

Planning to Address State and Local Infrastructure Using the Hexagon Tool
Guiding Questions

NEED - What data indicate the need to focus on this issue?	
Guiding Questions	Notes
<ul style="list-style-type: none"> • 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? 	
<p>Score [5 point rating scale. High=5, Low=1]</p>	

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FIT – Does this issue fit with current state and/or local initiatives, priorities, or objectives?	
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<ul style="list-style-type: none"> To what degree does this issue align with current <u>state agency</u> initiatives, priorities, or objectives? (Consider Part B, Part C, general education, early childhood, etc.) . With <u>local</u> initiatives, priorities, or objectives? Specify the initiatives where you see alignment. How well does this issue align with current <u>state</u> priorities? (Consider higher education, state legislature, state board of education, other agencies, governor’s agenda, advocacy objectives, etc.) With <u>local</u> priorities? Specify the initiatives where you see alignment. 	
<p>Score [5 point rating scale. High=5, Low=1]</p>	

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RESOURCES – What existing resources and supports could be leveraged to address this issue?	
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<ul style="list-style-type: none"> • To what degree could existing resources and supports be leveraged to address this issue? • Consider the following leverage points: <ul style="list-style-type: none"> ○ 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? 	
<p>Score [5 point rating scale. High=5, Low=1]</p>	

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EVIDENCE – What is the evidence of potential benefits of addressing this issue?	
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<ul style="list-style-type: none"> • How will addressing this issue benefit children with disabilities? • How will addressing this issue benefit <u>all</u> 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? 	
<p>Score [5 point rating scale. High=5, Low=1]</p>	

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READINESS – What is our state’s and/or locals’ level of readiness to address this issue?	
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<ul style="list-style-type: none"> • 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? 	
<p>Score [5 point rating scale. High=5, Low=1]</p>	

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CAPACITY – What is our state’s and/or locals’ capacity to address this issue?	
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<ul style="list-style-type: none"> • 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]	