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| **NEED - What data indicate the need to focus on this issue?** | |
| **Guiding Questions** | **Notes** |
| * To what degree does the data we’ve analyzed (including observations, concerns, and hypotheses) demonstrate the need to focus on this area? * What evidence do you have to support your position? * Based upon the data, how critical or urgent is this issue for your state? For local programs? |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |

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| **FIT – Does this issue fit with current state and/or local initiatives, priorities, or objectives?** | |
| **Guiding Questions** | **Notes** |
| * To what degree does this issue align with current state agency initiatives, priorities, or objectives? (Consider Part B, Part C, general education, early childhood, etc.) . With local initiatives, priorities, or objectives? Specify the initiatives where you see alignment. How well does this issue align with current state priorities? (Consider higher education, state legislature, state board of education, other agencies, governor’s agenda, advocacy objectives, etc.) With local priorities? Specify the initiatives where you see alignment. |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |

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| **RESOURCES – What existing resources and supports could be leveraged to address this issue?** | |
| **Guiding Questions** | **Notes** |
| * To what degree could existing resources and supports be leveraged to address this issue? * Consider the following leverage points: * General education state accountability system * Statewide systems of support * Financial resources and special funding sources (e.g., SPDG) * Legislation or regulations * State data systems * Technology supports * Human resources/staffing (at state, regional, and local level) * Professional development systems * State technical assistance and training systems * Other? |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |

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| **EVIDENCE – What is the evidence of potential benefits of addressing this issue?** | |
| **Guiding Questions** | **Notes** |
| * How will addressing this issue benefit children with disabilities? * How will addressing this issue benefit all children? * What research or evidence exists to demonstrate the benefit of addressing this issue? * Are there examples of local programs, providers, districts or schools that have effectively addressed this issue? * What interventions or evidence-based practices have been effective in addressing this issue? |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |

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| **READINESS – What is our state’s and/or locals’ level of readiness to address this issue?** | |
| **Guiding Questions** | **Notes** |
| * Is there broad-based advocacy around this issue? * Is there political support from governing bodies for this issue? (e.g., state board, Commissioner, legislature, governor, external organizations, parent advocacy organizations) * Is there support or momentum at the local level (schools, districts, providers, programs) for addressing this issue? * To what degree is there is a sense of urgency to address this issue in the state? Locally? * Are there experts or technical assistance available in the state agency or within local programs/districts to help address this issue? |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |

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| **CAPACITY – What is our state’s and/or locals’ capacity to address this issue?** | |
| **Guiding Questions** | **Notes** |
| * Does our state agency have sufficient staff competency to address this issue? Do local programs/districts? * Is our state agency positioned well organizationally to address this issue? Are local programs/districts? * Does our state have sufficient leadership support to address this issue? Do local programs/districts? * Does our state agency have sufficient financial support and resources to address this issue? Do local programs/districts? * Is there “buy in” or ownership on the part of practitioners, educators, administrators, and families to address this issue? * Are there regions, districts, programs in the state that have effectively addressed this issue where you could scale-up success or learn more about what works? |  |
| **Score** [5 point rating scale. High=5, Low=1] |  |