

## IDEA Side-by-Side

	NGA/CCSSO Policy	President's Commission Report
Funding	<p>Provide mandatory full funding at the federally committed level of 40 percent of the average per-pupil expenditure.</p> <p>Provide flexibility for states and school districts on maintenance-of-effort requirements in proportion to federal funding increases.</p> <p>Provide permanent authorization for Part C and increased funding for both Part C and Part B, Section 619, Preschool grants. These allow early intervention and early childhood special education services to reduce the intensity and needs of students with disabilities at school age.</p> <p>Remove the cap established in 1997 on the funds for states to use for statewide leadership support activities. A return to the original language regarding use of IDEA funds by states will simplify the requirements and provide necessary flexibility in meeting states' supervision requirements and improving outcomes and accountability.</p> <p>Direct professional development funds, provided under Part D, to states via a formula grant. These funds should be administered by the states so they are targeted to state education priorities and based on a national allocation formula, not competition.</p>	<p>Increase discretionary Part B federal funding and establish a definable threshold percent of excess costs.</p> <p>Link futures funding increases above the threshold percent to state plans to improve accountability for results.</p> <p>IDEA should direct that 90 percent of Part B funds should flow-through to local education agencies, and prioritize remaining Part B funds, retained at the state level, consistent with a set of national priorities.</p> <p>Funding should be increased for Part C and Section 619.</p> <p>IDEA should eliminate or revise any financial structures in IDEA that hamper state and local education agencies' ability to focus on results for eligible students with disabilities. Year-end unexpended local education agency federal funds and a fixed percent of Part B flow-through funds should be used to establish and maintain risk management pools to serve high-cost students such as those who have significant disabilities.</p> <p>IDEA should allow and encourage states to address the impact of students with significant disabilities on state and local districts through the use of safety net funding.</p>

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	<p>Provide funds on a formula basis to states for any new grants authorized in IDEA that help states meet requirements for which they are held accountable.</p> <p>Provide financial incentives for states to improve outcomes for children with disabilities, such as increased flexibility and/or bonuses for improved performance on statewide assessments.</p> <p>Ensure IDEA funds support a unified system - including prevention and intervention services, professional development, and interagency activity - by extending the flexible use of funds, provided in the 1997 amendments to IDEA.</p> <p>Revise existing federal laws and regulations to articulate clear and consistent policies between IDEA and other federally funded programs that must be coordinated to ensure that individuals with disabilities have access to appropriate services, such as Medicaid, vocational rehabilitation, higher education, and workforce programs.</p>	
<p>Unified System of Quality Services</p>	<p>Ensure federal resources, laws, and regulations are aligned to support high-quality instruction and access to appropriate curriculum for all students.</p> <p>Emphasize support for the general</p>	<p>The Individuals with Disabilities Education Act should emphasize flexibility to achieve results for children with disabilities, including a unified system of services from birth through 21, and simplify the Individualized Education Program to focus on substantive outcomes. The IDEA federal regulatory and administrative requirements imposed on state and local education agencies are burdensome and should be</p>

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	<p>education classroom to improve instruction of all learners and to reduce unnecessary referrals to special education.</p> <p>Ensure continuity and alignment of federally supported early education and intervention services.</p> <p>Address issues of disproportionate representation of racial and ethnic minorities within special education through continued research and collection of data. Moreover, there should be continued emphasis on support for parents of children who may be at risk of academic failure.</p>	<p>dramatically simplified to be more understandable for parents, educators and administrators. Up to 10 states shall be allowed to propose paperwork reduction strategies under IDEA to the Secretary of Education.</p> <p>Implement research-based, early identification and intervention programs to better serve children with learning and behavioral difficulties at an earlier age. Include early screening, prevention and intervention practices to identify academic and behavioral problems in young children.</p> <p>Simplify the IDEA identification and eligibility determination process, and clarify the criteria used to determine the existence of a disability, particularly high-incidence disorders.</p> <p>Implement models during the identification and assessment process that are based on response to intervention and progress monitoring. Use data from these processes to assess progress in children who receive special education services.</p>
Assessment and Accountability	<p>Ensure to the greatest extent possible that the implementation of the new NCLB and changes to IDEA respect existing state accountability systems.</p> <p>Streamline the compliance process and reporting requirements to allow states to achieve IDEA goals by emphasizing improved outcomes for children over process. The process associated with individualized education programs (IEPs) must be simplified so that they can be used to determine the appropriate services to be provided to students with disabilities.</p> <p>Support continued research of</p>	<p>The U.S. Department of Education should seek to radically change how it conducts technical assistance and monitoring activities to focus on results instead of process. The Department should monitor and provide effective technical assistance on a much smaller number of substantive measures guided by broad federal standards that focus on performance and results.</p> <p>Utilize federal special education staff more effectively to implement federal special education law.</p> <p>IDEA should provide for expedited implementation of the new IDEA authorization in 12 months. Further, reauthorization should establish a timetable for each section of reauthorization.</p> <p>Ensure all tools used to assess students for accountability and the assessment of progress are designed to include any accommodations and modifications for students with disabilities.</p>

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	<p>assessment accommodations (including use, application, selection, etc.) and effective instructional practices for students with disabilities.</p> <p>Realign data collection requirements to focus more on student achievement and less on other information.</p> <p>Revise dispute resolution provisions with a new emphasis on alternative dispute resolution. The current due process system can result in too much litigation that often does not benefit students, families, or schools.</p> <p>Consider lengthening the IDEA reauthorization cycle. The current five-year cycle does not allow states enough time to implement new procedures and keeps them in a constant state of change.</p>	<p>The Individuals with Disabilities Education Act should require each state to establish ambitious and conforming goals for students with disabilities by using measures such as graduation rates, post-graduation outcomes and parent satisfaction surveys. States should also be required to define “adequate yearly progress” under IDEA for students with disabilities in local education agencies (LEAs) toward these goals. In addition, while measurements of “least restrictive environment” are not necessarily outcomes per se, they are important and should be measured and reported at state, local and school levels.</p> <p>State and local accountability systems should include all children, and each system must be consistent with the No Child Left Behind Act. IDEA should require states to report annually on the success of each school and LEA in achieving IDEA goals for students with disabilities. IDEA should provide for technical assistance for LEAs that fail to make adequate yearly progress under IDEA, and it should require States take more intensive corrective actions—including state direction of IDEA funds for LEAs that do not demonstrate adequate yearly progress under IDEA for three consecutive years. To the maximum extent feasible, states should disaggregate data, and if not possible, states must work quickly to establish a system that can do so. These requirements would, to the maximum extent possible, replace existing process-based accountability systems, while fully retaining the civil rights protections of IDEA.</p> <p>IDEA should require states to develop early processes that avoid conflict and promote individualized education program (IEP) agreements, such as IEP facilitators. Require states to make mediation available anytime it is requested and not only when a request for a hearing has been made. Permit parents and schools to enter binding arbitration and ensure that mediators, arbitrators and hearing officers are trained in conflict resolution and negotiation.</p>
Teacher Quality	Support professional development for teachers of students with disabilities and regular classroom teachers that is linked	States and districts must devise new strategies to recruit more personnel who are highly qualified to educate students with disabilities. State licenses and endorsements for all teachers should require specific

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	<p>to curricula and state academic standards.</p> <p>Emphasize professional development support to teachers for low-incidence disabilities.</p> <p>Reduce the paperwork burden on teachers by simplifying all of the processes associated with special education. Emphasis should be placed on the need to develop new technologies to simplify the paperwork and to increase coordination among agencies and levels of government that serve children with disabilities.</p> <p>Support training for all teachers and administrators that focuses on both subject matter content and research-based instructional strategies that are linked to standards-based student outcomes for diverse learners. In addition, provide support to parents, related service providers, and paraprofessionals to foster collaboration.</p>	<p>training related to meeting the needs of students with disabilities, and integrating parents into special education services. States must develop collaborative career-long professional development systems that conform to professional standards.</p> <p>Formal teacher training should also be based upon solid research about how students learn and what teacher characteristics are most likely to produce student achievement. State Education Agencies (SEAs) and institutions that train teachers and administrators should implement data-driven feedback systems to improve how well educators educate children with disabilities.</p> <p>Post-secondary institutions and state and private organizations that train teachers should require all students to complete supervised practicum experiences in each year of their training. These practices provides them with a comprehensive view of the full range of general education, special education and inclusive settings or service delivery models for students with disabilities.</p> <p>States and school districts must implement more rigorous requirements for training educators in scientifically based assessment and intervention in reading. General and special education teachers must implement research-based practices that include explicit and systematic instruction in phonemic awareness, decoding, fluency, vocabulary and comprehension.</p> <p>Title II of the Higher Education Act should require programs for teacher education, administrative personnel and related services personnel to publicly report the performance of general education and special education program graduates relative to educating students with disabilities.</p> <p>Institutions of higher education should recruit and train more fully qualified professors of special education to address the shortage of special education and related services doctorate holders who are qualified to teach our nation’s future educators and prepare them to achieve results for diverse learners.</p>

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		The Department of Education in collaboration with other federal agencies should conduct research to identify the critical factors in personnel preparation that improve student learning and achievement in schools.
Discipline	It is essential that safe school environments be maintained while ensuring that the educational needs of all students remain a priority. In addition, existing IDEA discipline requirements are complex and misunderstood. They should be articulated clearly so they can be understood by those who administer the requirements and by students who follow them.	
Other		<p>IDEA should allow state use of federal special education funds to enable students with disabilities to attend schools or to access services of their family's choosing, provided states measure and report outcomes for all students benefiting from IDEA funds.</p> <p>Provide clear steps for integrating school and non-school transition services, and closely link transition services to the goals in each student's individualized education plan.</p> <p>Mandate Federal Interagency Coordination of Resources.</p> <p>Support and hold accountable all post-secondary institutions receiving federal funding for using evidence-based, best-practice programs and practices. Fund programs to educate post-secondary education personnel about modifications and accommodations for students with disabilities that have been proven to increase graduation rates and entry into the workforce.</p> <p>Change the current grant review process to create scientific rigor.</p>

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		<p>Improve the coordination of special education research.</p> <p>Focus research investments on a narrower range of priorities to promote the development of more powerful and reliable discoveries that will benefit people with disabilities.</p> <p>Support demonstration and dissemination programs in OSERS that focus on the adoption of scientifically based practices in the preparation of and continuing education for teachers. Focus on proven, effective practices that can be implemented, scaled and sustained nationwide.</p>