

MASSACHUSETTS ADMINISTRATORS FOR SPECIAL EDUCATION
MAY 20, 2005 ASE SPRING SURVEY RESULTS

PLEASE INDICATE APPROPRIATE AFFILIATION:

- LEA 73.8%
 - REG. SCH. DIST. 18.5%
 - REG. VOC. 3.1%
 - COLLAB. 3.1%
 - CHARTER SCH. 1.5%
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TUITION INVOICING / BILLING PRACTICES:

There appears to be great variation in "Tuition Invoicing" for approved private special education schools/programs for Massachusetts special education students:

Would you favor a uniform "Tuition Invoice" for approved private special education schools/programs for Massachusetts special education students?

YES 89.8%

NO 10.2%

If **YES**, please describe significant elements that you would like included in a uniform "Tuition Invoice" ...

- Daily & annual rate, number of days in session (*noted 10 times*)
 - School/program code/program name (*noted 4 times*)
 - Student attendance (*noted 3 times*)
 - Quarterly billing
 - SASID
 - School year dates (start – end)
 - PO#
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CIRCUIT BREAKER:

There are two new fiscal changes regarding Circuit Breaker Reimbursement. First, the hourly rate for ABA (non-professional staff) was decreased from \$47.55 to \$22.72 and second, the 4x Foundation deduction was increased from \$29,320 to \$30,340. We anticipate these changes will effect districts' Circuit Breaker reimbursement.

In light of these changes, what reduction (or other impact) to your district's Circuit Breaker reimbursement do you project from these changes (listed above)?

- **Less than \$30,000 45.5%**
- **\$30,000-49,999 25.5%**
- **\$50,000-\$99,999 12.7%**
- **\$100,000-299,999 12.7%**
- **\$300,000+ 1.8%**
- **Other 1.8% Over \$700,000**

TRANSITION PLANNING:

Massachusetts has been found by OSEP to be in significant non-compliance regarding documentation of Transition Planning. In thinking about how to support LEA's in attaining compliance in this area, please rank the following (1 = most critical, 5 = least critical)

- 1.89** Additional training for school teams on Transitional Planning
 - 2.08** More specificity/clarity in the IEP focusing on Transition Planning Documentation
 - 2.28** Improved and/or varied resources for eligible special ed students
 - 2.73** More training for regular education teachers who teach students with disabilities
- Other
- Financial Support to create new programs
 - Non-certificate options through vocational schools
 - More clarity in Federal Regulations regarding Transition
 - Collaboration among agencies
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OTHER:

Is an extended and reasonably priced retirement Executive Benefit (supplemental to MTRB upon your retirement) something that you would like to see as an option for yourself?

YES 86% of respondents

NO 14% of respondents

Retirement plans ...

- **Retiring within 10 years 58%**
- **Retiring within 10-20 years 26%**
- **Retiring within 20-30 years 12%**
- **I am retired 2%**
- **Retiring in 30+ years 2%**

Describe ways in which you think ASE should participate in addressing the anticipated special education teacher recruitment/retention need ...

- Mentor program
- Paperwork reduction
- Clarification regarding Highly Qualified documentation
- Involvement w college/university teacher training programs
- Include postings on website)
- Incentives for entering special education administrators
- Job Fairs
- AYP impact on special education
- Training regarding changes in regulations
- Provide resources to those in field
- Address Highly Qualified as it applies to secondary sped teachers
- Develop content certification programs
- Develop caseload guidelines
- Help set standards

