FY26 (Cohort2) ESC and DD One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Group Name)	Question	Answer Type	Required	Reference
College and Career Readiness	District College and Career Readiness Support	What services and supports does the Educational Service Center (ESC) provide to improve college and career readiness among participating districts and schools?	Text	No	
College and Career Readiness	District College and Career Readiness Support	How does the ESC measure the effectiveness of its college and career readiness services?	Text	No	
Community and Family Engagement	District College and Career Readiness Support	What services does the ESC provide that supports family and community engagement among participating districts and schools?	Text	No	
Community and Family Engagement	District College and Career Readiness Support	How does the ESC measure the effectiveness of services it provides to support family and community engagement?	Text	No	
Curriculum, Instruction and Assessment	District College and Career Readiness Support	How does the ESC meet the personnel, professional development and technical assistance needs related to curriculum, instruction and assessment?	Text	No	
Curriculum, Instruction and Assessment	District College and Career Readiness Support	How does the ESC measure the effectiveness of the supports it provides to participating districts related to curriculum, instruction and assessment?	Text	No	
Curriculum, Instruction and Assessment	Curriculum, Instruction, and Assessment - District Support	What does the ESC do to support participating districts in ensuring the percentage of students, in the aggregate and in each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), are at or above the proficient level on the state's assessment for each subject area?	Text	No	
Curriculum, Instruction and Assessment	Curriculum, Instruction, and Assessment - District Support	How are students with disabilities identified and prioritized for services and supports?	Text	No	
Curriculum, Instruction and Assessment	Early Childhood Education	If the ESC is providing early childhood programs and services, how many preschool students transitioned into participating district kindergarten classes in the most recent fiscal year?	Text	No	
Curriculum, Instruction and Assessment	Early Childhood Education	How many preschool students transitioned from Help Me Grow and Early Intervention, and how many who transitioned were on IEPs by their third birthday?	Text	No	
Curriculum, Instruction and Assessment	Transitions	What is the ESC's process for preschool transitions?	Text	No	
Curriculum, Instruction and Assessment	Transitions	What is the ESC's process for the transition of students from residential facilities into their home schools?	Text	No	
Curriculum, Instruction and Assessment	Transitions	How are the preschool and residential facility transition processes affecting graduation rates among the ESC's participating districts?	Text	No	
Curriculum, Instruction and Assessment	Early Childhood Education	How can the ESC improve its coordination with agencies to improve the referral and identification process of special needs children so an IEP can be in place by the child's third birthday?	Text	No	
Curriculum, Instruction and Assessment	Early Childhood Education	What ongoing partnerships are in place to support the ESC's early childhood programming and services?	Text	No	
Fiscal Management	Fiscal Management Supports	What system of internal controls does the ESC use to ensure fiscal accountability?	Text	No	
Fiscal Management	Fiscal Management Supports	How does the ESC engage in long-term fiscal planning to facilitate program and services development?	Text	No	
Fiscal Management	Fiscal Management Supports	Does the ESC administer countywide levies to distribute dollars and, if so, what challenges does the ESC face as it implements these programs?	Text	No	

FY26 (Cohort2) ESC and DD One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Group Name)	Question	Answer Type	Required	Reference
Fiscal Management	Fiscal Management Supports	Does the ESC provide fiscal programming and supports to its participating districts, such as payroll services, consulting or treasurer services?	Text	No	
Leadership, Administration, and Governance	Shared Leadership	Describe how the ESC's mission, policies, or commitments will ensure equitable access to and equitable participation in its One Plan and/or strategic plan. Describe what barriers may impede equitable access and participation of students, educators, or other beneficiaries, along with steps to address those barriers and timelines for addressing those barriers.	Text	Yes	Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a): This question is required for all LEAs, ESCs and DDs.
Leadership, Administration, and Governance	Leadership, Administration, and Governance - District Supports	What has the ESC identified as critical areas of support to districts based on their needs?	Text	No	
Leadership, Administration, and Governance	Leadership, Administration, and Governance - District Supports	What leadership training opportunities does ESC provide for its participating districts?	Text	No	
Leadership, Administration, and Governance	Leadership, Administration, and Governance - District Supports	Does the ESC run statutorily required programs, such as Family and Children First, Help Me Grow, Business Advisory Council, Workforce Investment Boards and, if so, what challenges does the ESC face as it implements these programs?	Text	No	
Leadership, Administration, and Governance	Leadership, Administration, and Governance - District Supports	Is the ESC a fiscal agent or administrator for shared service programs such as health care consortiums, managed information technology, etc., and, if so, what challenges does the ESC face as it implements these programs?	Text	No	
Operations	Operations District Supports	What operational trainings, supports and services does the ESC provide to its participating districts and schools?	Text	No	
Professional Capital	Professional Capital District Supports	What professional learning opportunities does the ESC provide to support districts and schools in developing staff with the most current high-yield instructional strategies?	Text	No	
Professional Capital	Professional Capital District Supports	How does the ESC support districts and schools in recruiting and securing properly licensed staff?	Text	No	
Professional Capital	Licensure	What steps does the ESC take in its planning process to meet licensure requirements?	Text	No	
School Climate and Supports	School Climate - District Supports	How does the ESC support districts and schools by providing alternative education opportunities for students so there will not be disruptions in the children's education should the children require alternative placement?	Text	No	
School Climate and Supports	School Climate - District Supports	How does the ESC support districts in the implementation of interventions before alternative placement is sought?	Text	No	
School Climate and Supports	School Climate - District Supports	What professional learning opportunities does the ESC provide to encourage supportive learning environments in the hope of deterring discipline and high absence rates?	Text	No	
School Climate and Supports	School Climate - District Supports	If the ESC is a consortium provider for Title III services, what is the ESC's process for arranging and providing these services?	Text	No	
School Climate and Supports	School Climate - District Supports	What consortium technical assistance and professional learning opportunities are provided to consortium members to support districts' English leaner programs and services?	Text	No	
School Climate and Supports	School Climate - District Supports	How does the ESC measure the effectiveness of Title III services?	Text	No	

FY26 (Cohort2) ESC and DD One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Group Name)	Question	Answer Type	Required	Reference
School Climate and Supports	School Climate - District Supports	What supports does the ESC provide for student wellness within its participating districts?	Text	No	

FY26 (Cohort 2) ESC and DD One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Group Name)	Question	Answer Type	Required	Reference
College and Career Readiness	Graduation	How does the board of Developmental Disabilities (DD) determine if students are on track for graduation, and what supports are in place to help students who are at risk of not graduating?	Text	No	
College and Career Readiness	Transitions	How does the board of DD provide ongoing support to students experiencing challenges in transitioning to employment?	Text	No	
College and Career Readiness	Transitions	What percentage of graduating students gained community employment in the most recent program year?	Text	No	
College and Career Readiness	Transitions	How does the board of DD provide social and life skills to assure a smooth transition from school to work for students?	Text	No	
College and Career Readiness	Transitions	How does the organization ensure students learn self-reliance and respectful citizenship skills?	Text	No	
Community and Family Engagement	Engagement	What is the rate of attendance of parents at IEP meetings during last school year?	Text	No	
Community and Family Engagement	Engagement	What is the rate of attendance at parent-teacher conferences during last school year?	Text	No	
Community and Family Engagement	Engagement	What is the rate of attendance at parent events during last school year?	Text	No	
Community and Family Engagement	Partnerships	What community partnerships does the board of DD have in place to support parent and family engagement?	Text	No	
Curriculum, Instruction and Assessment	Assessment	What is the percentage of IEP goals that were mastered for the students served by the board of DD?	Text	No	
Curriculum, Instruction and Assessment	Assessment	What supports are in place for students to ensure IEP goals are met?	Text	No	
Curriculum, Instruction and Assessment	Curriculum	What are the existing reading curriculum and supports, and are these supports driving student success?	Text	No	
Curriculum, Instruction and Assessment	Curriculum	What are the existing math curriculum and supports, and are these supports driving student success?	Text	No	
Curriculum, Instruction and Assessment	Curriculum	What nonacademic supports are in place to meet the particular needs of the students?	Text	No	
Curriculum, Instruction and Assessment	Determination	What is the process the board of DD uses to determine if a student will be included in group of students who are exempted from state tests?	Text	No	
Fiscal Management	Financial Management	What are the details and/or a response to the organization's most recent department of developmental disabilities-recommended 10-year cash forecast?	Text	No	
Fiscal Management	Financial Management	How does the board of DD engage in long-term fiscal planning to facilitate program and services development?	Text	No	
Fiscal Management	Financial Management	Does the board of DD provide ~~for~~ the opportunity for public comment in the planning for the use of IDEA Part B funds?	Text	No	
Fiscal Management	Financial Management	Does the board of DD follow procurement requirements in determining contracted services that are paid as a purchased service with IDEA Part B funds?	Text	No	
Fiscal Management	Financial Management	What process does the board of DD follow to ensure that the level of service to its students remains consistent from year to year, and that the board of DD expends the same level of state and local funds to support its program of special education services?	Text	No	
Leadership, Administration, and Governance	Shared Leadership	Describe how the board of DD's mission, policies, or commitments will ensure equitable access to and equitable participation in its One Plan and/or strategic plan. Describe what barriers may impede equitable access and participation of students, educators, or other beneficiaries, along with steps to address those barriers and timelines for addressing those barriers.	Text	Yes	Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a): This question is required for all LEAs, ESCs and DDs.
Leadership, Administration, and Governance	Shared Leadership	How does the board of DD involve staff, students, parents and the community in the decision-making processes of the board of DD, such as policy development, budget development, fiscal development and community outreach?	Text	No	
Leadership, Administration, and Governance	Data-Driven Decisions	What data does the administrative team use to drive decision-making and planning? Some examples might be alternate assessments, COS, KRA, ASQ-SE, ELA and the IEP goals and objectives.	Text	No	
Leadership, Administration, and Governance	Administrative Records	Does the board of DD develop and maintain a record of contracts, agreements or memorandas of understanding (MOUs) between the board of DD and schools and districts in the placement and services of students with a disability placed into school districts?	Text	No	

FY26 (Cohort 2) ESC and DD One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Group Name)	Question	Answer Type	Required	Reference
Operations	Technology	How does the board of DD use technology to enhance student success?	Text	No	
Operations	Transportation	What is the process used to determine the transportation needs of all students?	Text	No	
Professional Capital	Professional Development	How does the board of DD ensure professional development effectively prepares staff to support students?	Text	No	
School Climate and Supports	Connections	What supports are in place for districts that are having difficulty maintaining a special education student within the classroom?	Text	No	
School Climate and Supports	Connections	How does the board of DD collaborate with schools and districts to assist administrators, teachers and students to learn different techniques and strategies to be successful in the classroom as well as at home?	Text	No	
School Climate and Supports	Disproportionality	Does the board of DD gather and monitor data regarding students with special needs who are involved with behavior incidents?	Text	No	
School Climate and Supports	Disproportionality	What systems and supports does the board of DD have in place to monitor students behavior and schools' responses to intervene to assure students with special needs are not disproportionately disciplined for behavior incidents.	Text	No	
School Climate and Supports	Disproportionality	What policy or procedure does the board of DD have in place to identify and address the root cause of student behavioral problems and the school staff responses to the incident?	Text	No	
School Climate and Supports	Disproportionality	How does the board of DD plan to utilize funds set aside for comprehensive, coordinated early intervening services to ensure services aligns with the plans to address significant disproportionality?	Text	No	