Phone Number (xxx-xxx-xxxx): _____

How long have you served in your current position? _____ Years _____ Months

Please estimate how long it took to complete this portion of the survey: _____ Minutes

Thank You!

Your survey data have been submitted.

We appreciate your taking the time to provide us with this important information.

Please print and keep a copy of this survey for your records using the link provided below.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeVal@westat.com

printing your completed survey, please close your web browser to log out.

[Printable Version of Completed Survey.](#)

Because your survey is now submitted, emails have been automatically sent to the individuals you designated in Question 6 to receive questions on specific topics. We encourage you to contact each of these individuals to let them know they will be receiving an email with a link of a survey to complete. We provide the text below for your convenience:

Dear (add name),

This email is to let you know that I have provided your name and email to Westat in order for you to take part in a national evaluation of the IDEA Technical Assistance and Dissemination Program. You should have already received an email from the email address 'TADeVal@westat.com' that provides a link to the survey, and you will receive multiple emails if I assigned more than one topic to you. Please be sure to complete this survey in a timely fashion. If you did *not* receive an email with the survey information, you can contact Westat at TADeVal@westat.com. Thank you.

Note: After hitting submit, the individuals identified in Question I-6 will automatically receive User Names and Logins to complete each of the 11 focal topic modules.

Appendix F.

Part C (Infants and toddlers) Topic Area Descriptions

Part C TA topic area	Some areas that the TA might have focused on
Assistive technology	Assessing needs for AT for infants and toddlers; family role and AT; AT in natural environments; implementation and use of AT devices and services, updates on the latest technology; Universal Design for Learning.
Autism	Curriculum and evidence-based intervention; use of ABA, TEACCH, etc; evaluation/ assessment and eligibility; early identification; ensuring appropriate services for children with autism; family services and supports; and other issues specific to autism.
Child and family outcomes	Approach to measurement; tools; sampling methodology; strategies for increasing response rate and representation of response; target setting; use of data for improvement; implementation of outcome systems for early intervention (EI); SPP/APR Part C Indicators 3, 4.
Data systems or use of data for improvement	Development of new state or local data systems; modifications to existing state or local data systems; analyzing and using data to make improvements at the state or local levels.
Deaf-blind	For this population: early identification; evaluation and assessment, early intervention services and supports; family supports; other issues specific to deaf-blindness.
Early childhood transition	Effective transition practices; Part C federal requirements related to transition from Part C; designing and implementing effective transition processes; interagency coordination; transition timelines; parent consent and opt-out; SPP/APR Part C Indicator 8.
Early intervention services in natural environments	Supporting families to help their child develop; Part C federal requirements; evidence-based early intervention practices; strategies to engage parents/families, IFSP tools and processes; timely delivery of services; integrating child and family outcomes into IFSP process; improving the quality of IFSPs; natural environments and use of justification; SPP/APR Part C Indicators 1 & 2.
Financing of services under Part C	Part C federal finance requirements including payor of last resort and maintenance of effort; establishing family cost participation systems; use and accountability of ARRA funds; accessing Medicaid resources; interagency collaboration; use of private insurance; and maximizing all public and private resources.
General Supervision/monitoring	Monitoring activities; data collection methods and required measurements for indicators under SPP/APR; developing the SPP/APR; setting baselines and establishing targets for the SPP/APR; tracking identification and verification of timely correction of noncompliance; making local determinations; and developing formats for public reporting [Exclude procedural safeguards/dispute resolution, which is a separate topic area. Technical assistance associated with specific indicators can be identified within those areas.] Part C Indicator 9.
IDEA early intervention laws,	Understanding federal requirements; developing state regulations,

Part C TA topic area	Some areas that the TA might have focused on
policies, and regulations	policies and procedures to meet federal requirements; development of materials to clarify federal and state requirements; interpretation of early intervention laws, policies, and regulations to make necessary changes in practice; training for local providers and families ; and updates on new federal developments/changes.
Identification (Child Find, screening and assessment)	Federal Part C requirements; policies and practices related to identification of children who may need evaluation;; tools for screening, evaluation and assessment; implementing public awareness and Child Find; activities; SPP/APR Part C Indicators 5 & 6.
Individualized Family Service Plan (IFSP)	Conducting a family assessment; writing IFSP outcomes; evaluating the quality of IFSPs; training on IFSPs; SPP/APR Part C Indicator 7
Interagency coordination	Federal requirements; development of interagency agreements; policies, procedures and guidelines related to interagency coordination; interagency councils at the state and local level.
Other disability-specific information	Any disability other than autism and deaf-blindness.
Personnel recruitment/ certification/ licensure	Federal requirements; recruitment and retention of qualified early intervention staff; and recruiting a diverse workforce.
Procedural safeguards/dispute resolution	Federal requirements; written prior notice and consent; Parent Rights statements; forms and procedures to meet federal requirements; development of policies and procedures; training; complaint process; due process hearings; mediation; confidentiality; SPP/APR Part C Indicators 10, 11, 12, 13.
Social/emotional development and challenging behaviors	Early identification; evaluation and assessment; strategies for social/emotional development; strategies to address challenging behaviors; evidenced-based practice; and family and caregiver strategies.
Young children at risk	Children with substantiated abuse and neglect; screening; other at risk factors; collaboration with CAPTA agencies; children that live in poverty; children with medical needs; community resources and collaboration.

Appendix G.

State Lead Survey (Part B – School age)

IDEA National Evaluation of the OSEP Technical Assistance & Dissemination Program:

PART B SURVEY

Westat is conducting an evaluation of the IDEA Technical Assistance and Dissemination Program (TA&D Program) for the Institute of Education Science (IES) in the U.S. Department of Education. This survey has two sections: Section I asks questions about your State Education Agency's (SEA) need for technical assistance (TA) products or services. Section II consists of separate modules that focus on specific topic areas. We ask that you begin with Section I. At the end of Section I you will be asked to assign Section II modules to other staff. Additional instructions are provided below.

Purpose of the Study

State education agencies have a wide range of responsibilities associated with ensuring that districts and schools provide children with disabilities with the educational and other services they need to grow and learn. How does the OSEP TA&D Program provide SEAs with the technical assistance products or services they need to effectively carry out those responsibilities? This questionnaire is part of a new study to evaluate the OSEP TA&D Program. The purpose of the study is to understand (1) the needs that SEAs have for TA products or services to support the implementation of IDEA and support improvement of child outcomes and (2) the TA products or services that have been received by selected staff at the state level from OSEP TA&D Program centers and their satisfaction with those products or services.

Your responses will help the Department of Education understand the areas where technical assistance could be useful and the TA&D Program's role in helping states to implement IDEA. The TA&D Program Evaluation also has important implications for the education of children with disabilities, as it will provide critical information to the Department of Education and Congress and inform the next reauthorization of IDEA. This independent evaluation is being conducted by IES, not by OSEP.

All states are required to participate in this survey. We are requesting that you and other state special education directors complete this questionnaire because you and your staff have the most knowledge about the need for TA products or services in your state. With your contribution, the Department of Education and Congress will gain a more accurate and complete understanding of how TA products or services are used to support the implementation of IDEA.

Notice of Confidentiality

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. States may be identified but only in reporting data about broad State need for and use of TA (data collected in Section I of the survey). The reports prepared for the study will summarize survey findings across focal topic areas and will not associate state responses with a specific TA&D center. We will not provide information that identifies the state education agency to anyone outside the study team, except as required by law.

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 20 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR 34 CFR Part 75). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0887.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeval@westat.com

Frequently Asked Questions (FAQs)

Navigating the Survey:

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Section Guide to the left of the screen. **You cannot change your responses after the completed survey has been submitted.** After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

- Question 1** = Active Question.
- Question 2** = Question has been answered.
- Question 3** = Question has not been answered.
- Question 4** = Question has been skipped based on a previous response.
- Question 5** = Question has been answered but is incomplete.

Do I have to complete the survey all at one time? No. You can sign in and out of 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 'Save & Continue' button before signing out so that your responses on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I go back to a question that I have already answered or skipped? Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g. using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions? You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all questions that are relevant for your state.

Can I have my staff complete some of the questions instead of me? Yes. If you feel it would be helpful, you may either share your login and password with others, 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 I print a copy of the questionnaire when I am finished? Yes. Once you have completed and submitted the survey, you will be able to print a copy for your records.

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.'

Is the system secure? System security is ensured through the following steps: 1) Login and password validation for entry into the system, 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Whom should I contact if I have a question? We can be reached by phone at 1-888-659-9121. Questions can also be emailed to TADEval@westat.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.

Before you answer the questions, please carefully read the instructions and definitions below:

On the following pages, you will be asked questions about the need for TA in your state. Please note that information obtained in this section of the survey may be reported by state.

In this questionnaire, **TA products or services** refers to assistance to education personnel to facilitate implementation of IDEA and to adopt or apply practices and policies aimed at improving outcomes for students with disabilities and their families. TA products or services includes dissemination of products and materials. All of the following should be considered TA products or services:

- Accessing general information from a website
- Accessing training materials from a website, including videos or printed materials
- Receiving telephone consultation on a substantive issue
- Receiving email consultation on a substantive issue
- Receiving consultation or training through web conferencing, including webinars
- Attending a conference, workshop, or training event
- Receiving customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up

we use the word district in this questionnaire we are referring to LEAs, intermediate units, and similar regional or local educational service agencies.

When we specify the time period **2010-11**, we would like you to think about any 12-month period, which may be a fiscal year such as July 1-June 30, October 1-September 30, or a different 12-month period that is consistent with your state activities.

When we talk about TA products or services that are accessed, received or provided by **SEA staff**, we are also including in this the staff who are employed by the SEA to work at a regional level. These staff may include contracted personnel, if that is the structure the SEA uses to expand its presence to regional areas.

We estimate that it will take approximately 20 minutes to complete Section I. Thank you for joining us in our effort to understand the implementation of the Technical Assistance and Dissemination Program. We appreciate your time and cooperation.

If you have any questions about any aspect of this survey, contact:

Tamara Daley: 1-888-659-9121
e-mail: TADEval@westat.com

Question I-1

We would like to know the areas where your SEA had any need for TA products or services during 2010-11.

For each of the topic areas listed below, indicate whether your SEA needed TA products or services to improve your state’s implementation of IDEA or to help districts implement IDEA and improve outcomes for students with disabilities.

- Include topic areas where your SEA had any need for TA, whether or not TA was accessed or received.
- Include SEA needs for TA for both Part B-Section 619 Preschool Programs for Children with Disabilities and Part B serving students age 6 through 21.
- Include topic areas even if the SEA did not provide TA to districts in that area.

You can see more information about each of these topics by holding your cursor over the name of the topic (e.g., 'Social/Emotional Development,' 'Discipline,' etc.).

TA topic area	SEA had a need for TA products or services in this area in 2010-11	
	Yes	No
Social / emotional development	<input type="radio"/>	<input type="radio"/>
Behavior, including positive behavioral and intervention support (PBIS)	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>
Coordinated Early Intervening Services (CEIS)	<input type="radio"/>	<input type="radio"/>
Identification (Child Find, screening, assessment)	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>
Deaf-blind	<input type="radio"/>	<input type="radio"/>
Low incidence disabilities	<input type="radio"/>	<input type="radio"/>
ESL / ELL and special education	<input type="radio"/>	<input type="radio"/>
General Supervision / monitoring	<input type="radio"/>	<input type="radio"/>
Disproportionality	<input type="radio"/>	<input type="radio"/>
Dispute resolution / procedural safeguards	<input type="radio"/>	<input type="radio"/>
Financing for special education	<input type="radio"/>	<input type="radio"/>
IDEA special education laws, policies, and regulations	<input type="radio"/>	<input type="radio"/>
Data systems or use of data for improvement	<input type="radio"/>	<input type="radio"/>
State / local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (school age, 6-21)	<input type="radio"/>	<input type="radio"/>
Individualized Education Program (IEP)	<input type="radio"/>	<input type="radio"/>
Parent and family involvement	<input type="radio"/>	<input type="radio"/>
Personnel recruitment / certification / licensure	<input type="radio"/>	<input type="radio"/>
Early childhood transition	<input type="radio"/>	<input type="radio"/>
Reading / early literacy (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>
Reading / literacy (school age, 6-21)	<input type="radio"/>	<input type="radio"/>

TA topic area	SEA had a need for TA products or services in this area in 2010-11	
	Yes	No
Writing	○	○
Science, Technology, Engineering and Mathematics (STEM)	○	○
Student performance / achievement	○	○
Response to Intervention (RtI) (preschool, 3-5)	○	○
Response to Intervention (RtI) (school age, 6-22)	○	○
School completion / dropout / graduation	○	○
Secondary transition and post-school outcomes	○	○
Standards-based curriculum and instruction	○	○

Question I-2

During 2010-11, in what other areas did your SEA have a need for TA products or services to improve your state’s implementation of IDEA or to help districts implement IDEA and improve child outcomes?

- Include topic areas where your SEA had any need for TA, whether or not TA was accessed or received.
- Include topic areas even if the SEA did not provide TA in that area.
- Please include only a brief topic area name. We are interested in the general area where you needed TA.

Check here if your SEA did not have a need for TA products or services in areas beyond those listed in the previous question.

Other TA topic areas where SEA needed TA products and services
a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

Question I-3

The topic areas where you indicated a need for TA products or services in questions I-1 and I-2 are listed below. Please rank the three areas where your SEA's needs for TA products or services were the greatest during 2010-11.

- Include areas whether or not the need was addressed. Rank the area of greatest need with a "1."

TA topic area	Rank top 3
Social / emotional development	
Behavior, including positive behavioral and intervention support (PBIS)	
Discipline	
Coordinated Early Intervening Services (CEIS)	
Identification (Child Find, screening, assessment)	
Assistive technology	
Autism	
Deaf-blind	
Low incidence disabilities	
ESL / ELL and special education	
General Supervision / monitoring	
Disproportionality	
Dispute resolution / procedural safeguards	
Financing for special education	
IDEA special education laws, policies, and regulations	
Data systems or use of data for improvement	
State / local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	
Inclusion and LRE (preschool, 3-5)	
Inclusion and LRE (school age, 6-21)	
Individualized Education Program (IEP)	
Parent and family involvement	
Personnel recruitment / certification / licensure	
Early childhood transition	
Reading / early literacy (preschool, 3-5)	
Reading / literacy (school age, 6-21)	
Writing	
Science, Technology, Engineering and Mathematics (STEM)	
Student performance / achievement	
Response to Intervention (RtI) (preschool, 3-5)	
Response to Intervention (RtI) (school age, 6-22)	
School completion / dropout / graduation	
Secondary transition and post-school outcomes	
Standards-based curriculum and instruction	

Question I-4

The topic areas where you indicated a need for TA products or services in Question I-1 are listed below. For each of the topic areas listed, did your SEA access or receive TA products or services during 2010-11 from any technical assistance source or provider?

TA topic area	No, TA was not sought	No, TA was sought but not received	Yes, TA was accessed or received and is ongoing	Yes, TA was accessed or received and is done
Social / emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior, including positive behavioral and intervention support (PBIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated Early Intervening Services (CEIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification (Child Find, screening, assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deaf-blind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low incidence disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL / ELL and special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Supervision / monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disproportionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dispute resolution / procedural safeguards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financing for special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEA special education laws, policies, and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data systems or use of data for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State / local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (school age, 6-21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized Education Program (IEP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel recruitment / certification / licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading / early literacy (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading / literacy (school age, 6-21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering and Mathematics (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student performance / achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RtI) (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RtI) (school age, 6-22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TA topic area	No, TA was not sought	No, TA was sought but not received	Yes, TA was accessed or received and is ongoing	Yes, TA was accessed or received and is done
School completion / dropout/ graduation	○	○	○	○
Secondary transition and post-school outcomes	○	○	○	○
Standards-based curriculum and instruction	○	○	○	○

Question I-5

The topic areas where you received TA products or services during 2010-11 are listed below. For each topic area listed, please indicate whether your SEA's needs for TA products or services were *largely addressed*, *partially addressed*, or *not at all addressed* by any technical assistance source or provider.

TA topic area	Needs for TA products or services LARGELY addressed	Needs for TA products or services PARTIALLY addressed	Needs for TA products or services NOT AT ALL addressed
Social / emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior, including positive behavioral and intervention support (PBIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated Early Intervening Services (CEIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification (Child Find, screening, assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deaf-blind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low incidence disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL / ELL and special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Supervision / monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disproportionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dispute resolution / procedural safeguards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financing for special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEA special education laws, policies, and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data systems or use of data for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State / local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion and LRE (school age, 6-21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized Education Program (IEP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel recruitment / certification / licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading / early literacy (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading / literacy (school age, 6-21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering and Mathematics (STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student performance / achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RtI) (preschool, 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Intervention (RtI) (school age, 6-22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School completion / dropout / graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TA topic area	Needs for TA products or services LARGELY addressed	Needs for TA products or services PARTIALLY addressed	Needs for TA products or services NOT AT ALL addressed
Secondary transition and post-school outcomes	○	○	○
Standards-based curriculum and instruction	○	○	○

Question I-6

We would like more detailed information about TA products or services in a few specific topic areas. These areas were selected to represent areas in which current TA&D Program centers provide support to states and other customers.

Each topic area listed in the table below will lead to a set of additional questions about (a) your SEA’s specific needs for TA products or services, (b) the TA products or services that SEA staff accessed or received in the past year, and (c) the TA that the SEA has provided to others in this topic area. Because we would like the most appropriate SEA staff to respond to these additional questions, please complete the table below according to these instructions:

- For each topic area below, please enter the name and email address of the SEA staff member who is currently most responsible for providing or overseeing TA for districts. We will encourage this staff member to collaborate with other staff members to complete the survey.
- If you are the individual most responsible for providing or overseeing TA in any area below, please enter your own name and email address.
- If there is no SEA staff member responsible for providing or overseeing TA in an area, please enter the name of the staff member most knowledgeable about the content area.

Each additional set of questions will take approximately 1 hour to complete.

TA topic area	First Name of person to complete additional questions	Last Name of person to complete additional questions	Email address of person to complete additional questions
Behavior, including positive behavioral and intervention support (PBIS)			
Deaf-blind			
Disproportionality			
Early childhood/preschool special education			
General supervision/monitoring			
Inclusion/LRE			
Procedural safeguards/dispute resolution			
Response to Intervention (RtI)			
School completion/dropout/graduation			
Secondary transition and post-school outcomes			
State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment			

Contact Information

Please enter the contact information of the person who completed this section.

*** Denotes required field.**

* First Name: _____

* Last Name: _____

* Email Address: _____

* Phone Number (xxx-xxx-xxxx): _____

How long have you served in your current position? _____ Years _____ Months

Please estimate how long it took to complete this portion of the survey: _____ Minutes

Thank You!

Your survey data have been submitted.

We appreciate your taking the time to provide us with this important information.

Please print and keep a copy of this survey for your records using the link provided below.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeVal@westat.com

After printing your completed survey, please close your web browser to log out.

[Printable Version of Completed Survey.](#)

Because your survey is now submitted, emails have been automatically sent to the individuals you designated in Question 6 to receive questions on specific topics. We encourage you to contact each of these individuals to let them know they will be receiving an email with a link of a survey to complete. We provide the text below for your convenience:

Dear (add name),

This email is to let you know that I have provided your name and email to Westat in order for you to take part in a national evaluation of the IDEA Technical Assistance and Dissemination Program. You should have already received an email from the email address

'TADeVal@westat.com' that provides a link to the survey, and you will receive multiple emails if I assigned more than one topic to you. Please be sure to complete this survey in a timely fashion.

If you did *not* receive an email with the survey information, you can contact Westat at

TADeVal@westat.com. Thank you.

Note: After hitting submit, the individuals identified in Question I-6 will automatically receive User Names and Logins to complete each of the 11 focal topic modules.

Appendix H.

Part B (School age) Topic Area Descriptions

Part B TA topic area	Some areas that the TA might have focused on
Social/emotional development	Early identification; evaluation and assessment; strategies for social/emotional development; strategies to address challenging behaviors; evidenced-based practice; and family and caregiver strategies.
Behavior, including positive behavioral intervention and support (PBIS)	Positive behavioral intervention and supports (PBIS), including scaling up of PBIS.
Discipline	Suspension/expulsion; SPP/APR Indicator B4.
Coordinated Early Intervening Services (CEIS)	CEIS refers to the allowance for Part B funds to be used by LEAs to develop and provide services for students who are currently not identified as needing special education but are in need of academic or behavioral support to succeed in a general education environment. Among others, topics of TA could include tracking children who receive CEIS; determining appropriate use of CEIS, and examining impact on disproportionality.
Identification (Child Find, screening, assessment)	Federal requirements; policies and practices related to identification of children who may need evaluation; tools for screening, evaluation and assessment; imparting public awareness and Child Find activities; SPP/APR Indicator B11.
Assistive technology	Assessing needs for AT; family role and AT; implementation and use of AT devices and services, updates on the latest technology; Universal Design for Learning.
Autism	Curriculum and evidence-based intervention; use of ABA, TEACCH, etc.; evaluation/assessment and eligibility; ensuring appropriate services for children with autism; family services and supports; other issues specific to autism.
Deaf-blind	For this population, evaluation and assessment; family supports; curriculum and instruction; other issues specific to deaf-blindness.
Low incidence disabilities	Low-incidence disabilities include: visual impairment, hearing impairment, traumatic brain injury, orthopedic impairment, and multiple disabilities. Curriculum and instruction, eligibility requirements, other issues specific to low incidence disabilities. <i>[Exclude assistance on deaf-blindness and autism, which are separate topic areas.]</i>
ESL/ELL and special education	Special education identification of ESL/ELL students; curriculum and instruction; implementing culturally responsive and evidenced-based practices.

Part B TA topic area	Some areas that the TA might have focused on
General Supervision/monitoring	Monitoring activities; data collection methods and required measurements for indicators under SPP/APR; developing the SPP/APR; setting baselines and establishing targets for the SPP/APR; tracking identification and verification of timely correction of noncompliance; making local determinations; developing formats for public reporting; SPP/APR Indicator 15. <i>[Exclude dispute resolution/ procedural safeguards, which is a separate topic area.]</i>
Disproportionality	Equity, assessment and intervention strategies states might use with LEAs; calculation methods for disproportionality; strategies for reviewing local policies, procedures, and practices to determine whether disproportionate representation exists; strategies for reducing disproportionality; SPP/APR Indicators B9 and B10.
Dispute resolution / Procedural safeguards	Federal requirements; written prior notice and consent; Parent Rights statements; forms and procedures to meet federal requirements; development of policies and procedures; training; complaint process; due process hearings; mediation; confidentiality; facilitated IEPs; SPP/APR Indicators B16, B17, B18, and B19.
Financing for special education	Ways of redesigning systems to use resources effectively; innovations in use of funds; application of funds; use of ARRA, Medicaid, and other funds; maintenance of effort requirement <i>[Exclude assistance in the area of CEIS, which is a separate topic area.]</i>
IDEA special education laws, policies, and regulations	Understanding federal requirements; developing state regulations, policies and procedures to meet federal requirements; interpretation of special education laws, policies, and regulations to necessary changes in practice; training for local providers and families; updates on new developments/changes.
Data systems or use of data for improvement	Development of new state or local data systems; modifications to existing state or local data systems; analyzing and using data to make improvements at the state or local levels.
State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	Assessment accommodations; modified standards; alternate assessment; alternate standards, monitoring for high stakes assessment; SPP/APR Indicator B3.
Inclusion and LRE (preschool, 3-5)	Among 3-5 year olds: strategies to support access to the general education curriculum; staffing patterns; models of instruction; reporting LRE data under IDEA Section 618 requirements; SPP/APR Indicator B6.
Inclusion and LRE (school age, 6-21)	Strategies to support access to the general education curriculum; staffing patterns; models of instruction; reporting LRE data under IDEA Section 618 requirements; SPP/APR Indicator B5.
Individualized Education Program (IEP)	Appropriate IEP format and completion; standards-based IEPs; improving the quality of IEPs.
Parent and family involvement	Strategies to engage parents/families, development and analysis of parent/ family surveys; SPP/APR Indicator B8.
Personnel recruitment/ certification/ licensure	Federal requirements related to personnel; recruitment and retention of highly qualified special education staff; recruiting a diverse workforce.
Early childhood transition	Among 3-5 year olds: Effective transition practices from Part C to

Part B TA topic area	Some areas that the TA might have focused on
	Part B and from preschool to kindergarten; Part C federal requirements related to transition from Part C; designing and implementing effective transition processes; interagency coordination; transition timelines; parent consent and opt-out; SPP/APR Part B Indicator 12
Reading/ early literacy (Preschool, 3-5)	Among 3-5 year olds: Implementation and use of evidence-based strategies in the area of reading and literacy.
Reading/literacy (school age, 6-21)	Implementation and use of evidence-based strategies. <i>[Exclude assistance on Response to Intervention, which is a separate topic area.]</i>
Writing	Implementation and use of evidence-based strategies. <i>[Exclude assistance on Response to Intervention, which is a separate topic area.]</i>
Mathematics	Implementation and use of evidence-based strategies. <i>[Exclude assistance on Response to Intervention, which is a separate topic area.]</i>
Student performance/ achievement	Strategies aimed at improving results and student achievement; AYP for students with disabilities; inclusive assessment <i>[Exclude post-school outcomes, which appears as a separate topic area]</i>
Preschool Response to Intervention (Rtl) (preschool, 3-5)	Among 3-5 year olds: Implementing Rtl; identifying students at risk for poor learning outcomes, monitoring student progress; assessing the effectiveness of interventions; scaling up of Rtl.
Response to Intervention (Rtl) (school age, 6-21)	Implementing Rtl; identifying students at risk for poor learning outcomes, monitoring student progress; assessing the effectiveness of interventions; scaling up of Rtl.
School completion/ dropout/ graduation	Data collection and measurement of graduation/dropout rates; evidenced-based practices for increasing school completion rates; implementing evidenced-based dropout prevention programs; scaling up programs; SPP/APR Indicators B1 and B2.
Secondary transition and post-school outcomes	Measuring and assessing secondary transition and post-school outcomes; developing post-secondary IEP goals; job development and job trends; SPP/APR Indicators B13 and B14.
Standards-based curriculum and instruction	Academic content standards; evidence-based instruction.

Appendix I.

State Specialist Survey (Part C – Infants and toddlers)

IDEA National Evaluation of the OSEP
Technical Assistance & Dissemination Program:

PART C SURVEY

[Focal Topic Area]

Purpose of the Study

Part C lead agencies have a wide range of responsibilities associated with ensuring that infants and toddlers with disabilities and their families have access to the early intervention services they need to grow and learn. How does the OSEP TA&D Program provide Part C lead agencies with the technical assistance products or services they need to effectively carry out those responsibilities? This questionnaire is part of a new study to evaluate the OSEP TA&D Program. The purpose of the study is to understand (1) the needs that state early intervention systems have for TA products or services to support the implementation of IDEA and support improvement of infant and toddler outcomes and (2) the TA products or services that have been received by selected staff at the state level from OSEP TA&D Program centers and their satisfaction with those products or services.

Your responses will help the Department of Education understand the areas where technical assistance could be useful and the TA&D Program's role in helping states to implement IDEA. The TA&D Program Evaluation also has important implications for the development of infants and toddlers with disabilities, as it will provide critical information to the Department of Education and Congress and inform the next reauthorization of IDEA. This independent evaluation is being conducted by IES, not by OSEP.

All states are required to participate in this survey. We are requesting that you complete this questionnaire because your Part C coordinator identified you as having knowledge about the need for TA products or services in your state in this topic area. With your contribution, the Department of Education and Congress will gain a more accurate and complete understanding of how TA products or services are used to support the implementation of IDEA. This questionnaire focuses specifically on the area [Focal Topic Area].

Notice of Confidentiality

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. States may be identified but only in reporting data about broad State need for and use of TA (data collected in Section I of the survey). The reports prepared for the study will summarize survey findings across focal topic areas and will not associate state responses with a specific TA&D center. We will not provide information that identifies the Part C lead agency to anyone outside the study team, except as required by law.

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 20 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR 34 CFR Part 75). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0887.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeval@westat.com

Frequently Asked Questions (FAQs)

Navigating the Survey:

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Section Guide to the left of the screen. **You cannot change your responses after the completed survey has been submitted.** After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

- Question 1** = Active Question.
- Question 2** = Question has been answered.
- Question 3** = Question has not been answered.
- Question 4** = Question has been skipped based on a previous response.
- Question 5** = Question has been answered but is incomplete.

Do I have to complete the survey all at one time? No. You can sign in and out of 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 'Save & Continue' button before signing out so that your responses on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I go back to a question that I have already answered or skipped? Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g. using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions? You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all questions that are relevant for your state.

Can I have my staff complete some of the questions instead of me? Yes. If you feel it would be helpful, you may either share your login and password with others, 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 I print a copy of the questionnaire when I am finished? Yes. Once you have completed and submitted the survey, you will be able to print a copy for your records.

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.'

Is the system secure? System security is ensured through the following steps: 1) Login and password validation for entry into the system, 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Whom should I contact if I have a question? We can be reached by phone at 1-888-659-9121. Questions can also be emailed to TADEval@westat.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.

Before you answer the questions, please carefully read the instructions and definitions below:

The items in this questionnaire are specifically about technical assistance in the area of [Focal Topic Area] that is received by Part C lead agency staff and provided to EIS programs and others to improve infant and toddler outcomes. That is, we are interested in learning where lead agency staff had any need for TA to support EIS programs in implementing IDEA during 2010-11, as well as the TA related to [Focal Topic Area] that your lead agency provided to EIS programs and others at the local level. The State Part C Coordinator designated you as the staff member most appropriate for responding to these questions.

In this questionnaire, **TA products or services** refers to assistance to early intervention personnel to facilitate implementation of IDEA and to adopt or apply practices and policies aimed at improving outcomes for infants and toddlers with disabilities and their families. TA products or services includes dissemination of products and materials. All of the following should be considered TA products or services:

- Accessing general information from a website
- Accessing training materials from a website, including videos or printed materials
- Receiving telephone consultation on a substantive issue
- Receiving email consultation on a substantive issue
- Receiving consultation or training through web conferencing, including webinars
- Attending a conference, workshop, or training event
- Receiving customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up.

When we use the phrase **EIS program**, we are referring to the local agencies, programs, or providers that deliver early intervention services to infants and toddlers with disabilities and their families. We recognize that states vary with regard to how they organize the delivery of Part C services. For example, some states have local or regional agencies or programs that have authority and responsibility to administer and coordinate services. In other states, local providers under contract with the Part C lead agency or a regional or local lead agency provide direct services.

When we specify the time period **2010-11**, we would like you to think about any 12-month period, which may be a fiscal year such as July 1-June 30, October 1-September 30, or a different 12-month period that is consistent with your state activities.

When we talk about TA products or services that are accessed, received or provided by **Part C lead agency staff**, we are also including in this the staff who are employed by the Part C lead agency to work at a regional level. These staff may include contracted personnel, if that is the structure the Part C lead agency uses to expand its presence to regional areas. You are encouraged to seek the input of other staff who may be able to provide assistance to you."

We estimate that it will take approximately 60 minutes to complete this survey. Thank you for joining us in our effort to understand the implementation of the Technical Assistance and Dissemination Program. We appreciate your time and cooperation.

If you have any questions about any aspect of this survey, contact:

Tamara Daley: 1-888-659-9121
e-mail: TADeval@westat.com

Question II-1

Complete the table below about TA areas of need related to *[Focal Topic Area]* during 2010-11.

Related to the topic of *[Focal Topic Area]*, check whether your Part C lead agency needed TA products or services for each of the following. Check “yes” if your lead agency had a need, whether or not TA products or services were accessed or received.

TA area related to <i>[Focal Topic Area]</i>	Lead agency staff had a need for TA products or services in 2010-11		
	Yes	No	Not Applicable
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collection or data management related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-2

The TA areas related to *[Focal Topic Area]* where you indicated a need for TA products or services in question II-1 are listed below. Please rank up to three areas where your Part C lead agency's needs for TA products or services to support EIS programs were the greatest during 2010-11.

- Rank areas whether or not the need was met. Rank the area of greatest need with a "1."

TA area related to [Focal Topic Area]	Rank top 3
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	
Data collection or data management related to <i>[Focal Topic Area]</i>	
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	

Question II-3

The TA areas related to *[Focal Topic Area]* where you indicated a need for TA products or services in Question II-1 are listed below. For each of the TA areas listed, did you access or receive TA products or services during 2010-11 from any technical assistance source or provider?

TA area related to <i>[Focal Topic Area]</i>	No, TA was not sought	No, TA was sought but not received	Yes, TA was accessed or received and is ongoing	Yes, TA was accessed or received and is done
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	○	○	○	○
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	○	○	○	○
Data collection or data management related to <i>[Focal Topic Area]</i>	○	○	○	○
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	○	○	○	○
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	○	○	○	○
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	○	○	○	○
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	○	○	○	○
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	○	○	○	○
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	○	○	○	○
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	○	○	○	○
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	○	○	○	○

Question II-4

The TA areas related to *[Focal Topic Area]* where you accessed or received TA products or services during 2010-11 are listed below. For each TA area listed, indicate whether your Part C lead agency's needs for TA products or services were *largely addressed, partially addressed, or not at all addressed* by any technical assistance source or provider. Please consult with your colleagues as needed.

TA area related to [Focal Topic Area]	Needs for TA products or services LARGELY addressed	Needs for TA products or services PARTIALLY addressed	Needs for TA products or services NOT AT ALL addressed
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	○	○	○
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	○	○	○
Data collection or data management related to <i>[Focal Topic Area]</i>	○	○	○
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	○	○	○
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	○	○	○
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	○	○	○
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	○	○	○
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	○	○	○
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	○	○	○
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	○	○	○
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	○	○	○

Question II-5

For the remaining questions, we would like to learn more about the TA products or services you or lead agency staff with whom you work closely have accessed or received. Consider all TA areas related to *[Focal Topic Area]*.

We are interested first in the TA&D Program centers. From the list below, please check all centers from which you accessed or received TA products or services in the area of *[Focal Topic Area]* during 2010-11.

- This includes information or materials retrieved from a center's website or other medium that did not require direct contact with staff from that center.
 - For more information about any of these centers, you can roll over the name of the center.
 - Please consult with your colleagues as needed.
- Check here if your lead agency did not access or receive TA from any of the centers listed below.

TA&D Centers or Projects

- Northeast Regional Resource Center (NERRC)
- Mid-South Regional Resource Center (MSRRC)
- North Central Regional Resource Center (NCRRC)
- Southeast Regional Resource Center (SERRC)
- Mountain Plains Regional Resource Center (MPRRC)
- Western Regional Resource Center (WRRRC)
- Center for Early Literacy Learning (CELL)
- National Early Childhood Technical Assistance Center (NECTAC)
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- Early Childhood Outcomes Center (ECO)
- Center on Positive Behavioral Interventions and Supports (PBIS)
- National Center on Response to Intervention (RTI)
- National Center on Education Outcomes (NCEO)
- National Post-School Outcomes Center (NPSO)
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
- National Secondary Transition Technical Assistance Center (NSTTAC)
- Center for Appropriate Dispute Resolution in Special Education (CADRE)
- National Consortium on Deaf-Blindness (NCDB)
- State Implementation and Scaling-Up of Evidence-based Practices (SISEP)
- National Dissemination Center for Children with Disabilities (NDC/NICHCY)
- Project Forum
- Technical Assistance Coordination Center (TACC)
- IDEA Partnership
- PEPNet-Northeast
- PEPNet-Midwest
- PEPNet-South
- PEPNet-West
- State-specific deaf-blind project

Questions II-6 – Question II-10

Please click each center below to provide more information about your experiences.

[In the actual survey, each of these links opens a separate set of questions that are specific to only that center. When the respondent completes one center, the respondent is returned to a page that lists all centers that were checked and repeats Questions II-6 through II-10.]

TA&D Program Centers or Projects

[Northeast Regional Resource Center \(NERRC\)](#)
[Mid-South Regional Resource Center \(MSRRC\)](#)
[North Central Regional Resource Center \(NCRRC\)](#)
[Southeast Regional Resource Center \(SERRC\)](#)
[Mountain Plains Regional Resource Center \(MPRRC\)](#)
[Western Regional Resource Center \(WRRC\)](#)
[Center for Early Literacy Learning \(CELL\)](#)
[National Early Childhood Technical Assistance Center \(NECTAC\)](#)
[Technical Assistance Center on Social Emotional Intervention for Young Children \(TACSEI\)](#)
[Early Childhood Outcomes Center \(ECO\)](#)
[Center on Positive Behavioral Interventions and Supports \(PBIS\)](#)
[National Center on Response to Intervention \(RTI\)](#)
[National Center on Education Outcomes \(NCEO\)](#)
[National Post-School Outcomes Center \(NPSO\)](#)
[National Dropout Prevention Center for Students with Disabilities \(NDPC-SD\)](#)
[National Secondary Transition Technical Assistance Center \(NSTTAC\)](#)
[Center for Appropriate Dispute Resolution in Special Education \(CADRE\)](#)
[National Consortium on Deaf-Blindness \(NCDB\)](#)
[State Implementation and Scaling-Up of Evidence-based Practices \(SISEP\)](#)
[National Dissemination Center for Children with Disabilities \(NDC/NICHCY\)](#)
[Project Forum](#)
[Technical Assistance Coordination Center \(TACC\)](#)
[IDEA Partnership](#)
[PEPNet-Northeast](#)
[PEPNet-Midwest](#)
[PEPNet-South](#)
[PEPNet-West](#)
[State-specific deaf-blind project](#)

Note: Only the centers selected in Question II-5 will appear in the following set of items, Questions II-6 through II-10. For each center selected in II-5, you will be asked to respond to these five questions.

Question II-6

Please indicate the methods by which you accessed or received TA products or services related to *[Focal Topic Area]* from *[Center]* during 2010-11 and estimate the frequency of this contact.

- Check only where lead agency staff themselves (as opposed to local level staff) accessed or received TA products or services.
- Please consult with your colleagues as needed.

TA method	Estimated frequency of occurrences during 2010-11			
	Never	One or two times	Many times	On an ongoing basis during 2010-11
Accessed general information from the center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessed training materials, practice guides, or toolkits from the center website , including videos or printed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received telephone consultation on a substantive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received email consultation on a substantive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received consultation or training through web conferencing , including webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a conference, workshop, or training event sponsored or organized by the center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-7

Related to [Focal Topic Area], we would like to know more about the customized consultation that you indicated in QII-6 that you received from [Center]. Please respond yes or no for each of the following questions.

Special relationship or customized support	Yes	No
Did your lead agency go through a formal application procedure to receive TA from [Center]?	<input type="radio"/>	<input type="radio"/>
Did [Center] develop a formal individualized plan for TA for your lead agency?	<input type="radio"/>	<input type="radio"/>
Did [Center] staff visit your state to provide services?	<input type="radio"/>	<input type="radio"/>
As a prerequisite to receiving TA from [Center], was your lead agency required to commit funds or resources within the agency?	<input type="radio"/>	<input type="radio"/>
Did your lead agency pay [Center] for services or reimburse the center for expenses they incurred?	<input type="radio"/>	<input type="radio"/>

Question II-8

To the best of your knowledge, how many years has your Part C lead agency been working with [Center] in the area of [Focal Topic Area]?

- Less than 1 year.

Question II-9

To the best of your knowledge, are you the individual within your Part C lead agency who has worked *most closely* with [Center] in the area of [Focal Topic Area]?

- Yes
- No

Question II-10

Please consider all TA products or services you accessed or received from [Center] related to [Focal Topic Area] during 2010-11. Rate how satisfied you were with the center’s performance in relation to the specific issues listed.

- Please consult with your colleagues as needed.

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
TA provider’s or center’s receptiveness to requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness with which information or assistance was provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of information or assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of information or assistance to our specific need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how a Part C lead agency operates and constraints it faces , including understanding of state context and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA provider or center staff’s establishment of positive working relationships with lead agency staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of information or assistance that could be translated into implementation at the local level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results of TA received on lead agency’s capacity to help EIS programs implement new practices, models, or other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the TA you received from the TA provider or center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-11

We now turn to other sources from which you or lead agency staff with whom you work closely have accessed or received TA products or services related to *[Focal Topic Area]*.

From the list below, please check all sources from which you accessed or received TA products or services in the area of *[Focal Topic Area]* during 2010-11. Please consult with your colleagues as needed.

(Note: You will **not** be asked any follow-up questions about these sources.)

Check here if your SEA did not access or receive TA from any of the sources listed below.

Other OSEP funded TA&D Centers:

- Data Accountability Center (DAC)
- CONNECT: The Center to Mobilize Early Childhood Knowledge
- National Professional Development Center on Inclusion (NPDCI)
- IRIS Center for Training Enhancements
- Monarch Center II
- National Center to Improve the Recruitment and Retention of Qualified Personnel (Personnel Improvement Center)
- National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)

Other OSEP funded TA&D Centers:

- National Professional Development Center on Autism Spectrum Disorders
- Center for Implementing Technology in Education (CITEd)
- Family Center on Technology and Disability (FCTD)
- National Center on Accessible Instructional Materials (AIM)
- National Institute for Urban School Improvement (NIUSI)—LeadScape
- Reading Rockets
- National Parent Technical Assistance Center (TA Alliance)
- Any of the 6 regional parent technical assistance center (RPTACs)

U.S. Department of Education Comprehensive Centers:

- Assessment and Accountability Comprehensive Center (at WestEd)
- Center on Innovation and Improvement (at ADI)
- Center on Instruction (at RMC)
- National High School Center (at AIR)
- National Comprehensive Center for Teacher Quality (at Learning Point)
- Any of the 16 Regional Comprehensive Centers (such as Texas or Great Lakes West)

U.S. Department of Education Equity Assistance Centers:

- Any of the 10 Equity Assistance Centers (such as NEEAC or South Central)

U.S. Department of Education Regional Education Laboratories:

- Any of the 10 Regional Education Laboratories (RELs)

Other sources of TA:

- OSEP staff
- Infant and Toddlers Coordination Association (ITCA)
- Staff of other U.S. Department of Education offices
- Professional associations (e.g., CEC, Council of Chief State School Officers, NASDSE)
- Other Part B SEAs
- Consulting firms or private contractors
- IHE faculty (not working under the auspices of one of the sources already checked)

Question II-12

During 2010-11, to which regional or local personnel did your Part C lead agency provide, either directly by lead agency staff or through a contractual or brokered arrangement, any TA in the area of *[Focal Topic Area]*? Check all that apply.

- TA was not provided in the area of *[Focal Topic Area]* during 2010-11
- Administrators of local Part C programs
- Administrators or staff of regional education units/intermediate unit offices
- Early childhood service coordinators
- Early intervention providers/practitioners
- EIS program administrators or staff
- IHE faculty
- Parents/families or parent-focused organizations
- Professional development coordinators
- Technical assistance and training providers
- Other (specify: _____)
- Other (specify: _____)
- Other (specify: _____)

Question II-13

During 2010-11, what challenges has your Part C lead agency experienced in transferring the TA you have received in the area of *[Focal Topic Area]* to the local level? Check all that apply.

- We have not experienced any challenges
- Lack of lead agency staff expertise in the area of implementation
- Limitations of lead agency staff time
- Funding limitations
- Part C lack of credibility with local EIS programs
- Local EIS program resistance to implementation
- Insufficient support from the TA provider
- Other (specify: _____)

Question II-14

Is there anything else related to TA accessed, received or provided by your Part C lead agency that you would like to share with us?

Contact Information

Please enter the contact information of the person who completed this section.

* **Denotes required field.**

* First Name: _____

* Last Name: _____

* Email Address: _____

* Phone Number (xxx-xxx-xxxx): _____

How long have you served in your current position? _____ Years _____ Months

Please list the number of other individuals who were consulted while completing this survey: _____

Please estimate how long it took to complete this portion of the survey: _____ Minutes

Instructions for submitting the survey:

You have completed the survey, but your data have not yet been submitted. By clicking the 'Submit' button, your data will be submitted. You will be directed to the final screen so that you can print a copy of your completed survey for your records.

If you wish to review any questions at this time, please click on the Question Guide on the left.

Any changes you make will be saved ONLY if you click on the 'Save & Continue' button below the question you changed.

After submitting your data, you will not be able to review and change your responses.

Please click on the 'Submit' button to submit your data now.

Appendix J.

State Specialist Survey (Part B – School age)

IDEA National Evaluation of the OSEP Technical Assistance & Dissemination Program: PART B SURVEY

[Focal Topic Area]

Purpose of Study

State education agencies (SEA) have a wide range of responsibilities associated with ensuring that districts and schools provide children with disabilities with the educational and other services they need to grow and learn. How does the OSEP TA&D Program provide SEAs with the technical assistance products or services they need to effectively carry out those responsibilities? This questionnaire is part of a new study to evaluate the OSEP TA&D Program. The purpose of the study is to understand (1) the needs that SEAs have for TA products or services to support the implementation of IDEA and support improvement of child outcomes and (2) the TA products or services that have been received by selected staff at the state level from OSEP TA&D Program centers and their satisfaction with those products or services.

Your responses will help the Department of Education (ED) understand the areas where technical assistance could be useful and the TA&D Program's role in helping states to implement IDEA. The TA&D Program Evaluation also has important implications for the education of children with disabilities, as it will provide critical information to the Department of Education and Congress and inform the next reauthorization of IDEA. This independent evaluation is being conducted by IES, not by OSEP.

All information that would permit identification of the individual respondents to this survey will be held in strict confidence, 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.

All states are required to participate in this survey. We are requesting that you complete this questionnaire because your State Director identified you as having knowledge about the need for TA products or services in your state in this topic area. You are encouraged to seek the input of other staff who may be able to provide assistance to you. With your contribution, the Department of Education and Congress will gain a more accurate and complete understanding of how TA products or services are used to support the implementation of IDEA.

This questionnaire focuses specifically on the area of [Focal Topic Area].

Notice of Confidentiality

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. States may be identified but only in reporting data about broad State need for and use of TA (data collected in Section I of the survey). The reports prepared for the study will summarize survey findings across focal topic areas and will not associate state responses with a specific TA&D center. We will not provide information that identifies the state education agency to anyone outside the study team, except as required by law.

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 20 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR 34 CFR Part 75). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0887.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeval@westat.com

Frequently Asked Questions (FAQs)

Navigating the Survey:

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Section Guide to the left of the screen. **You cannot change your responses after the completed survey has been submitted.** After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

- Question 1** = Active Question.
- Question 2** = Question has been answered.
- Question 3** = Question has not been answered.
- Question 4** = Question has been skipped based on a previous response.
- Question 5** = Question has been answered but is incomplete.

Do I have to complete the survey all at one time? No. You can sign in and out of 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 'Save & Continue' button before signing out so that your responses on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I go back to a question that I have already answered or skipped? Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g. using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions? You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all questions that are relevant for your state.

Can I have my staff complete some of the questions instead of me? Yes. If you feel it would be helpful, you may either share your login and password with others, 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 I print a copy of the questionnaire when I am finished? Yes. Once you have completed and submitted the survey, you will be able to print a copy for your records.

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.'

Is the system secure? System security is ensured through the following steps: 1) Login and password validation for entry into the system, 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Whom should I contact if I have a question? We can be reached by phone at 1-888-659-9121. Questions can also be emailed to TADEval@westat.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.

Before you answer the questions, please carefully read the instructions and definitions below:

On the following pages, you will be asked questions about the need for TA in your state. Please note that information obtained in this section of the survey may be reported by state.

In this questionnaire, **TA products or services** refers to assistance to education personnel to facilitate implementation of IDEA and to adopt or apply practices and policies aimed at improving outcomes for students with disabilities and their families. TA products or services includes dissemination of products and materials. All of the following should be considered TA products or services:

- Accessing general information from a website
- Accessing training materials from a website, including videos or printed materials
- Receiving telephone consultation on a substantive issue
- Receiving email consultation on a substantive issue
- Receiving consultation or training through web conferencing, including webinars
- Attending a conference, workshop, or training event
- Receiving customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up

When we use the word **district** in this questionnaire we are referring to LEAs, intermediate units, and similar regional or local educational service agencies.

When we specify the time period **2010-11**, we would like you to think about any 12-month period, which may be a fiscal year such as July 1-June 30, October 1-September 30, or a different 12-month period that is consistent with your state activities.

When we talk about TA products or services that are accessed, received or provided by **SEA staff**, we are also including in this the staff who are employed by the SEA to work at a regional level. These staff may include contracted personnel, if that is the structure the SEA uses to expand its presence to regional areas.

We estimate that it will take approximately 60 minutes to complete this survey. Thank you for joining us in our effort to understand the implementation of the Technical Assistance and Dissemination Program. We appreciate your time and cooperation.

If you have any questions about any aspect of this survey, contact:

Tamara Daley: 1-888-659-9121

e-mail: TADeval@westat.com

Question II-1

Complete the table below about TA areas of need related to *[Focal Topic Area]* during 2010-11.

Related to the topic of *[Focal Topic Area]*, check whether your SEA needed TA products or services for each of the following. Check “yes” if your SEA had a need, whether or not TA products or services were accessed or received.

TA area related to [Focal Topic Area]	SEA staff had a need for TA products or services in 2010-11		
	Yes	No	Not Applicable
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collection or data management related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-2

The TA areas related to *[Focal Topic Area]* where you indicated a need for TA products or services in question II-1 are listed below. Please rank up to three areas where your SEA’s needs for TA products or services to support districts were the greatest during 2010-11.

- Rank areas whether or not the need was met. Rank the area of greatest need with a “1.”

TA area related to <i>[Focal Topic Area]</i>	Rank top 3
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	
Data collection or data management related to <i>[Focal Topic Area]</i>	
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	

Question II-3

The TA areas related to *[Focal Topic Area]* where you indicated a need for TA products or services in Question II-1 are listed below. For each of the TA areas listed, did you access or receive TA products or services during 2010-11 from any technical assistance source or provider?

TA area related to <i>[Focal Topic Area]</i>	No, TA was not sought	No, TA was sought but not received	Yes, TA was accessed or received and is ongoing	Yes, TA was accessed or received and is done
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collection or data management related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies, stakeholders, groups and participation in communities of practice related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents/families or parent-focused organizations related to <i>[Focal Topic Area]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-4

The TA areas related to *[Focal Topic Area]* where you accessed or received TA products or services during 2010-11 are listed below. For each TA area listed, indicate whether your SEA's needs for TA products or services were *largely addressed, partially addressed, or not at all addressed* by any technical assistance source or provider. Please consult with your colleagues as needed.

TA area related to [Focal Topic Area]	Needs for TA products or services LARGELY addressed	Needs for TA products or services PARTIALLY addressed	Needs for TA products or services NOT AT ALL addressed
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	○	○	○
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	○	○	○
Data collection or data management related to <i>[Focal Topic Area]</i>	○	○	○
Development or dissemination of materials on effective practices related to <i>[Focal Topic Area]</i>	○	○	○
Training and other personnel development activities (preservice or inservice) related to <i>[Focal Topic Area]</i>	○	○	○
State and local capacity-building to enhance service delivery and scale up effective practice related to <i>[Focal Topic Area]</i>	○	○	○
Support related to finance systems and funding sources related to <i>[Focal Topic Area]</i>	○	○	○
Evaluation of practices or activities related to <i>[Focal Topic Area]</i>	○	○	○
Support related to policies and procedures related to <i>[Focal Topic Area]</i>	○	○	○
Needs assessment at the state or local level related to <i>[Focal Topic Area]</i>	○	○	○
Support related to SPP/APR indicators related to <i>[Focal Topic Area]</i>	○	○	○

Question II-5

For the remaining questions, we would like to learn more about the TA products or services you or SEA staff with whom you work closely have accessed or received. Consider all TA areas related to *[Focal Topic Area]*.

We are interested first in the TA&D Program centers. From the list below, please check all centers from which you accessed or received TA products or services in the area of *[Focal Topic Area]* during 2010-11.

- This includes information or materials retrieved from a center's website or other medium that did not require direct contact with staff from that center.
- For more information about any of these centers, you can roll over the name of the center.
- Please consult with your colleagues as needed.

Check here if your lead agency did not access or receive TA from any of the centers listed below.

TA&D Centers or Projects

- Northeast Regional Resource Center (NERRC)
- Mid-South Regional Resource Center (MSRRC)
- North Central Regional Resource Center (NCRRC)
- Southeast Regional Resource Center (SERRC)
- Mountain Plains Regional Resource Center (MPRRC)
- Western Regional Resource Center (WRRRC)
- Center for Early Literacy Learning (CELL)
- National Early Childhood Technical Assistance Center (NECTAC)
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- Early Childhood Outcomes Center (ECO)
- Center on Positive Behavioral Interventions and Supports (PBIS)
- National Center on Response to Intervention (RTI)
- National Center on Education Outcomes (NCEO)
- National Post-School Outcomes Center (NPSO)
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
- National Secondary Transition Technical Assistance Center (NSTTAC)
- Center for Appropriate Dispute Resolution in Special Education (CADRE)
- National Consortium on Deaf-Blindness (NCDB)
- State Implementation and Scaling-Up of Evidence-based Practices (SISEP)
- National Dissemination Center for Children with Disabilities (NDC/NICHCY)
- Project Forum
- Technical Assistance Coordination Center (TACC)
- IDEA Partnership
- PEPNet-Northeast
- PEPNet-Midwest
- PEPNet-South
- PEPNet-West
- State-specific deaf-blind project

Questions II-6 – Question II-10

Please click each center below to provide more information about your experiences.

[In the actual survey, each of these links opens a separate set of questions that are specific to only that center. When the respondent completes one center, the respondent is returned to a page that lists all centers that were checked and repeats Questions II-6 through II-10.]

TA&D Program Centers or Projects

[Northeast Regional Resource Center \(NERRC\)](#)
[Mid-South Regional Resource Center \(MSRRC\)](#)
[North Central Regional Resource Center \(NCRRC\)](#)
[Southeast Regional Resource Center \(SERRC\)](#)
[Mountain Plains Regional Resource Center \(MPRRC\)](#)
[Western Regional Resource Center \(WRRRC\)](#)
[Center for Early Literacy Learning \(CELL\)](#)
[National Early Childhood Technical Assistance Center \(NECTAC\)](#)
[Technical Assistance Center on Social Emotional Intervention for Young Children \(TACSEI\)](#)
[Early Childhood Outcomes Center \(ECO\)](#)
[Center on Positive Behavioral Interventions and Supports \(PBIS\)](#)
[National Center on Response to Intervention \(RTI\)](#)
[National Center on Education Outcomes \(NCEO\)](#)
[National Post-School Outcomes Center \(NPSO\)](#)
[National Dropout Prevention Center for Students with Disabilities \(NDPC-SD\)](#)
[National Secondary Transition Technical Assistance Center \(NSTTAC\)](#)
[Center for Appropriate Dispute Resolution in Special Education \(CADRE\)](#)
[National Consortium on Deaf-Blindness \(NCDB\)](#)
[State Implementation and Scaling-Up of Evidence-based Practices \(SISEP\)](#)
[National Dissemination Center for Children with Disabilities \(NDC/NICHCY\)](#)
[Project Forum](#)
[Technical Assistance Coordination Center \(TACC\)](#)
[IDEA Partnership](#)
[PEPNet-Northeast](#)
[PEPNet-Midwest](#)
[PEPNet-South](#)
[PEPNet-West](#)
[State-specific deaf-blind project](#)

Note: Only the centers selected in Question II-5 will appear in the following set of items, Questions II-6 through II-10. For each center selected in II-5, you will be asked to respond to these five questions.

Question II-6

Please indicate the methods by which you accessed or received TA products or services related to *[Focal Topic Area]* from *[Center]* during 2010-11 and estimate the frequency of this contact.

- Check only where SEA staff themselves (as opposed to local level staff) accessed or received TA products or services.
- Please consult with your colleagues as needed.

TA method	Estimated frequency of occurrences during 2010-11			
	Never	One or two times	Many times	On an ongoing basis during 2010-11
Accessed general information from the center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessed training materials, practice guides, or toolkits from the center website , including videos or printed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received telephone consultation on a substantive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received email consultation on a substantive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received consultation or training through web conferencing , including webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a conference, workshop, or training event sponsored or organized by the center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify:)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify:)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-7

Related to *[Focal Topic Area]*, we would like to know more about the customized consultation that you indicated in QII-6 that you received from **[Center]**. Please respond yes or no for each of the following questions.

Special relationship or customized support	Yes	No
Did your SEA go through a formal application procedure to receive TA from [Center] ?	<input type="radio"/>	<input type="radio"/>
Did [Center] develop a formal individualized plan for TA for your SEA?	<input type="radio"/>	<input type="radio"/>
Did [Center] staff visit your state to provide services?	<input type="radio"/>	<input type="radio"/>
As a prerequisite to receiving TA from [Center] , was your SEA required to commit funds or resources within the SEA?	<input type="radio"/>	<input type="radio"/>
Did your SEA pay [Center] for services or reimburse the center for expenses they incurred?	<input type="radio"/>	<input type="radio"/>

Question II-8

To the best of your knowledge, how many years has your SEA been working with **[Center]** in the area of *[Focal Topic Area]*?

- Less than 1 year.

Question II-9

To the best of your knowledge, are you the individual within your SEA who has worked *most closely* with **[Center]** in the area of *[Focal Topic Area]*?

- Yes
- No

Question II-10

Please consider all TA products or services you accessed or received from [Center] related to [Focal Topic Area] during 2010-11. Rate how satisfied you were with the center’s performance in relation to the specific issues listed.

- Please consult with your colleagues as needed.

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
TA provider’s or center’s receptiveness to requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness with which information or assistance was provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of information or assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of information or assistance to our specific need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding state context and culture , including understanding how an SEA operates and the constraints it faces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA provider or center staff’s establishment of positive working relationships with SEA staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of information or assistance that could be translated into implementation at the local level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results of TA received on SEAs capacity to help LEAs implement new practices, models, or other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the TA you received from the TA provider or center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question II-11

We now turn to other sources from which you or SEA staff with whom you work closely have accessed or received TA products or services related to *[Focal Topic Area]*.

From the list below, please check all sources from which you accessed or received TA products or services in the area of *[Focal Topic Area]* during 2010-11. Please consult with your colleagues as needed.

(Note: You will **not** be asked any follow-up questions about these sources.)

Check here if your SEA did not access or receive TA from any of the sources listed below.

Other OSEP funded TA&D Centers:

- Data Accountability Center (DAC)
- CONNECT: The Center to Mobilize Early Childhood Knowledge
- National Professional Development Center on Inclusion (NPDCI)
- IRIS Center for Training Enhancements
- Monarch Center II
- National Center to Improve the Recruitment and Retention of Qualified Personnel (Personnel Improvement Center)
- National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)

Other OSEP funded TA&D Centers:

- National Professional Development Center on Autism Spectrum Disorders
- Center for Implementing Technology in Education (CITeD)
- Family Center on Technology and Disability (FCTD)
- National Center on Accessible Instructional Materials (AIM)
- National Institute for Urban School Improvement (NIUSI)—LeadScope
- Reading Rockets
- National Parent Technical Assistance Center (TA Alliance)
- Any of the 6 regional parent technical assistance center (RPTACs)

U.S. Department of Education Comprehensive Centers:

- Assessment and Accountability Comprehensive Center (at WestEd)
- Center on Innovation and Improvement (at ADI)
- Center on Instruction (at RMC)
- National High School Center (at AIR)
- National Comprehensive Center for Teacher Quality (at Learning Point)
- Any of the 16 Regional Comprehensive Centers (such as Texas or Great Lakes West)

U.S. Department of Education Equity Assistance Centers:

- Any of the 10 Equity Assistance Centers (such as NEEAC or South Central)

U.S. Department of Education Regional Education Laboratories:

- Any of the 10 Regional Education Laboratories (RELs)

Other sources of TA:

- OSEP staff
- Infant and Toddlers Coordination Association (ITCA)
- Staff of other U.S. Department of Education offices
- Professional associations (e.g., CEC, Council of Chief State School Officers, NASDSE)
- Other Part B SEAs
- Consulting firms or private contractors
- IHE faculty (not working under the auspices of one of the sources already checked)

Question II-12

During 2010-11, to which regional or local personnel did your SEA provide, either directly by SEA staff or through a contractual or brokered arrangement, any TA in the area of *[Focal Topic Area]*? Check all that apply.

- TA was not provided in the area of *[Focal Topic Area]* during 2010-11
- Administrators of local Part C programs
- Administrators or staff of regional education units/intermediate unit offices
- Early intervention providers/practitioners
- General or special education teachers
- IHE faculty
- LEA central office general or special education administrators or staff
- Parents/families or parent-focused organizations
- Professional development coordinators
- Related services personnel
- School-based administrators
- Technical assistance and training providers
- Other (specify:)
- Other (specify:)
- Other (specify:)

Question II-13

During 2010-11, what challenges has your SEA experienced in transferring the TA you have received in the area of *[Focal Topic Area]* to the local level? Check all that apply.

- We have not experienced any challenges
- Lack of SEA staff expertise in the area of implementation
- Limitations of SEA staff time
- Funding limitations
- SEA lack of credibility at the local level
- LEA resistance to implementation
- Insufficient support from the TA provider
- Other (specify:)

Question II-14

Is there anything else related to TA accessed, received or provided by your SEA that you would like to share with us?

Contact Information

Please enter the contact information of the person who completed this section.

*** Denotes required field.**

* First Name: _____

* Last Name: _____

* Email Address: _____

* Phone Number (xxx-xxx-xxxx): _____

How long have you served in your current position? _____ Years _____ Months

Please list the number of other individuals who were consulted while completing this survey: _____

Please estimate how long it took to complete this portion of the survey: _____ Minutes

Instructions for submitting the survey:

You have completed the survey, but your data have not yet been submitted. By clicking the 'Submit' button, your data will be submitted. You will be directed to the final screen so that you can print a copy of your completed survey for your records.

If you wish to review any questions at this time, please click on the Question Guide on the left.

Any changes you make will be saved ONLY if you click on the 'Save & Continue' button below the question you changed.

After submitting your data, you will not be able to review and change your responses.

Please click on the 'Submit' button to submit your data now.

Appendix K.

Technical Development of Topical Areas for Lead Survey and Grantee Survey/Interview

To develop the list topical areas for inclusion in the Lead Survey and Grantee Survey/Interview, Westat reviewed four relevant sources. Topics extracted from each were aligned in a crosswalk to better identify frequently occurring topics and identify overlapping areas that could be consolidated.

A. Topics derived from IDEA Law

IDEA 2004 addresses the need for technical assistance in relation to multiple topics. To identify these topics, we extracted (a) the language in the law that specifically mentions a topic for technical assistance and (b) topics noted in Sec. 663 as the intended focus of assistance. The compiled list from this process resulted in 24 topics.

B. Topics present in other frameworks or surveys on technical assistance

- 1) OSEP has long used a “Placemat” that displays centers with significant TA responsibilities. These centers are funded through the TA&D Program as well as other OSEP programs. The centers are presented under a framework that shows 14 broad TA categories.
- 2) We also accessed prior state surveys of technical assistance:
 - Bonner-Tompkins, E. (2005). *CCSSO State Systems of Technical Assistance Delivery in Special Education*. Division of State Services and Technical Assistance at CCSSO.
 - Hanft, B. (2001). *State Technical Assistance Initiatives for IDEA Part B Programs*. National Association of State Directors of Special Education.

In addition, we accessed topics from two surveys conducted by the Center to Inform Personnel Preparation Policy and Practice, among State Part C Coordinators and among Section 619 Coordinators:

- A.J. Pappanikou Center for Excellence in Developmental Disabilities. (October, 2007). Study VI Data Report: Training And Technical Assistance Survey of State Part C Coordinators.
- A.J. Pappanikou Center for Excellence in Developmental Disabilities. (October, 2007). Study VI Data Report: Training And Technical Assistance Survey of State Section 619 Coordinators.

The compiled list from these four surveys resulted in 29 topics.

- 3) We extracted topics from the “Matrix,” a resource available at the time of survey development (now incorporated into www.tadnet.org) that provided information on federally supported technical assistance services. This yielded a total of 208 topics.

C. Topics derived from staff assignment/staff directories

We examined the structure of SEA level special education staffing to determine which topical areas rise to the level of importance to warrant staff assignment. To extract topical areas, we

located the staff contact/directory/organizational chart page, if one existed within the department of education website, and extracted topics or categories that could be used to inform the process.

D. Topics derived from center project descriptions

Each TA&D center has, publicly available, a description of their project. This description includes a short description of the project purpose. These project descriptions were used to extract the topics upon which centers focus. Topics were extracted at whatever level of detail the center provided in the description. This process resulted in 71 topics.

Considered these various sources in conjunction with one another

We compiled and reviewed topics on this list and created broader categories where overlapping topics were present. Obvious duplicates were eliminated, and we combined topics that were similar into broader categories (e.g., disproportionality, disproportionate representation, significant disproportionality, disproportionate report, and CEIS funding all became 'disproportionality'). The resulting list included 18 topics for the Part C survey and 33 topics for the Part B survey

Appendix L.

Technical Development of Selected Topics for the State Topical Surveys

Three principles were used:

Principle 1: Topical areas that are a focus of both a center and an SPP/APR indicator will be included (see Crosswalk for indicator numbers). These include:

Part B: Behavior and Discipline, including positive behavioral support (PBS or PBIS); General supervision; Procedural safeguards/dispute resolution; School completion/dropout/graduation; Secondary transition and post-school outcomes; State assessment systems, including accommodations, modified standards, and alternate assessment; Disproportionality; Inclusion; Early childhood/preschool special education

Part C: Social/emotional development and challenging behaviors; General supervision; Early intervention services in natural environments and IFSP; Early childhood transition; Child and family outcomes

Principle 2: Topical areas that are a focus of a center, though not an SPP/APR indicator will be included. These include:

Part B: Deaf-blindness; Response to Intervention

Part C: Deaf blindness

Principle 3: Topical areas that are a focus of an SPP/APR indicator that are not a targeted focus of a TA&D center will *not* be included.

TA in these areas is presumably provided by centers in other Part D programs or through other sources.

These include:

Part B: Screening, evaluation, assessment and Child Find (Indicator 11); Parent and Family Involvement (Indicator 8)

Crosswalk of Centers, Topics, SPP/APR Indicators

Center	Part B Topic	Part C Topic	Relevant APR Indicators ²⁴
SISEP, TACSEI TACSEI, PBIS	Behavior and discipline, including positive behavioral support (PBS or PBIS)	Social/emotional development and challenging behaviors	Part B Indicators 4, 7 Part C Indicators 3, 4
Rtl, PBIS, SISEP	Response to Intervention	N/A	
RRCs, NECTAC	Inclusion / LRE	N/A	Part B Indicator 5, 6
NCDB, state projects	Deaf-blindness	Deaf-blindness	
RRCs, NECTAC ²⁵	General Supervision	General Supervision	Part B Indicator 15
CADRE	Procedural safeguards/ dispute resolution	Procedural safeguards/ dispute resolution	Part B Indicators 16,17,18,19 Part C Indicators 10, 11, 12, 13
NECTAC	N/A	Early childhood transition	Part C Indicator 8 Part B Indicator 12
ECO	N/A	Child and family outcomes	Part B Indicator 7 Part C Indicators 3, 4
NECTAC		Early intervention services in natural environments	Part C Indicators 1, 2, 7
CELL, NECTAC, TACSEI	Early childhood/preschool special education	N/A	Part B Indicators, 6, 7, 12
NDPC-SD, SISEP	School completion/ dropout/graduation	N/A	Part B Indicators 1, 2
NPSO, NSTTAC, PEPNets	Secondary transition and post-school outcomes	N/A	Part B Indicators 13, 14
NCEO	State assessment systems, including accommodations, modified standards, and alternate assessment	N/A	Part B Indicator 3
RRCs ²⁶ , Rtl	Disproportionality	N/A	Part B Indicators 9, 10

²⁴ NDC and Project Forum provide dissemination of information across multiple areas. IDEA Partnership and TACC do not serve states.

²⁵ NECTAC provides TA across many areas by linking recipients with other centers; areas of particular focus are noted in this table

²⁶ The RRCs provide TA across many areas by linking recipients with other centers and in collaboration with these centers; areas of particular focus are noted in this table

Appendix M.

Technical Development of Technical Assistance Intensity Variable

State specialists' reports of the frequency of access of each of seven types of technical assistance were used to create an analytic variable of technical assistance (TA) Intensity.

In Question II-6 of the State Specialist Survey, respondents indicated the frequency of their engagement with a center (*never, one or two times, many times, or on an ongoing basis*) for each of seven types of technical assistance that may have been accessed. These seven types include activities such as accessing information from the center website, receiving consultation, attending conferences.

1. Each of the seven types of technical assistance that a given state specialist reported was received from a particular center was scored as 0, 1, 2, or 3 according to the frequency received. For example, accessing training materials *one or two times* was scored as a 1; accessing training materials *many times* was scored as a 2; accessing training materials *on an ongoing basis* was scored as a 3.
2. These seven types of technical assistance were classified into either of two categories of technical assistance: "web-only" or "training and consultation," as shown in Exhibit L-1. While respondents may have accessed information from a website in addition to receiving training, their activity related to this web-use is not incorporated into the intensity variable.

Exhibit M-1 Classification of technical assistance products and services into categories of TA for TA Intensity variable

Category of TA	Technical assistance products or services
Web-only	<ul style="list-style-type: none">▪ Accessed general information from the center website▪ Accessed training materials, practice guides, or toolkits from the center website, including videos or printed materials
Training and Consultation	<ul style="list-style-type: none">▪ Received telephone consultation on a substantive issue▪ Received email consultation on a substantive issue▪ Received consultation or training through web conferencing, including webinars▪ Attended a conference, workshop, or training event sponsored or organized by the center▪ Received customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up

3. The scores for frequency of technical assistance activities were summed within the two derived categories of technical assistance. For the web-only TA, a total score of 6 was possible; for training and consultation, a total score of 15 was possible. A median split was used to divide each of the two derived categories into a low- and high-frequency designation. If a respondent indicated receiving any level of training and consultation technical assistance, that interaction was categorized as training and consultation. Any web-based TA was not incorporated when calculating the total TA Intensity for interactions that included training and consultation.

Exhibit M-2 Percent of technical assistance interactions between states and centers in which states accessed products or services at a particular frequency, by level of TA Intensity

Types of TA Products or Services Accessed	Frequency of accessing TA	Interactions of a particular level of TA Intensity				Interactions of any intensity level
		Level 1: Infrequent, web-only contact	Level 2: Frequent, web-only contact	Level 3: Infrequent training/consultation	Level 4: Frequent training/consultation	
Web-Only TA						
General information from the center website	Never	1	0	7	4	4
	1-2 times	94	5	36	12	29
	Many times	5	71	36	27	31
	Ongoing	0	24	21	58	35
Accessed training materials, practice guides, or toolkits from the center website, including videos or printed materials	Never	31	3	16	6	12
	1-2 times	69	29	41	14	31
	Many times	0	53	27	27	26
	Ongoing	0	15	16	53	30
Training and Consultation						
Received telephone consultation on a substantive issue	Never	100	100	65	4	45
	1-2 times	0	0	34	27	24
	Many times	0	0	2	31	14
	Ongoing	0	0	0	38	17
Received email consultation on a substantive issue	Never	100	100	60	2	42
	1-2 times	0	0	38	24	25
	Many times	0	0	3	36	17
	Ongoing	0	0	0	37	16
Received consultation or training through web conferencing, including webinars	Never	100	100	37	8	36
	1-2 times	0	0	56	27	33
	Many times	0	0	6	32	16
	Ongoing	0	0	1	33	15
Attended a conference, workshop, or training event sponsored or organized by the center	Never	100	100	43	10	39
	1-2 times	0	0	54	41	38
	Many times	0	0	3	21	10
	Ongoing	0	0	1	28	12
Received customized consultation that may have included action plans, strategic plans, plans for implementation, or scaling up	Never	100	100	88	22	61
	1-2 times	0	0	11	27	16
	Many times	0	0	1	15	7
	Ongoing	0	0	1	36	16

EXHIBIT READS: Ninety-four percent of Level 1 TA interactions included accessing general information from a center website 1-2 times.

NOTE: Total number of interactions is 2,124. Data for state deaf-blind projects are included in this table but responses are excluded for interactions reported by staff of their own state-deaf blind project. Percentages may not sum to 100 due to rounding.

SOURCE: State Specialist Survey– Item II-6

Appendix N.

Data for Territories and Outlying Areas

Exhibit N-1. Topics identified by territory Part C state agency leads as topics for which there is a need for technical assistance and topics reported as one of the three greatest needs for technical assistance, fiscal year 2010

TA topic	Part C state agency leads reporting as a need for TA		Part C state agency leads reporting as one of three greatest needs for TA	
	N	%	N	%
Assistive technology	3	60	0	0
Autism	3	60	1	20
Child and family outcomes	4	80	2	40
Data systems or use of data for improvement	3	60	2	40
Deaf-blind	2	40	0	0
Early childhood transition	4	80	1	20
Early intervention services in natural environments	0	0	0	0
Financing of services under Part C	2	40	0	0
General Supervision/monitoring	5	100	3	60
IDEA early intervention laws, policies, and regulations	2	40	0	0
Identification (Child Find, screening, and assessment)	3	60	0	0
Individualized Family Service Plan (IFSP)	3	60	0	0
Interagency coordination	3	60	2	40
Other disability-specific information	2	40	0	0
Personnel recruitment/ certification/ licensure	1	20	0	0
Procedural safeguards/dispute resolution	2	40	0	0
Social/emotional development and challenging behaviors	2	40	2	40
Young children at risk	0	0	0	0

EXHIBIT READS: Across the 5 Territory Lead Agencies, 3 Early Intervention Program Coordinators (60 percent) reported that assistive technology was a topic of need for TA. No Early Intervention Program Coordinators ranked assistive technology as one of the top three areas of greatest need for TA.

SOURCE: State Agency Lead Survey – Items I-1, I-3

Exhibit N-2. Topics identified by territory Part B state agency leads as topics for which there is a need for technical assistance and topics reported as one of the three greatest needs for technical assistance, 2010-11

TA topic	Part B state agency leads reporting as a need for TA		Part B state agency leads reporting as one of three greatest needs for TA	
	N	%	N	%
Assistive technology	5	100	2	40
Autism	4	80	0	0
Behavior, including positive behavioral and intervention support (PBIS)	4	80	0	0
Coordinated Early Intervening Services (CEIS)	3	60	0	0
Data systems or use of data for improvement	5	100	2	40
Deaf-blind	5	100	0	0
Discipline	3	60	0	0
Disproportionality	2	40	0	0
Dispute resolution / procedural safeguards	2	40	1	20
Early childhood transition	4	80	0	0
ESL/ELL and special education	3	60	1	20
Financing for special education	2	40	0	0
General Supervision/ monitoring	4	80	3	60
IDEA special education laws, policies, and regulations	5	100	1	20
Identification (Child Find, screening, assessment)	3	60	0	0
Inclusion and LRE (preschool, 3-5)	4	80	0	0
Inclusion and LRE (school age, 6-21)	4	80	1	20
Individualized Education Program (IEP)	4	80	0	0
Low incidence disabilities	4	80	1	20
Parent and family involvement	4	80	0	0
Personnel recruitment/ certification/ licensure	4	80	0	0
Reading/early literacy (preschool, 3-5)	4	80	0	0
Reading/literacy (school age, 6-21)	4	80	0	0
Response to Intervention (RtI) (preschool, 3-5)	4	80	0	0
Response to Intervention (RtI) (school age, 6-22)	4	80	0	0
School completion/ dropout/ graduation	4	80	0	0
Science, Technology, Engineering, or Mathematics (STEM)	3	60	0	0
Secondary transition and post-school outcomes	4	80	1	20
Social/emotional development	3	60	0	0
Standards-based curriculum and instruction	4	80	0	0
State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	4	80	1	20
Student performance/ achievement	4	80	0	0
Writing	4	80	0	0

EXHIBIT READS: Across the 5 Territory State Education Agencies, all 5 Special Education Directors (100 percent) reported that assistive technology was a topic of need for TA. Two Special Education Directors (40 percent) ranked assistive technology as one of the top three areas of greatest need for TA.

SOURCE: State Agency Lead Survey – Items I-1, I-3

Exhibit N-3. Receipt of technical assistance in topics reported as a need for TA by territory Part C state agency leads, fiscal year 2010

TA topics	Part C state agency leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Assistive technology	3	1	33	0	0	0	0	2	67
Autism	3	1	33	1	33	1	33	0	0
Child and family outcomes	4	0	0	0	0	4	100	0	0
Data systems or use of data for improvement	3	0	0	0	0	3	100		0
Deaf-blind	2	0	0	0	0	2	100	0	0
Early childhood transition	4	2	50	0	0	2	50	0	0
Early intervention services in natural environments	0	0	0	0	0	0	0	0	0
Financing of services under Part C	2	1	50	0	0	1	50	0	0
General	5	1	20	0	0	4	80	0	0
Supervision/monitoring	2	0	0	0	0	2	100	0	0
IDEA early intervention laws, policies, and regulations	2	0	0	0	0	2	100	0	0
Identification (Child Find, screening, and assessment)	3	1	33	0	0	2	67	0	0
Individualized Family Service Plan (IFSP)	3	1	33	0	0	2	67	0	0
Interagency coordination	3	1	33	0	0	1	33	1	33
Other disability-specific information	2	1	50	0	0	1	50	0	0
Personnel recruitment/certification/ licensure	1	0	0	0	0	1	100	0	0
Procedural safeguards/dispute resolution	2	1	50	0	0	1	50	0	0
Social/emotional development and challenging behaviors	2	0	0	0	0	2	100	0	0
Young children at risk	0	0	0	0	0	0	0	0	0

EXHIBIT READS: Across the Territory Lead Agencies that reported a need for TA in assistive technology (where that need was not one of their greatest needs), 1 Early Intervention Program Coordinator (33 percent) did not seek TA in this area. No Early Intervention Program Coordinators sought TA in the area of assistive technology and did not receive it. No Early Intervention Program Coordinators received TA in the area of assistive technology, and that TA is ongoing. Two Early Intervention Program Coordinators (67 percent) received TA in the area of assistive technology and that TA is done.

NOTE: Row percentages may not total to 100 due to missing data.

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4

Exhibit N-4. Receipt of TA in topics reported as a need for TA by territory Part B state agency leads, fiscal year 2010

TA topic	Part B state agency leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Assistive technology	5	2	40	1	20	2	40	0	0
Autism	4	2	50	1	25	1	25	0	0
Behavior, including positive behavioral and intervention support (PBIS)	4	4	100	0	0	0	0	0	0
Coordinated Early Intervening Services (CEIS)	3	2	67	1	33	0	0	0	0
Data systems or use of data for improvement	5	1	20	0	0	4	80	0	0
Deaf-blind	5	4	80	0	0	1	20	0	0
Discipline	3	3	100	0	0	0	0	0	0
Disproportionality	2	1	50	0	0	1	50	0	0
Dispute resolution / procedural safeguards	2	0	0	0	0	2	100	0	0
Early childhood transition	4	1	25	0	0	3	75	0	0
ESL/ELL and special education	3	3	100	0	0	0	0	0	0
Financing for special education	2	0	0	1	50	1	50	0	0
General Supervision/ monitoring	4	0	0	0	0	4	100	0	0
IDEA special education laws, policies, and regulations	5	1	20	0	0	4	80	0	0
Identification (Child Find, screening, assessment)	3	1	33	0	0	2	67	0	0
Inclusion and LRE (preschool, 3-5)	4	2	50	0	0	2	50	0	0
Inclusion and LRE (school age, 6-21)	4	1	25	0	0	3	75	0	0
Individualized Education Program (IEP)	4	2	50	0	0	2	50	0	0
Low incidence disabilities	4	3	75	0	0	1	25	0	0
Parent and family involvement	4	4	100	0	0	0	0	0	0
Personnel recruitment/ certification/ licensure	4	3	75	0	0	1	25	0	0
Reading/early literacy (preschool, 3-5)	4	3	75	0	0	1	25	0	0
Reading/literacy (school age, 6-21)	4	3	75	0	0	1	25	0	0
Response to Intervention (RtI) (preschool, 3-5)	4	3	75	0	0	1	25	0	0
Response to Intervention (RtI) (school age, 6-22)	4	3	75	0	0	1	25	0	0

TA topic	Part B state agency leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
School completion/ dropout/ graduation	4	2	50	0	0	2	50	0	0
Science, Technology, Engineering, or Mathematics (STEM)	3	3	100	0	0	0	0	0	0
Secondary transition and post-school outcomes	4	1	25	0	0	3	75	0	0
Social/emotional development	3	2	67	0	0	1	33	0	0
Standards-based curriculum and instruction	4	2	50	0	0	2	50	0	0
State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	4	1	25	0	0	3	75	0	0
Student performance/ achievement	4	3	75	0	0	1	25	0	0
Writing	4	3	75	0	0	1	25	0	0

EXHIBIT READS: Across the Territory State Education Agencies that reported a need for TA in assistive technology (where that need was not one of their greatest needs), 2 Special Education Directors (40 percent) did not seek TA in this area. One Special Education Director (20 percent) sought TA in the area of assistive technology and did not receive it. Two Early Intervention Program Coordinators (40 percent) received ongoing TA in the area of assistive technology. No Early Intervention Program Coordinators received TA in the area of assistive technology that is done.

NOTE: Row percentages may not total to 100 due to missing data.

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4

Exhibit N-5. Extent to which TA received by territory Part C state agency leads addressed needs for TA, fiscal year 2010

TA topic	Part C state agency leads receiving TA	Part C state agency leads for which need for TA largely addressed		Part C state agency leads for which need for TA partially addressed		Part C state agency leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Assistive technology	2	0	0	2	100	0	0
Autism	1	0	0	1	100	0	0
Child and family outcomes	4	2	50	2	50	0	0
Data systems or use of data for improvement	3	2	67	1	33	0	0
Deaf-blind	2	1	50	1	50	0	0
Early childhood transition	2	2	100	0	0	0	0
Early intervention services in natural environments	0	0	0	0	0	0	0
Financing of services under Part C	1	0	0	1	100	0	0
General Supervision/monitoring	4	3	75	1	25	0	0
IDEA early intervention laws, policies, and regulations	2	0	0	2	100	0	0
Identification (Child Find, screening, and assessment)	2	1	50	1	50	0	0
Individualized Family Service Plan (IFSP)	2	0	0	2	100	0	0
Interagency coordination	2	1	50	1	50	0	0
Other disability-specific information	1	0	0	1	100	0	0
Personnel recruitment/ certification/ licensure	1	0	0	1	100	0	0
Procedural safeguards/dispute resolution	1	0	0	1	100	0	0
Social/emotional development and challenging behaviors	2	1	50	1	50	0	0
Young children at risk	0	0	0	0	0	0	0

EXHIBIT READS: Of Territory Early Intervention Program Coordinators who received TA in assistive technology, none reported that their need for TA was largely addressed, 2 (100 percent) reported that their need for TA was partially addressed, and none reported that their need for TA was not at all addressed

NOTE: Row percentages may not total to 100 due to missing data.

SOURCE: State Agency Lead Survey – Items I-3, I-4, I-5

Exhibit N-6. Extent to which TA received by territory Part B state agency leads addressed needs for TA among areas of greatest need, 2010-11

TA topic	Part B state agency leads reporting as a need for TA		Part B state agency leads for which need for TA largely addressed		Part B state agency leads for which need for TA partially addressed		Part B state agency leads for which need for TA not at all addressed	
	N	%	N	%	N	%	N	%
Assistive technology	2		1	50	1	50	0	0
Autism	1		0	0	1	100	0	0
Behavior, including positive behavioral and intervention support (PBIS)	0		0	0	0	0	0	0
Coordinated Early Intervening Services (CEIS)	0		0	0	0	0	0	0
Data systems or use of data for improvement	4		1	25	3	75	0	0
Deaf-blind	1		1	100	0	0	0	0
Discipline	0		0	0	0	0	0	0
Disproportionality	1		0	0	1	100	0	0
Dispute resolution / procedural safeguards	2		0	0	2	100	0	0
Early childhood transition	3		1	33	2	67	0	0
ESL/ELL and special education	0		0	0	0	0	0	0
Financing for special education	1		0	0	1	100	0	0
General Supervision/ monitoring	4		2	50	2	50	0	0
IDEA special education laws, policies, and regulations	4		2	50	2	50	0	0
Identification (Child Find, screening, assessment)	2		0	0	2	100	0	0
Inclusion and LRE (preschool, 3-5)	2		2	100	0	0	0	0
Inclusion and LRE (school age, 6-21)	3		2	67	1	33	0	0
Individualized Education Program (IEP)	2		1	50	1	50	0	0
Low incidence disabilities	1		1	100	0	0	0	0
Parent and family involvement	0		0	0	0	0	0	0
Personnel recruitment/ certification/ licensure	1		0	0	1	100	0	0
Reading/early literacy (preschool, 3-5)	1		0	0	1	100	0	0
Reading/literacy (school age, 6-21)	1		0	0	1	100	0	0
Response to Intervention (RtI) (preschool, 3-5)	1		0	0	1	100	0	0
Response to Intervention (RtI) (school age, 6-22)	1		0	0	1	100	0	0
School completion/ dropout/ graduation	2		1	50	1	50	0	0
Science, Technology, Engineering, or Mathematics (STEM)	0		0	0	0	0	0	0
Secondary transition and post-school outcomes	3		1	33	2	67	0	0
Social/emotional development	1		1	100	0	0	0	0

TA topic	Part B state agency leads reporting as a need for TA	Part B state agency leads for which need for TA largely addressed		Part B state agency leads for which need for TA partially addressed		Part B state agency leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Standards-based curriculum and instruction	2	1	50	1	50	0	0
State/local assessment systems, including accommodations, modified standards, alternate standards, and alternate assessment	3	2	67	1	33	0	0
Student performance/ achievement	1	1	100	0	0	0	0
Writing	1	0	0	1	100	0	0

EXHIBIT READS: Of Territory Special Education Directors who received TA in assistive technology, 1 (50 percent) reported that their need for TA was largely addressed, 1 (50 percent) reported that their need for TA was partially addressed, and none reported that their need for TA was not at all addressed

NOTE: Row percentages may not total to 100 due to missing data.

SOURCE: State Agency Lead Survey – Items I-3, I-4, I-5

Appendix O.

Supplemental Data Tables

Exhibit O-1. Other topics for which TA&D centers provide technical assistance

Accessibility
Access to the general education curriculum
Accommodations & access to education services and opportunities
Collaboration
Communication strategies
Compliance monitoring
Early Literacy (ages 0-3)
Effective training practices
Evidence-based practices
Implementation capacity development
Implementation science
Multi-tiered interventions
P-16/P-20
Product development
Program evaluation
School re-entry
Systems change
Transition assessment
Use of technology

Exhibit O-2. Number of Part C (Infants and toddlers) and Part B (School age) state agencies which accessed or received high intensity technical assistance from TA&D Program Centers, 2010-11

Center	Part C Topics					Part B Topics										
	Child and Family Outcomes	Early Childhood Transition	Early Intervention Services in Natural Environments	General Supervision and Monitoring, Part C	Social/Emotional Development and Challenging Behaviors	Behavior, including PBS	Deaf-Blind	Disproportionality	Early Childhood/Preschool Special Education	General Supervision and Monitoring, Part B	Inclusion/LRE	Procedural safeguards/dispute resolution	Response to Intervention	School completion/dropout/graduation	Secondary Transition and Post School Outcomes	State Assessment Systems
NECTAC	19	17	13	22	5	5	0	0	36	2	5	0	0	0	0	4
RTI	0	0	0	0	0	7	0	3	0	3	4	0	20	4	0	1
NCDB	0	0	0	0	0	1	22	0	0	1	4	0	0	0	0	0
TACC	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0
NERRC	1	1	0	5	1	1	0	4	3	5	3	2	1	2	0	0
NCRRC	4	4	2	3	2	1	0	4	6	6	2	1	3	4	2	1
MPRRC	2	5	0	5	1	2	1	8	4	9	2	6	4	3	4	3
WRRC	3	4	2	4	0	1	0	3	2	2	2	2	0	3	2	2
MSRRC	2	5	3	5	0	2	0	3	5	7	2	3	4	3	2	3
SERRC	3	3	1	5	1	1	0	3	2	5	1	2	1	1	3	3
NSTTAC	0	0	0	0	0	2	0	1	0	7	1	0	1	12	26	2
PBIS	0	0	0	0	0	23	0	2	2	4	5	2	11	4	0	1
IDEA Partnership	0	0	0	1	0	5	0	0	2	2	3	1	4	4	3	1
PEPNet-West	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
PEPNet-Midwest	0	0	0	1	0	0	2	0	0	0	1	0	0	0	0	0
PEPNet-Northeast	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

Center	Part C Topics					Part B Topics										
	Child and Family Outcomes	Early Childhood Transition	Early Intervention Services in Natural Environments	General Supervision and Monitoring, Part C	Social/Emotional Development and Challenging Behaviors	Behavior, including PBS	Deaf-Blind	Disproportionality	Early Childhood/Preschool Special Education	General Supervision and Monitoring, Part B	Inclusion/LRE	Procedural safeguards/dispute resolution	Response to Intervention	School completion/dropout/graduation	Secondary Transition and Post School Outcomes	State Assessment Systems
PEPNet-South	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
NCEO	0	0	0	0	0	1	0	1	0	2	0	0	0	2	0	12
SISEP	1	0	1	0	1	6	0	0	1	1	0	0	6	1	1	1
NPSO	0	0	0	0	0	0	0	1	0	4	2	0	0	10	24	0
NDC/NICHCY	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1
ECO	25	3	6	12	5	3	0	0	27	5	7	0	1	0	0	4
CELL	4	0	3	1	2	1	0	0	4	0	1	0	0	0	0	0
NDPC-SD	0	0	0	0	0	2	0	1	0	5	1	0	1	16	13	0
TACSEI	5	1	5	3	8	7	0	0	10	1	2	0	1	0	0	0
Project Forum	0	0	0	0	0	0	0	0	1	0	1	0	2	1	0	1
CADRE	0	0	0	0	0	1	0	0	0	6	0	18	0	2	0	0
State-specific deaf-blind project	2	0	1	0	1	1	13	0	0	1	6	0	1	0	1	2

EXHIBIT READS: Nineteen Part C Lead Agencies reported accessing or receiving high intensity TA related to child and family outcomes from NECTAC during 2010-11.

NOTE: Centers are listed in descending order of total funding level.

SOURCE: State Specialist Survey – Items II-5, II-6

Exhibit O-3. Topics of need for technical assistance reported by Part C (Infants and toddlers) state agency leads, fiscal year 2010

TA topic	Part C State Agency Leads reporting as a need for TA		Part C State Agency Leads reporting as one of three greatest needs for TA	
	N	%	N	%
Assistive technology	23	45	1	2
Autism	31	61	5	10
Child and family outcomes	40	78	15	29
Data systems or use of data for improvement	36	71	16	31
Deaf-blind	11	22	0	0
Early childhood transition	37	73	19	37
Early intervention services in natural environments	26	51	7	14
Financing of services under Part C	37	73	19	37
General Supervision/monitoring	33	65	18	35
IDEA early intervention laws, policies, and regulations	38	75	10	20
Identification (Child Find, screening, and assessment)	23	45	4	8
Individualized Family Service Plan (IFSP)	26	51	4	8
Interagency coordination	17	33	1	2
Other disability-specific information	8	16	0	0
Personnel recruitment/ certification/ licensure	13	26	2	4
Procedural safeguards/dispute resolution	22	43	4	8
Social/emotional development and challenging behaviors	26	51	6	12
Young children at risk	7	14	0	0

EXHIBIT READS: Across the 51 Lead Agencies, 23 Early Intervention Program Coordinators (45 percent) reported that assistive technology was a topic of need for TA. One Early Intervention Program Coordinator (2 percent) ranked assistive technology as one of the top three areas of greatest need for TA.

SOURCE: State Agency Lead Survey – Items I-1, I-3

Exhibit O-4. Topics of need for technical assistance reported by Part B (School age) state agency leads, 2010-11

TA topic	Part B State Agency Leads reporting as a need for TA		Part B State Agency Leads reporting as one of three greatest needs for TA	
	N	%	N	%
Assistive technology	25	49	4	8
Autism	29	57	4	8
Behavior, including PBIS	33	65	7	14
Coordinated Early Intervening Services (CEIS)	29	57	5	10
Data systems or use of data for improvement	30	59	9	18
Deaf-blind	16	31	2	4
Discipline	28	55	6	12
Disproportionality	35	69	9	18
Dispute resolution / procedural safeguards	21	41	2	4
Early childhood transition	20	39	2	4
ESL/ELL and special education	35	69	6	12
Financing for special education	33	65	13	26
General Supervision/ monitoring	36	71	17	33
IDEA special education laws, policies, and regulations	25	49	2	4
Identification (Child Find, screening, assessment)	9	18	0	0
Inclusion and LRE (preschool, 3-5)	22	43	1	2
Inclusion and LRE (school age, 6-21)	20	39	3	6
Individualized Education Program (IEP)	13	26	0	0
Low incidence disabilities	18	35	2	4
Parent and family involvement	24	47	2	4
Personnel recruitment/ certification/ licensure	22	43	1	2
Reading/early literacy (preschool, 3-5)	21	41	0	0
Reading/literacy (school age, 6-21)	26	51	3	6
Response to Intervention (RtI) (preschool, 3-5)	26	51	2	4
Response to Intervention (RtI) (school age, 6-22)	36	71	12	24
School completion/ dropout/ graduation	34	67	8	16
Science, Technology, Engineering, or Mathematics	17	33	1	2
Secondary transition and post-school outcomes	36	71	9	18
Social/emotional development	19	37	3	6
Standards-based curriculum and instruction	24	47	4	8
State/local assessment systems	28	55	4	8
Student performance/ achievement	30	59	9	18
Writing	16	31	1	2

EXHIBIT READS: Across the 51 State Education Agencies, 25 Part B state agency leads (49 percent) reported that assistive technology was a topic of need for TA. Four Part B state agency leads (8 percent) ranked assistive technology as one of the top three areas of greatest need for TA.

SOURCE: State Agency Lead Survey – Items I-1, I-3

Exhibit O-5. Percentage of state specialists who selected particular areas as an area of need for specific technical assistance, 2010-11

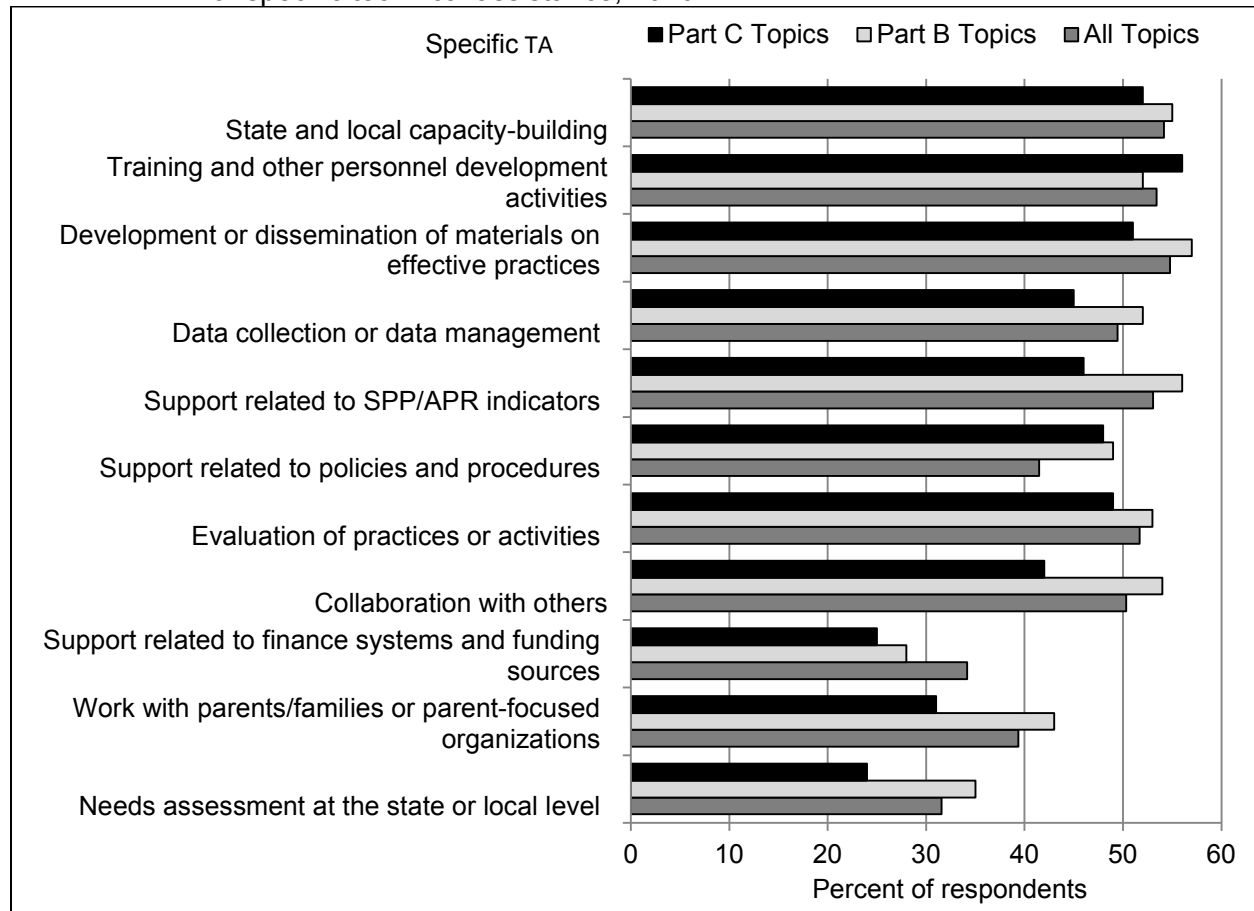


Exhibit O-6. Receipt of technical assistance in topics reported as a need for TA by Part C (Infants and toddlers) state agency leads, fiscal year 2010

TA topic	Part C State Agency Leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Total	454	77	17	12	3	266	59	96	21
Child and family outcomes	40	3	8	0	0	32	80	5	13
IDEA early intervention laws, policies, and regulations	38	4	11	1	3	27	71	6	16
Early childhood transition	37	3	8	0	0	22	60	12	32
Financing of services under Part C	37	3	8	2	5	21	57	11	30
Data systems or use of data for improvement	36	4	11	3	8	23	64	6	17
General Supervision/monitoring	33	1	3	0	0	26	79	6	18
Autism	31	11	36	0	0	11	36	9	29
Early intervention services in natural environments	26	4	15	0	0	17	65	5	19
Social/emotional development and challenging behaviors	26	5	19	1	4	17	65	2	8
Individualized Family Service Plan (IFSP)	26	2	8	0	0	15	58	9	35
Identification (Child Find, screening, and assessment)	23	5	22	2	9	13	57	3	13
Assistive technology	23	9	39	0	0	5	22	9	39
Procedural safeguards/dispute resolution	22	5	23	1	5	11	50	4	18
Interagency coordination	17	2	12	0	0	14	82	1	6
Personnel recruitment/ certification/ licensure	13	6	46	0	0	3	23	4	31
Deaf-blind	11	4	36	1	9	4	36	2	18
Other disability-specific information	8	4	50	0	0	3	38	1	13
Young children at risk	7	2	29	1	14	2	29	1	14

EXHIBIT READS: Across 40 Part C state agency leads reporting a need for TA in child and family outcomes, 3 did not seek TA (8 percent). No Early Intervention Coordinators sought but did not receive TA in child and family outcomes. Thirty two Part C state agency leads received TA that is ongoing (80 percent) and 5 received TA that is done (13 percent).

NOTE: Data reflect the degree to which state needs are being met by any source, including but not limited to, the TA&D Program.

SOURCE: State Agency Lead Survey – Items I-1, I-4

Exhibit O-7. Receipt of technical assistance in topics reported as a need for TA by Part B (School age) state agency leads, 2010-11

TA topic	Part B State Agency Leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Total	836	204	24	13	2	526	63	93	11
General Supervision/ monitoring	36	4	11	0	0	28	78	4	11
Response to Intervention (RtI) (school age, 6-22)	36	3	8	1	3	27	75	5	14
Secondary transition and post-school outcomes	36	5	14	0	0	27	75	4	11
Disproportionality	35	6	17	1	3	22	63	6	17
ESL/ELL and special education	35	17	49	2	6	12	34	4	11
School completion/ dropout/ graduation	34	4	12	0	0	27	79	3	9
Financing for special education	33	7	21	1	3	19	58	6	18
Behavior, including PBIS	33	6	18	0	0	24	73	3	9
Data systems or use of data for improvement	30	5	17	1	3	22	73	2	7
Student performance/ achievement	30	5	17	0	0	21	70	4	13
Coordinated Early Intervening Services (CEIS)	29	10	35	2	7	11	38	6	21
Autism	29	11	38	0	0	15	52	3	10
Discipline	28	12	43	1	4	13	46	2	7
State/local assessment systems	28	5	18	0	0	20	71	3	11
Reading/literacy (school age, 6-21)	26	8	31	0	0	16	62	2	8
Response to Intervention (RtI) (preschool, 3-5)	26	4	15	1	4	19	73	2	8
Assistive technology	25	9	36	0	0	13	52	3	12
IDEA special education laws, policies, and regulations	25	2	8	0	0	18	72	5	20
Standards-based curriculum and instruction	24	3	13	1	4	18	75	2	8
Parent and family involvement	24	6	25	0	0	14	58	4	17
Inclusion and LRE (preschool, 3-5)	22	6	27	0	0	14	64	2	9
Personnel recruitment/ certification/ licensure	22	6	27	1	5	12	55	3	14
Dispute resolution / procedural safeguards	21	2	10	0	0	16	76	3	14
Reading/early literacy (preschool, 3-5)	21	7	33	0	0	13	62	1	5
Inclusion and LRE (school age, 6-21)	20	7	35	0	0	11	55	2	10
Early childhood transition	20	4	20	0	0	15	75	1	5
Social/emotional development	19	6	32	0	0	13	68	0	0
Low incidence disabilities	18	8	44	0	0	9	50	1	6

TA topic	Part B State Agency Leads reporting as a need for TA N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Science, Technology, Engineering, or Mathematics	17	8	47	1	6	8	47	0	0
Deaf-blind	16	4	25	0	0	11	69	1	6
Writing	16	6	38	0	0	9	56	1	6
Individualized Education Program (IEP)	13	6	46	0	0	7	54	0	0
Identification (Child Find, screening, assessment)	9	2	22	0	0	2	22	5	56

EXHIBIT READS: Across 36 Part B state agency leads reporting a need for TA in General Supervision, 4 (11 percent) report TA being sought but not received. Twenty eight (78 percent) report that TA is ongoing. Four (11 percent) report that TA is done.

NOTE: Data reflect the degree to which state needs are being met by any source, including but not limited to, the TA&D Program.

SOURCE: State Agency Lead Survey – Items I-1, I-4

Exhibit O-8. Receipt of technical assistance across topics identified as among the top three needs for TA by Part C (Infants and toddlers) state agency leads, fiscal year 2010

TA topic	Top three topic as reported by Part C State Agency Leads N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Total	131	12	9	4	3	86	66	29	22
Early childhood transition	19	1	5	0	0	10	53	8	42
Financing of services under Part C	19	1	5	1	5	12	63	5	26
General Supervision/monitoring	18	0	0	0	0	15	83	3	17
Data systems or use of data for improvement	16	2	13	2	13	9	56	3	19
Child and family outcomes	15	0	0	0	0	13	87	2	13
IDEA early intervention laws, policies, and regulations	10	2	20	0	0	8	80	0	0
Early intervention services in natural environments	7	2	29	0	0	3	43	2	29
Social/emotional development and challenging behaviors	6	1	17	0	0	4	67	1	17
Autism	5	2	40	0	0	2	40	1	20
Identification (Child Find, screening, and assessment)	4	0	0	0	0	4	100	0	0
Individualized Family Service Plan (IFSP)	4	0	0	0	0	2	50	2	50
Procedural safeguards/dispute resolution	4	1	25	1	25	2	50	0	0
Personnel recruitment/ certification/ licensure	2	0	0	0	0	1	50	1	50
Assistive technology	1	0	0	0	0	0	0	1	100
Interagency coordination	1	0	0	0	0	1	100	0	0
Deaf-blind	0	0	0	0	0	0	0	0	0
Other disability-specific information	0	0	0	0	0	0	0	0	0
Young children at risk	0	0	0	0	0	0	0	0	0

EXHIBIT READS: Across 19 Part C state agency leads reporting a top three need for TA in Early childhood transition, 1 did not seek TA (5 percent). No Part C state agency leads sought but did not receive TA in early childhood transition. Ten Part C state agency leads received TA that is ongoing (53 percent) and 8 received TA that is done (42 percent).

NOTE: Data reflect the degree to which state needs are being met by any source, including but not limited to, the TA&D Program.

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4

Exhibit O-9. Receipt of technical assistance across topics identified as among the top three needs for TA by Part B (School age) state agency leads, 2010-11

TA topic	Top three topic as reported by Part B State Agency Leads	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Total	153	29	19	2	1	108	71	14	9
General Supervision/ monitoring	17	0	0	0	0	17	100	0	0
Financing for special education	13	0	0	1	8	10	77	2	15
Response to Intervention (RtI) (school age, 6-22)	12	2	17	0	0	9	75	1	8
Data systems or use of data for improvement	9	1	11	0	0	8	89	0	0
Disproportionality	9	1	11	0	0	7	78	1	11
Secondary transition and post-school outcomes	9	0	0	0	0	7	78	2	22
Student performance/ achievement	9	0	0	0	0	5	56	4	44
School completion/ dropout/ graduation	8	1	13	0	0	6	75	1	13
Behavior, including PBIS	7	2	29	0	0	4	57	1	14
Discipline	6	3	50	0	0	3	50	0	0
ESL/ELL and special education	6	3	50	1	17	2	33	0	0
Coordinated Early Intervening Services (CEIS)	5	3	60	0	0	1	20	1	20
Assistive technology	4	1	25	0	0	3	75	0	0
Autism	4	2	50	0	0	2	50	0	0
Standards-based curriculum and instruction	4	1	25	0	0	3	75	0	0
State/local assessment systems	4	2	50	0	0	2	50	0	0
Inclusion and LRE (school age, 6-21)	3	1	33	0	0	1	33	1	33
Reading/literacy (school age, 6-21)	3	2	67	0	0	1	33	0	0
Social/emotional development	3	0	0	0	0	3	100	0	0
Deaf-blind	2	0	0	0	0	2	100	0	0
Dispute resolution / procedural safeguards	2	0	0	0	0	2	100	0	0
Early childhood transition	2	0	0	0	0	2	100	0	0
IDEA special education laws, policies, and regulations	2	0	0	0	0	2	100	0	0
Low incidence disabilities	2	1	50	0	0	1	50	0	0
Parent and family involvement	2	1	50	0	0	1	50	0	0
Response to Intervention (RtI) (preschool, 3-5)	2	0	0	0	0	2	100	0	0
Inclusion and LRE (preschool, 3-5)	1	0	0	0	0	1	100	0	0
Personnel recruitment/ certification/ licensure	1	1	100	0	0	0	0	0	0

TA topic	Top three topic as reported by Part B State Agency Leads N	No TA received				TA received			
		TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
		N	%	N	%	N	%	N	%
Science, Technology, Engineering, or Mathematics	1	0	0	0	0	1	100	0	0
Writing	1	1	100	0	0	0	0	0	0
Identification (Child Find, screening, assessment)	0	0	0	0	0	0	0	0	0
Individualized Education Program (IEP)	0	0	0	0	0	0	0	0	0
Reading/early literacy (preschool, 3-5)	0	0	0	0	0	0	0	0	0

EXHIBIT READS: Across 17 Part B state agency leads reporting a top three need for TA in General Supervision, none reported having not received TA. All 17 reporting receiving TA that is ongoing (100 percent).

NOTE: Data reflect the degree to which state needs are being met by any source, including but not limited to, the TA&D Program.

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4

Exhibit O-10. Receipt of technical assistance across areas of need in relation to selected topics reported by Part C (Infants and toddlers) state specialists, fiscal year 2010

Areas of need	Need for TA as reported by Part C state specialists		No TA received				TA received			
			TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
			N	%	N	%	N	%	N	%
Total	1,193		283	24	19	2	711	60	180	15
Needs assessment at the state or local level	60	24	29	48	0	0	25	42	6	10
Support related to SPP/APR indicators	118	46	14	12	2	2	69	59	33	28
Data collection or data management	114	45	18	16	1	1	68	60	27	24
Development or dissemination of materials on effective practices	130	51	24	19	1	1	86	66	19	15
Training and other personnel development activities (preservice or inservice)	142	56	33	23	2	1	88	62	19	13
State and local capacity-building to enhance service delivery and scale up effective practice	133	52	30	23	1	1	84	63	18	14
Support related to finance systems and funding sources	65	25	28	43	3	5	30	46	4	6
Evaluation of practices or activities	124	49	37	30	3	2	77	62	7	6
Support related to policies and procedures	122	48	22	18	0	0	70	57	30	25
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	107	42	21	20	3	3	72	67	11	10
Work with parents/families or parent-focused organizations	78	31	27	35	3	4	42	54	6	8

EXHIBIT READS: Across all Part C state specialists reporting a need for TA in needs assessment at the state or local level, TA was not sought for 48 percent of needs. No specialists sought TA and did not receive it in this area. For 42 percent of needs in the area of needs assessment at the state or local level, TA is ongoing, and for 10 percent, TA is done.

NOTE: Denominator for needs reported by state Part C specialists is 255 (the total number of states (51) multiplied by the 5 selected topics).

SOURCE: State Specialist Survey – Items II-1, II-3

Exhibit O-11. Receipt of technical assistance across areas of need in relation to selected topics reported by Part B (School age) state specialists, 2010-11

Areas of need	Need for TA as reported by Part B state specialists		No TA received				TA received			
			TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
			N	%	N	%	N	%	N	%
Total	2,940		727	25	58	2	1783	61	372	13
Needs assessment at the state or local level	194	35	69	36	1	1	93	48	31	16
Support related to SPP/APR indicators	309	56	46	15	9	3	182	59	72	23
Data collection or data management	284	52	58	20	6	2	165	58	55	19
Development or dissemination of materials on effective practices	311	57	62	20	5	2	208	67	36	12
Training and other personnel development activities (preservice or inservice)	288	52	62	22	5	2	192	67	29	10
State and local capacity-building to enhance service delivery and scale up effective practice	303	55	77	25	9	3	198	65	19	6
Support related to finance systems and funding sources	153	28	78	51	4	3	43	28	28	18
Evaluation of practices or activities	292	53	79	27	6	2	177	61	30	10
Support related to policies and procedures	269	49	56	21	7	3	169	63	37	14
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	298	54	60	20	3	1	212	71	23	8
Work with parents/families or parent-focused organizations	239	43	80	34	3	1	144	60	12	5

EXHIBIT READS: Across all Part B state specialists reporting a need for TA in needs assessment at the state or local level, TA was not sought for 36 percent of needs. For 1 percent of needs, state specialists sought TA and did not receive it in this area. For 48 percent of needs in the area of needs assessment at the state or local level, TA is ongoing, and for 16 percent, TA is done.

NOTE: Denominator for needs reported by state Part B specialists is 550 (the total number of states (50) multiplied by the 11 selected topics).

SOURCE: State Specialist Survey – Items II-1, II-3

Exhibit O-12. Receipt of technical assistance across areas of need in relation to top three selected topics reported by Part C (Infants and toddlers) state specialists, fiscal year 2010

Areas of need	Need for TA as reported by Part C state specialists		No TA received				TA received			
			TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
			N	%	N	%	N	%	N	%
Total	614		129	21	9	1	358	58	118	19
Needs assessment at the state or local level	21	8	13	62	0	0	6	29	2	10
Support related to SPP/APR indicators	76	30	7	9	2	3	45	59	22	29
Data collection or data management	64	25	9	14	1	2	38	59	16	25
Development or dissemination of materials on effective practices	57	22	8	14	0	0	37	65	12	21
Training and other personnel development activities (preservice or inservice)	92	36	20	22	1	1	56	61	15	16
State and local capacity-building to enhance service delivery and scale up effective practice	86	34	16	19	1	1	56	65	13	15
Support related to finance systems and funding sources	35	14	18	51	2	6	13	37	2	6
Evaluation of practices or activities	59	23	21	36	1	2	33	56	4	7
Support related to policies and procedures	70	27	8	11	0	0	39	56	23	33
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	41	16	6	15	0	0	28	68	7	17
Work with parents/families or parent-focused organizations	13	5	3	23	1	8	7	54	2	15

EXHIBIT READS: Across all Part C state specialists reporting a need for TA in needs assessment at the state or local level as a top three need, TA was not sought for 62 percent of needs. No specialists sought TA and did not receive it in this area. For 29 percent of needs in the area of needs assessment at the state or local level, TA is ongoing, and for 10 percent, TA is done.

NOTE: Denominator for needs reported by state Part C specialists is 255 (the total number of states (51) multiplied by the 5 selected topics).

SOURCE: State Specialist Survey – Items II-1, II-2, II-3

Exhibit O-13. Receipt of technical assistance across areas of need in relation to top three selected topics reported by Part B (School age) state specialists, 2010-11

Areas of need	Need for TA as reported by Part B state specialists		No TA received				TA received			
			TA was not sought		TA was sought but not received		TA is ongoing		TA is done	
Total	1,257		255	20	27	2	793	63	182	14
Needs assessment at the state or local level	49	9	22	45	0	0	20	41	7	14
Support related to SPP/APR indicators	152	28	11	7	5	3	95	63	41	27
Data collection or data management	142	26	22	16	3	2	85	60	32	23
Development or dissemination of materials on effective practices	167	30	33	20	2	1	113	68	19	11
Training and other personnel development activities (preservice or inservice)	141	26	24	17	4	3	99	70	14	10
State and local capacity-building to enhance service delivery and scale up effective practice	191	35	46	24	6	3	131	69	8	4
Support related to finance systems and funding sources	49	9	22	45	2	4	13	27	12	25
Evaluation of practices or activities	100	18	19	19	2	2	69	69	10	10
Support related to policies and procedures	97	18	19	20	2	2	53	55	23	24
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	109	20	17	16	0	0	80	73	12	11
Work with parents/families or parent-focused organizations	60	11	20	33	1	2	35	58	4	7

EXHIBIT READS: Across all Part B state specialists reporting a need for TA in needs assessment at the state or local level as a top three need, TA was not sought for 45 percent of needs. No specialists sought TA and did not receive it in this area. For 41 percent of needs in the area of needs assessment at the state or local level, TA is ongoing, and for 14 percent, TA is done.

NOTE: Denominator for needs reported by state Part B specialists is 550 (the total number of states (51) multiplied by the 16 selected topics).

SOURCE: State Specialist Survey – Items II-1, II-2, II-3

Exhibit O-14. Extent to which technical assistance received by Part C (Infants and toddlers) state agency leads addressed needs for TA, fiscal year 2010

TA topic	Part C State Agency Leads receiving TA	Part C State Agency Leads for which need for TA largely addressed		Part C State Agency Leads for which need for TA partially addressed		Part C State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	362	215	60	138	38	7	2
Child and family outcomes	37	24	65	13	35	0	0
IDEA early intervention laws, policies, and regulations	33	15	46	18	55	0	0
Early childhood transition	34	25	74	8	24	1	3
Financing of services under Part C	32	11	34	20	63	1	3
Data systems or use of data for improvement	29	19	66	8	28	2	7
General Supervision/monitoring	32	19	59	12	38	1	3
Autism	20	13	65	7	35	0	0
Early intervention services in natural environments	22	16	73	6	27	0	0
Social/emotional development and challenging behaviors	19	12	63	6	32	0	0
Individualized Family Service Plan (IFSP)	24	15	63	9	38	0	0
Identification (Child Find, screening, and assessment)	16	9	56	7	44	0	0
Assistive technology	14	6	43	8	57	0	0
Procedural safeguards/dispute resolution	15	12	80	2	13	0	0
Interagency coordination	15	9	60	5	33	1	7
Personnel recruitment/certification/ licensure	7	3	43	3	43	1	14
Deaf-blind	6	3	50	3	50	0	0
Other disability-specific information	4	3	75	1	25	0	0
Young children at risk	3	1	33	2	67	0	0

EXHIBIT READS: Of the 37 Part C State Agency Leads who received TA in child and family outcomes, 24 (65 percent) reported that their need for TA was largely addressed; 13 (35 percent) reported that their need for TA was partially addressed; and none reported that their need for TA was not at all addressed.

SOURCE: State Agency Lead Survey – Items I-1, I-4, 1-5

Exhibit O-15. Extent to which technical assistance received by Part B (School age) state agency leads addressed needs for TA, 2010-11

TA topic	Part B State Agency Leads receiving TA	Part B State Agency Leads for which need for TA largely addressed		Part B State Agency Leads for which need for TA partially addressed		Part B State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	619	343	55	259	42	17	3
General Supervision/ monitoring	32	22	69	9	28	1	3
Response to Intervention (RtI) (school age, 6-22)	32	18	56	14	44	0	0
Secondary transition and post-school outcomes	31	19	61	11	36	1	3
School completion/ dropout/ graduation	30	13	43	17	57	0	0
Disproportionality	28	14	50	14	50	0	0
Behavior, including PBIS	27	18	67	9	33	0	0
Financing for special education	25	11	44	13	52	1	4
Student performance/ achievement	25	9	36	15	60	1	4
Data systems or use of data for improvement	24	12	50	11	46	1	4
State/local assessment systems	23	13	57	10	44	0	0
IDEA special education laws, policies, and regulations	23	14	61	9	39	0	0
Response to Intervention (RtI) (preschool, 3-5)	21	9	43	9	43	3	14
Standards-based curriculum and instruction	20	8	40	12	60	0	0
Dispute resolution / procedural safeguards	19	13	68	5	26	1	5
Autism	18	11	61	7	39	0	0
Reading/literacy (school age, 6-21)	18	9	50	9	50	0	0
Parent and family involvement	18	14	78	2	11	2	11
Coordinated Early Intervening Services (CEIS)	17	9	53	7	41	1	6
ESL/ELL and special education	16	8	50	8	50	0	0
Assistive technology	16	8	50	7	44	1	6
Inclusion and LRE (preschool, 3-5)	16	8	50	7	44	1	6
Early childhood transition	16	11	69	5	31	0	0
Discipline	15	7	47	7	47	1	7
Personnel recruitment/ certification/ licensure	15	10	67	5	33	0	0
Reading/early literacy (preschool, 3-5)	14	8	57	6	43	0	0
Inclusion and LRE (school age, 6-21)	13	7	54	6	46	0	0
Social/emotional development	13	9	69	4	31	0	0
Deaf-blind	12	8	67	3	25	1	8

TA topic	Part B State Agency Leads receiving TA	Part B State Agency Leads for which need for TA largely addressed		Part B State Agency Leads for which need for TA partially addressed		Part B State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Low incidence disabilities	10	5	50	5	50	0	0
Writing	10	6	60	4	40	0	0
Science, Technology, Engineering, or Mathematics (STEM)	8	4	50	4	50	0	0
Individualized Education Program (IEP)	7	4	57	3	43	0	0
Identification (Child Find, screening, assessment)	7	4	57	2	29	1	14

EXHIBIT READS: Of the 32 Part B State Agency Leads who received TA in general supervision/monitoring, 22 (69 percent) reported that their need for TA was largely addressed; 9 (28 percent) reported that their need for TA was partially addressed; and one reported that their need for TA was not at all addressed (3 percent).

SOURCE: State Agency Lead Survey – Items I-1, I-4, 1-5

Exhibit O-16. Extent to which technical assistance received by Part C (Infants and toddlers) state agency leads in top three need topics were addressed at time of data collection, fiscal year 2010

TA topic	TA received on top three topics as reported by Part C State Agency Leads	Part C State Agency Leads for which need for TA largely addressed		Part C State Agency Leads for which need for TA partially addressed		Part C State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	115	69	60	41	36	5	4
Early childhood transition	18	14	78	3	17	1	6
General Supervision/monitoring	18	11	61	6	33	1	6
Financing of services under Part C	17	5	29	12	71	0	0
Child and family outcomes	15	11	73	4	27	0	0
Data systems or use of data for improvement	12	6	50	4	33	2	17
IDEA early intervention laws, policies, and regulations	8	5	63	3	38	0	0
Early intervention services in natural environments	5	4	80	1	20	0	0
Social/emotional development and challenging behaviors	5	4	80	1	20	0	0
Identification (Child Find, screening, and assessment)	4	2	50	2	50	0	0
Individualized Family Service Plan (IFSP)	4	2	50	2	50	0	0
Autism	3	1	33	2	67	0	0
Personnel recruitment/certification/ licensure	2	1	50	1	50	0	0
Procedural safeguards/dispute resolution	2	2	100	0	0	0	0
Assistive technology	1	1	100	0	0	0	0
Interagency coordination	1	0	0	0	0	1	100
Deaf-blind	0	0	0	0	0	0	0
Other disability-specific information	0	0	0	0	0	0	0
Young children at risk	0	0	0	0	0	0	0

EXHIBIT READS: Of the 18 Part C State Agency Leads who received TA in early childhood transition, 14 (78 percent) reported that their need for TA was largely addressed; 3 (17 percent) reported that their need for TA was partially addressed; and one reported that their need for TA was not at all addressed (6 percent).

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4, 1-5

Exhibit O-17. Extent to which technical assistance received by Part B (School age) state agency leads in top three need topics were addressed at time of data collection, 2010-11

TA topic	TA received on top three topics as reported by Part B State Agency Leads	Part B State Agency Leads for which need for TA largely addressed		Part B State Agency Leads for which need for TA partially addressed		Part B State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	122	60	49	56	46	6	5
General Supervision/ monitoring	17	12	71	4	24	1	6
Financing for special education	12	5	42	6	50	1	8
Response to Intervention (RtI) (school age, 6-22)	10	7	70	3	30	0	0
Secondary transition and post-school outcomes	9	4	44	4	44	1	11
Student performance/ achievement	9	3	33	6	67	0	0
Data systems or use of data for improvement	8	2	25	5	63	1	13
Disproportionality	8	5	63	3	38	0	0
School completion/ dropout/ graduation	7	3	43	4	57	0	0
Behavior, including PBIS	5	2	40	3	60	0	0
Assistive technology	3	1	33	2	67	0	0
Discipline	3	2	67	1	33	0	0
Social/emotional development	3	1	33	2	67	0	0
Standards-based curriculum and instruction	3	0	0	3	100	0	0
Autism	2	1	50	1	50	0	0
Coordinated Early Intervening Services (CEIS)	2	0	0	1	50	1	50
Deaf-blind	2	1	50	0	0	1	50
Dispute resolution / procedural safeguards	2	1	50	1	50	0	0
Early childhood transition	2	1	50	1	50	0	0
ESL/ELL and special education	2	1	50	1	50	0	0
IDEA special education laws, policies, and regulations	2	2	100	0	0	0	0
Inclusion and LRE (school age, 6-21)	2	2	100	0	0	0	0
Response to Intervention (RtI) (preschool, 3-5)	2	1	50	1	50	0	0
State/local assessment systems	2	0	0	2	100	0	0
Inclusion and LRE (preschool, 3-5)	1	1	100	0	0	0	0
Low incidence disabilities	1	1	100	0	0	0	0
Parent and family involvement	1	1	100	0	0	0	0

TA topic	TA received on top three topics as reported by Part B State Agency Leads	Part B State Agency Leads for which need for TA largely addressed		Part B State Agency Leads for which need for TA partially addressed		Part B State Agency Leads for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Reading/literacy (school age, 6-21)	1	0	0	1	100	0	0
Science, Technology, Engineering, or Mathematics (STEM)	1	0	0	1	100	0	0
Identification (Child Find, screening, assessment)	0	0	0	0	0	0	0
Individualized Education Program (IEP)	0	0	0	0	0	0	0
Personnel recruitment/certification/ licensure	0	0	0	0	0	0	0
Reading/early literacy (preschool, 3-5)	0	0	0	0	0	0	0
Writing	0	0	0	0	0	0	0

EXHIBIT READS: Of the 17 Part B State Agency Leads who received TA in general supervision/monitoring, 12 (71 percent) reported that their need for TA was largely addressed; 4 (24 percent) reported that their need for TA was partially addressed; and one reported that their need for TA was not at all addressed (6 percent).

SOURCE: State Agency Lead Survey – Items I-1, I-3, I-4, 1-5

Exhibit O-18. Extent to which technical assistance received across areas of need in relation to selected topics addressed needs for TA at time of data collection reported by Part C (Infants and toddlers) state specialists, fiscal year 2010

Areas of need	TA received as reported by Part C state specialists	Areas for which need for TA largely addressed		Areas for which need for TA partially addressed		Areas for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	887	529	60	342	39	16	2
Needs assessment at the state or local level	31	22	71	9	29	0	0
Support related to SPP/APR indicators	101	82	81	18	18	1	1
Data collection or data management	93	68	73	23	25	2	2
Development or dissemination of materials on effective practices	105	66	63	38	36	1	1
Training and other personnel development activities (preservice or inservice)	107	61	57	43	40	3	3
State and local capacity-building to enhance service delivery and scale up effective practice	102	52	51	47	46	3	3
Support related to finance systems and funding sources	34	10	29	24	71	0	0
Evaluation of practices or activities	84	37	44	44	52	3	4
Support related to policies and procedures	100	60	60	40	40	0	0
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	83	43	52	39	47	1	1
Work with parents/families or parent-focused organizations	47	28	60	17	36	2	4

EXHIBIT READS: Across all Part C state specialists reporting a need for TA in needs assessment at the state or local level, 22 (71 percent) reported that their need for TA was largely addressed; 9 (29 percent) reported that their need for TA was partially addressed; and none reported that their need for TA was not at all addressed.

SOURCE: State Specialist Survey – Items II-1, II-3, II-4

Exhibit O-19. Extent to which technical assistance received across areas of need in relation to selected topics addressed needs for TA at time of data collection reported by Part B (School age) state specialists, 2010-11

Areas of need	TA received as reported by Part B state specialists	Areas for which need for TA largely addressed		Areas for which need for TA partially addressed		Areas for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	2,141	1,311	61	799	37	31	1
Needs assessment at the state or local level	120	62	52	55	46	3	3
Support related to SPP/APR indicators	254	188	74	65	26	1	0
Data collection or data management	217	138	64	77	36	2	1
Development or dissemination of materials on effective practices	242	166	69	72	30	4	2
Training and other personnel development activities (preservice or inservice)	221	146	27	73	13	2	0
State and local capacity-building to enhance service delivery and scale up effective practice	214	108	51	103	48	3	1
Support related to finance systems and funding sources	69	36	52	31	45	2	3
Evaluation of practices or activities	207	122	59	80	39	5	2
Support related to policies and procedures	206	125	61	78	38	3	2
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	235	141	60	91	39	3	1
Work with parents/families or parent-focused organizations	156	79	51	74	47	3	2

EXHIBIT READS: Across all Part C state specialists reporting a need for TA in needs assessment at the state or local level, 62 (52 percent) reported that their need for TA was largely addressed; 55 (46 percent) reported that their need for TA was partially addressed; and 3 (3 percent) reported that their need for TA was not at all addressed.

SOURCE: State Specialist Survey – Items II-1, II-3, II-4

Exhibit O-20. Extent to which technical assistance received across areas of need in relation to selected topics addressed top three needs for TA at time of data collection reported by Part C (Infants and toddlers) state specialists, fiscal year 2010

Areas of need	TA received as reported by Part C state specialists	Areas for which need for TA largely addressed		Areas for which need for TA partially addressed		Areas for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	475	291	61	177	37	7	1
Needs assessment at the state or local level	8	5	63	3	38	0	0
Support related to SPP/APR indicators	67	57	85	9	13	1	2
Data collection or data management	53	38	72	15	28	0	0
Development or dissemination of materials on effective practices	49	33	67	16	33	0	0
Training and other personnel development activities (preservice or inservice)	71	41	58	28	39	2	3
State and local capacity-building to enhance service delivery and scale up effective practice	69	38	55	29	42	2	3
Support related to finance systems and funding sources	15	4	27	11	73	0	0
Evaluation of practices or activities	37	15	41	21	57	1	3
Support related to policies and procedures	62	40	65	22	36	0	0
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	35	15	43	19	54	1	3
Work with Parents/families or parent-focused organizations	9	5	56	4	44	0	0

EXHIBIT READS: Across all Part C state specialists reporting a need for TA in needs assessment at the state or local level, 5 (63 percent) reported that their need for TA was largely addressed; 3 (38 percent) reported that their need for TA was partially addressed; and none reported that their need for TA was not at all addressed.

SOURCE: State Specialist Survey – Items II-1, II-3, II-4

Exhibit O-21. Extent to which technical assistance received across areas of need in relation to selected topics addressed top three needs for TA at time of data collection reported by Part B (School age) state specialists, 2010-11

Areas of need	TA received as reported by Part B state specialists	Areas for which need for TA largely addressed		Areas for which need for TA partially addressed		Areas for which need for TA not at all addressed	
	N	N	%	N	%	N	%
Total	970	626	65	332	34	12	1
Needs assessment at the state or local level	26	12	46	13	50	1	4
Support related to SPP/APR indicators	136	102	75	34	25	0	0
Data collection or data management	116	77	66	37	32	2	2
Development or dissemination of materials on effective practices	132	92	70	39	30	1	1
Training and other personnel development activities (preservice or inservice)	113	88	78	25	22	0	0
State and local capacity-building to enhance service delivery and scale up effective practice	137	66	48	68	50	3	2
Support related to finance systems and funding sources	24	16	67	8	33	0	0
Evaluation of practices or activities	79	45	57	31	39	3	4
Support related to policies and procedures	76	51	67	25	33	0	0
Collaboration with other agencies, stakeholders, groups and participation in communities of practice	92	58	63	33	36	1	1
Work with Parents/families or parent-focused organizations	39	19	49	19	49	1	3

EXHIBIT READS: Across all Part C state specialists reporting a top three need for TA in needs assessment at the state or local level, 12 (46 percent) reported that their need for TA was largely addressed; 13 (50 percent) reported that their need for TA was partially addressed; and 1 (4 percent) reported that their need for TA was not at all addressed.

SOURCE: State Specialist Survey – Items II-1, II-3, II-4

Appendix P.

TA&D Program Centers Specifically Identified by OSEP to Provide Technical Assistance to States on State Performance Plan (SPP) Indicators

Center Name	Part B Indicators	Part C Indicators
National Early Childhood Technical Assistance Center (NECTAC)	B12	C1, C2, C5, C6, C7, C8, C10, C11
National Center on Response to Intervention (RTI)	B9, B10	
Northeast Regional Resource Center (NERRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
North Central Regional Resource Center (NCRRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
Mountain Plains Regional Resource Center (MPRRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
Western Regional Resource Center (WRRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
Mid-South Regional Resource Center (MSRRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
Southeast Regional Resource Center (SERRC)	B4, B8, B9, B10, B13, B16, B17, B18, B19	C10, C11, C12, C13
National Secondary Transition Technical Assistance Center (NSTTAC)	B13	
Center for Positive Behavioral Interventions and Supports (PBIS)	B1, B2, B4	
IDEA Partnership	B8	
National Center on Educational Outcomes (NCEO)	B3	
National Post-School Outcomes Center (NPSO)	B14	
National Dissemination Center (NDC/NICHCY)	B8	
Early Childhood Outcomes Center (ECO)	B7, B8	C3, C4
National Dropout Prevention Center for Students with Disabilities (NDPC-SD)	B1, B2	
Project Forum	B8	
CADRE	B8, B16, B17, B18, B19	C10, C11, C12, C13

SOURCE: Data obtained from <http://therightidea.tadnet.org> and <http://spp-apr-calendar.rrfcnetwork.org>. Information was officially moved from the rrfcnetwork.org location to therightidea.tadnet.org site on 2/1/12.

