



Department of
Education

Individualized Education Account Program

2015-16 Program Development Report

Tennessee Department of Education | Program Report | January 2017



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Executive Summary and Key Points

- The Individualized Education Account (IEA) Program is a school choice program for eligible students with disabilities that was adopted by the Tennessee state legislature in spring 2015.
- The law requires the Tennessee Department of Education (the department) to administer the program in accordance with the rules and regulations promulgated by the State Board of Education (SBE). The department's two implementation objectives for the IEA Program that guided program development are:
 1. To implement the law responsibly, effectively, transparently, and in compliance with its specific language and intent
 2. To provide students and parents with additional education options pursuant to the law, and do so in a clear way so that parents can make informed choices for their children
- There were a number of challenges developing the IEA Program, mainly because it is a brand new type of program for Tennessee with multiple complex, components which had to be developed from scratch, refined over multiple review cycles, and revised as new issues arose.
- The student and private school applications launched on Aug. 1, 2016: student applications were due Oct. 14 and private school applications were due Nov. 1.
 - 47 students have been approved to enroll in the IEA Program for the Jan. 2017 term (Jan. 1 – July 31).¹
 - Eight schools have been approved to participate in the IEA Program for the Jan. 2017 term (Jan. 1 – July 31).²
- The department is committed to ongoing review of the IEA Program to identify areas of strength as well as areas and processes that can be improved based on feedback from the parents, students and schools participating in the program and our stakeholders.
- The department's main priority is to ensure that the program is effectively serving the parents and students of Tennessee in a manner that aligns and fulfills the program's original intent as set by the Tennessee General Assembly.
 - The department is committed to maintaining strong stakeholder engagement and communications which is key to the successful implementation of the program.
 - The department will release ongoing updates and communications throughout the year, and will release an annual report on the implementation of the program each year in January.

¹ This number does not include any applications that were originally denied, and then approved through the appeals process.

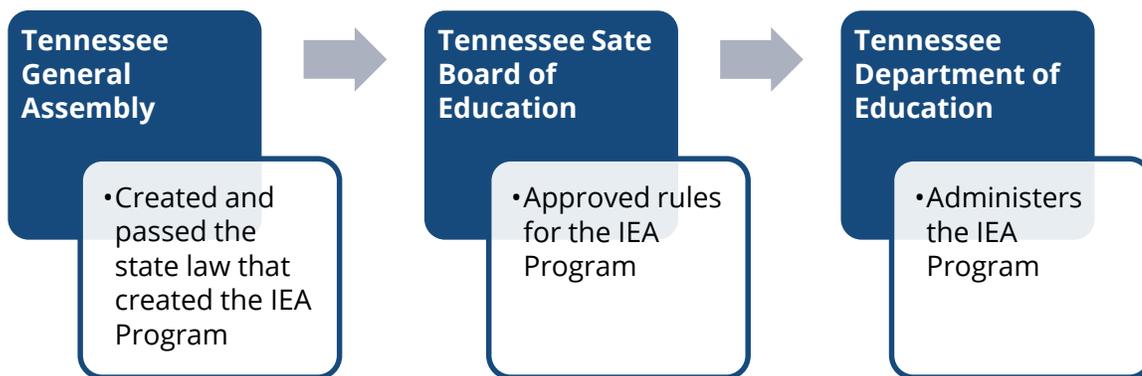
² This number does not include any applications that were originally denied, and then approved through the appeals process.

Introduction

The Individualized Education Act, adopted by the General Assembly in 2015 (Public Chapter 431), created the Individualized Education Account (IEA) Program, a new school choice program for eligible students with disabilities. The program provides options for parents and students to choose the education opportunities that best meet their own unique needs through access to public education funds.

The Individualized Education Act was sponsored by Senator Dolores Gresham, R-Somerville, and Representative Debra Moody, R-Covington, and was signed into law on May 18, 2015. For an overview of the program, see Appendix A.

The law authorized the State Board of Education (SBE) to promulgate rules for the program in consultation with the Tennessee Department of Education (the department) and the Tennessee Department of Health. The law requires the department to administer the program and approve administrative procedures.



The maximum annual amount of the IEA is equal to 96 percent of the amount representing the per-pupil state and local funds generated and required through the Basic Education Program (BEP)—the state’s funding formula for public education—for the school district in which the student resides and is zoned to attend. The department retains four percent of the amount to pay for costs to administer the IEA Program. The average amount of IEA awards across the state for the Jan. 1–July 31, 2017 term is approximately **\$3,300**, which represents 96 percent of the average per pupil amount of state education funding and the local match for the half-year. The amount varies per school district, and the full list of the IEA per pupil funding amounts that account holders (parents/students) would receive for the Jan. 1 – July 31, 2017 term is posted on the IEA webpage: <http://www.tn.gov/education/topic/iea-resources>. The funds will be deposited into the student’s IEA on a quarterly basis; account holders will receive two payments for the Jan. 1–July 31 term.

The student and private school applications launched on Aug. 1, 2016; student applications were due Oct. 14 and private school applications were due Nov. 1. Students enrolled in the program beginning Jan. 1, 2017.

Program Development

The IEA Program is a type of school choice program known as education savings account (ESA) programs and is the first program of its kind to be implemented in Tennessee. During program development, the department and SBE were able to learn from the four other states with existing ESAs: Arizona, Florida, Mississippi, and Nevada. Although other states were able to provide valuable information, the IEA Program was developed specifically for Tennessee and tailored to meet the needs of our state's students and parents, while taking into consideration the education policies and practices of the state and local school districts. See Appendix B for a timeline of key dates for program development.

The department's main priority in implementing the IEA Program is to ensure that the program is effectively serving the parents and students of Tennessee in a manner that aligns and fulfills the program's original intent as set by the state legislature. The department's two implementation objectives for the IEA Program that guided program development are:

1. To implement the law responsibly, effectively and, transparently, and in compliance with its specific language and intent; and
2. To provide students and parents with additional education options pursuant to the law, and do so in a clear way so that parents can make informed choices for their children.

The development of the IEA Program included six main components:

1. Stakeholder engagement and communication, including parents, school districts, schools/providers, and other stakeholder groups
2. SBE rule promulgation and department administrative procedures
3. Student application system, and other related forms/systems for student participation
4. Private school application system, and other related forms/systems for school participation
5. Funding distribution mechanism (debit card system), and expense approval and reporting
6. Fraud reporting system

Stakeholder Engagement and Communication

One of the top priorities for the department in developing the IEA Program was to engage stakeholders from the very beginning of the development process and communicate with all stakeholders in a clear, timely, and transparent manner. The IEA Program was designed to serve parents and students in Tennessee, so excellent customer service and effective communications with parents and students is critical for effective implementation of the program. To engage stakeholders and develop the parent/student communication plans, the department begin by creating internal and external advisory groups to get feedback from a diverse

The department's main priority is to ensure that the program is effectively serving the parents and students of Tennessee in a manner that aligns and fulfills the program's original intent as set by the state legislature.

group of stakeholders. The external advisory group met five times in 2015-16 and will continue to meet quarterly in 2016-17. The external advisory group meetings are open to the public; the list of members and meeting information are posted on the [IEA webpage](#).

Based on feedback from the advisory groups, the department developed the following stakeholder engagement plans:

| |
|--|
| General public engagement: |
| The department launched the IEA webpage in July 2015 and updated the information on the webpage as the program developed including a buildout of multiple sections of the website for parents, school districts, and providers in July 2016. |
| The IEA team began meeting with external stakeholder groups in August 2015 to discuss the program and get feedback and input on program development. |
| In Oct. 2015, the department released the first IEA Update , a monthly newsletter that provides information and updates on the IEA Program that is open to the public. |
| In May 2016, the department hosted a live webinar for providers (e.g., private schools, therapists, and tutors) interested in learning more about the program. The webinar materials and a recorded version of the webinar were posted on the IEA webpage. |
| Parent engagement: |
| The department began meeting with a group of stakeholders in Nov. 2015 to receive input and feedback on developing the department's parent communications plan and for the groups to share their communication plans. |
| Parent and Provider Handbooks were drafted to serve as comprehensive resources for the IEA Program for parents, private schools, and other providers. The drafts of these resources, along with the draft forms (e.g., student application, contract, and expense report) were reviewed by the advisory groups and then released for public review in Jan. 2016 and finalized in October 2016. |
| The department created a Parent Focus Group to get input from parents of students with disabilities. The group specifically provided input on parent resources, parent communications, and the IEA portal including associated forms/processes (e.g., application). The group had five meetings in March, April, and May 2016. |
| The department created a brochure for the IEA Program which was mailed out in April 2016 and September 2016 to all parents of students with active IEPs in Tennessee that had one of the qualifying disabilities required for participation in the IEA program. The brochure also announced registration for the IEA parent information sessions held in May and June 2016. |

The department began publishing **parent resources** for the IEA Program in April 2016 and will continue to develop and publish new resources as the program is implemented.

In May and June 2016, the department conducted **information sessions for parents** interested in learning more about the IEA Program. In-person sessions were held in eight locations across the state, and there was also a live webinar. All the session materials and a recorded version of the webinar were posted on the IEA webpage. The sessions were also used to receive additional feedback from parents on the development and implementation IEA Program.

School district engagement:

The IEA team presented at several state conferences beginning in Sept. 2015 to provide an overview of the IEA Program, updates on program development, and to receive feedback on how the department can improve development and communications with school districts.

A **resource explaining district responsibilities** for the IEA Program and a **step-by-step instruction guide** for reporting attendance for students enrolled in the IEA Program was posted on the IEA webpage and sent to districts in May 2016; the department has and will continue to update these resources based on feedback from districts.

In June 2016, the department conducted **training for school district teams** on the IEA Program. In-person trainings were held in eight locations across the state, and there was also a live webinar. All the training materials and a recorded version of the webinar were posted on the IEA webpage. The trainings were also used to receive additional feedback from school districts on the development and implementation IEA Program.

SBE Rule Promulgation and Department's Administrative Procedures

The [rules and procedures for the IEA Program](#) were developed by the SBE staff and the department in consultation with the Tennessee Department of Health and were informed by feedback from stakeholders from across Tennessee.

- The SBE approved the IEA rules on first read in Oct. 2015 and final read in Jan. 2016.
- The rules were available for public comment between first and final reading, and the SBE held a public rulemaking hearing on the proposed rules in Nov. 2015.
- In May 2016 the SBE approved on final reading revisions recommended by the Tennessee Attorney General's Office to clarify the rules for the IEA Program.
- The permanent rules became effective on Dec. 1, 2016.
- The SBE approved emergency rules for the IEA Program on Oct. 14, 2016.
- The procedures were released for public comment in Jan. 2016 and became effective once the rules were approved.

The department and SBE are committed to an ongoing review of the rules and procedures based on feedback from stakeholders and members of the public.

Student Enrollment System and Related Participation Processes

In developing the system for parents/students to enroll in the IEA Program (e.g., application and contract), and the additional processes related to student participation in the program (e.g., expense reports, expense pre-approvals, assessment verification, and appeals), the department sought to make the system and processes straightforward and accessible to all individuals in order to maximize student participation in the program.

- The department began by creating **forms for each process** related to student participation in the IEA Program and releasing those for public review. The forms were then revised based on the feedback received.
- The department developed an **electronic portal (IEA Account Holder Portal)** for parents to complete the IEA application and contract electronically and submit those to the department for review. The portal was reviewed by the external advisory group and parent focus group and revised based on their feedback prior to launch.
 - The portal is **ADA compliant** and can be translated into any language.
 - The department contracted with the Tennessee Foreign Language Institute and Bridges to provide **foreign language translation and interpretation and American Sign Language (ASL) interpretation** services for the IEA Program. A video of the ASL interpretation of the IEA Brochure was posted on the IEA webpage.
- The **IEA student applications launched on Aug. 1, 2016**, and were announced through a press release, the IEA Update, the IEA webpage, and other department educator updates and email listserves. Applications were due Oct. 14.

In developing the system for parents/students to enroll in the IEA Program, and the additional processes related to student participation in the program, the department sought to make the system and processes straightforward and accessible to all individuals in order to maximize student participation in the program.

The department has developed resources for parents to help them complete the application and other processes which are posted on the IEA webpage.

Private School Application System and Related Participation Processes

The system for private schools to apply to participate in the IEA Program and the additional processes related to private school participation in the program were developed in the same manner as the student application system and processes (see the section above) in order to maximize private school participation in the IEA Program.

The **IEA school applications launched on Aug. 1, 2016**, and were announced through a press release, the IEA Update, the IEA webpage, and other department educator updates and email listserves. Applications were due Nov. 1.

Funding Distribution System & Expense Reporting and Approval

The IEA award amounts for Jan. 1–July 31, 2017 term have been determined and posted on the IEA webpage. The average amount of IEA awards across the state for the Jan. 1–July 31, 2017 term is approximately \$3,300. This amount was calculated using the average BEP per pupil amount for the half-year minus the four percent administrative fee that the TDOE retains for all IEA accounts.

After researching the various funding distribution systems available, the department decided to use a **debit card** system to distribute IEA funding to account holders. Debit cards are user friendly, allow the department to place restrictions on where the card may be used to help prevent fraud, and increase financial transparency and accountability for the funding.

- The department worked with the Tennessee Department of Finance and Administration (F&A) to add the IEA debit card proposal to the **Tennessee Prepaid Debit Card Services Request for Proposal (RFP)**.
 - F&A released the RFP in Dec, 2015, and the five-year state contract was executed on April 8, 2016 with the selected vendor, **Xerox**.
 - The department began working with Xerox in June 2016 to develop the debit card system.
- The debit card system launched in January 2017 and the first distribution of the IEA funds to the debit card accounts will be around Feb. 1, 2017.
 - Funds will be direct deposited into the debit card accounts quarterly for the Jan. 1 – July 31, 2017 term.
- The department has published a debit card guide for parents (Chapter 13 of the IEA Parent Handbook).

IEA account holders (parents/students) must submit quarterly expense reports to the department documenting how they spent the IEA funds for that quarter. For the January 2017 term, expense reports will be due quarterly. For the Jan. 1–July 31, 2017 IEA term, the first quarterly expense report will be due March 15. The department will review those expense reports to ensure funds are being spent appropriately. Some expenses require pre-approval before the funds can be spent (e.g., educational therapy, tutoring services, computer hardware/technological devices, and fieldtrips). The expense report and expense pre-approval forms and processes were developed, reviewed, revised, and published in the same manner as the student application (see the section above).

Fraud Reporting System

As required by the state law, the department created two ways for the public to report suspected fraud for the IEA Program:

1. IEA Fraud Hotline: (615) 253-3781 Option 3
2. IEA online fraud reporting form on IEA webpage

Members of the public can utilize either system to report suspected fraud for the IEA Program to the department. Tennessee citizens may report wasteful, inefficient or fraudulent activities to the Tennessee Comptroller's Office for Fraud, Waste, and Abuse at: <http://www.comptroller.tn.gov/la/LGSfraudReporting.asp> or 1-800-232-5454 - See more at: <http://tn.gov/education/topic/iea-report-fraud#sthash.0NxL9liN.dpuf>.

Implementation Challenges and Successes

Challenges

As with the creation of any new statewide program, there were a number of challenges that arose during the development and implementation of the IEA program. The main challenges included:

1. Developing strong plans for engagement and communication with parents, school districts, advocacy groups, and other external stakeholders.
2. Developing and building online systems for parent student enrollment and participation in the program, nonpublic school enrollment and participation in the program, IEA account funding distribution, and fraud reporting.
3. Creating IEA Rules that established clear application and participation timeline and process for students and nonpublic schools, detail allowable uses of IEA funds and qualifications providers and nonpublic schools must meet in order to receive IEA funds, outline an appeal process for parents and providers, outline the process for student to return to the school district upon withdrawal from the IEA Program, and include financial safeguards.

While these challenges were large, they were surmountable thanks in large part to the numerous individuals across the state who provided feedback, support, and guidance in the development of the program.

Successes

1. The department communicated this program with thousands of eligible students/parents across the state.
2. The department was able to coordinate and solicit feedback from numerous stakeholders, advocacy groups, and other government agencies and departments.
3. The department, in partnership with many supporters, was able to launch a completely new statewide program in 18 months.
4. For the first time, students will be able to use IEA accounts for the educational expenses that best meet their own unique needs.

Overview of Student and Private School Application and Enrollment/Participation in the IEA Program

The applications for students and private schools to enroll in/participate in the IEA Program for the Jan. 1 – July 31, 2017 term launched on Aug. 1, 2016. In order to complete an application, parents/students/schools must first have requested access to the online IEA Portal.³ See Table 1 below for a summary of the application data for students and private schools.

The total number of students who have been approved to enroll in the IEA Program for the Jan. 2017 term (Jan. 1–July 31) is **47**.⁴ See Appendix C below for a summary of the disabilities for students enrolled in the IEA Program. The total number of schools who have been approved to participate in the IEA Program is **eight**.⁵

Table 1: IEA Applications Summary⁶

| | <i>Parents/Students</i> | <i>Private Schools</i> |
|--|-------------------------|------------------------|
| <i>Number of Requests Received to Access the IEA Portal</i> | 239 | 23 |
| <i>Number of Applications Submitted</i> | 130 | 10 |
| <i>Number and Percentage of Applications Approved</i> | 62 (48%) | 6 (60%) |
| <i>Number and Percentage of Applications Denied</i> | 68 (52%) | 4 (40%) |
| <i>Number of IEA Contracts Approved (for Account Holders only)</i> | 47 | N/A |

³ If parents/students were not able to access the online application system, they could request for the TDOE to send them a paper copy of the forms. The application could also be translated into any foreign language and interpreted into American Sign Language, upon request.

⁴ This number does not include any applications that were originally denied, and then approved through the appeals process.

⁵ This number does not include any applications that were originally denied, and then approved through the appeals process.

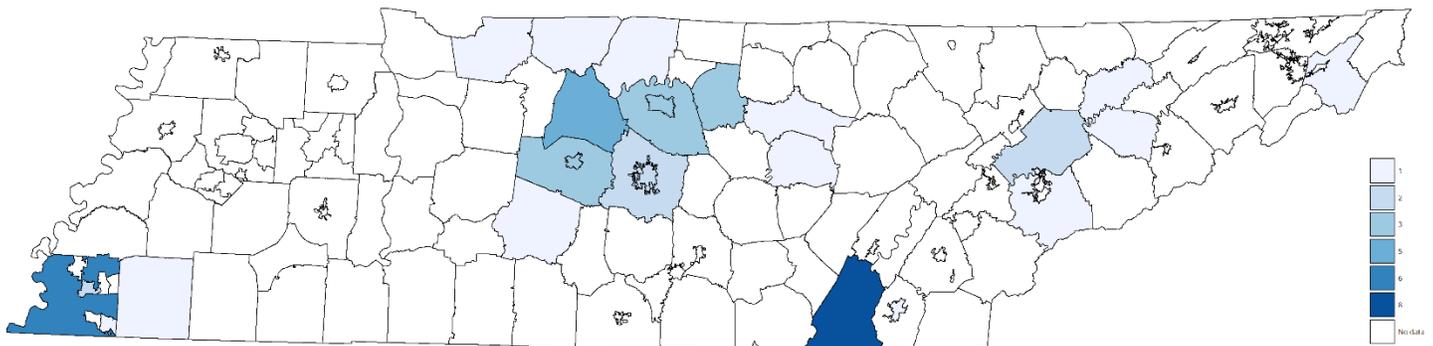
⁶ This number does not include any applications that were originally denied, and then approved through the appeals process.

The primary reasons student applications to participate in the IEA Program were denied are as follows:

1. The student has not previously enrolled in a Tennessee public school during the two semesters (or one full school year) immediately preceding the semester in which the student receives an IEA.
2. The student does not have an active individualized education program (IEP) through a public school district in effect at the time of request for participation in the program.
3. The student does not have one of the following disabilities identified in their IEP as their primary or secondary disability at the time of request for participation in the program:
 - o autism,
 - o deaf-blindness,
 - o hearing impairments,
 - o intellectual disability,
 - o orthopedic impairments,
 - o traumatic brain injury, and/or
 - o visual impairments.

Students who enrolled in the IEA Program on Jan. 1 reside in 22 districts across the state (see Appendix D and the map below). All of the approved students are in-state; none of the students approved recently moved to Tennessee (July 1–Dec. 31, 2016).

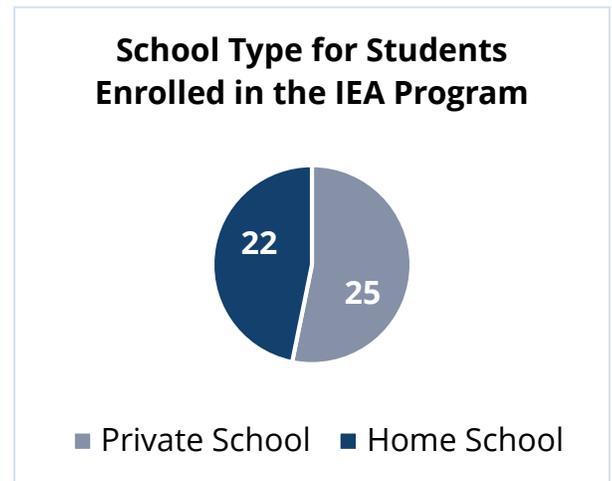
Students Enrolled in the IEA Program by School District



The total number of private schools who have been approved to participate in the IEA for January 2017 was **eight**; ⁷ the schools are located in seven cities across the state. The [list of participating schools](#) is posted on the IEA webpage. Based on the information submitted in the IEA Application:

- Seven of schools participating in the IEA Program have inclusive educational settings as defined by the rules of the IEA Program
- The schools have the capacity to enroll 66 students who are receiving IEAs

Of the 47 students enrolled in the IEA Program 22 (47%) are attending a private school and 25 (53%) are being independently home schooled.⁸



⁷ This number does not include any applications that were originally denied, and then approved through the appeals process.

⁸ Students who are home schooling as umbrella schools of private schools are considered private school students.

Conclusion

In January 2017, the IEA Program was fully implemented. The department is committed to an ongoing review of the IEA Program to identify what is working well and what areas/systems can be improved. The department's main priority is to ensure that the program is effectively serving the parents and students of Tennessee in a manner that aligns and fulfills the program's original intent as set by the state legislature. The department is committed to maintaining strong stakeholder engagement and communications which is key to the successful implementation of the program. The department will release ongoing updates and communications throughout the year, and will release an annual report on the implementation of the program each year in January.

The department is committed to an ongoing review of the IEA Program to identify what is working well and what areas/systems can be improved based on feedback from the parents, students and schools participating in the program and our stakeholders.

Appendix A: IEA Program Overview

Student Eligibility

As specified in state law, an “eligible student” must be a Tennessee resident who meets all of the following criteria:

1. has an active individualized education program (IEP) through a public school district in effect at the time of request for participation in the program; and
2. meets at least one of the following requirements:
 - a. was previously enrolled in a Tennessee public school during the two semesters (or one full school year) immediately preceding the semester in which the student receives an IEA,
 - b. is entering kindergarten with an active IEP from a pre-kindergarten program*,
 - c. moved to Tennessee within six months prior to the date the student receives an IEA and has an active out-of-state IEP at the time of applying for the IEA Program**, or
 - d. received an IEA in the previous year; and
3. has one of the following disabilities identified in their IEP as either their primary or secondary disability:
 - a. autism,
 - b. deaf-blindness,
 - c. hearing impairments,
 - d. intellectual disability,
 - e. orthopedic impairments,
 - f. traumatic brain injury, and/or
 - g. visual impairments.

If students meet the eligibility criteria, they will be accepted into the IEA Program. There is no cap on the number of students who can participate and/or the number of IEA accounts that can be established. The eligibility criteria that students must meet to participate in the IEA Program are posted on the department’s IEA webpage: <http://www.tn.gov/education/article/iea-student-eligibility>

School Choice Options

Students in the IEA Program cannot be enrolled full-time in a public school as their school of record. Students can either be:

- enrolled as an independent homeschooled student registered with the school district, or
- enrolled in a private school (including private virtual schools).

Parent and Student Rights Waived

To enroll in the IEA Program, parents must waive their student’s rights to services through the Individuals with Disabilities Education Act (IDEA) at 20 U.S.C. §1414. Once enrolled in the IEA Program, the student’s IEP will be inactive and the public school district will not be required to provide any of the accommodations or services

listed in the student's IEP. Students enrolled in the IEA Program are also not eligible for a "services plan" through their local school district. If the student withdraws from the IEA Program and returns to the school district, the parent or student must request, in writing, for a special education eligibility evaluation in order to begin the process to develop an IEP and receive special education services, pursuant to IDEA.

Once participating in the IEA program, parents take full legal responsibility for the education of the student including obtaining services necessary to educate the student, including contracting with participating schools, therapists, tutors, and other providers as needed. Parents have a number of responsibilities related to participation in the IEA Program including submission of expense reports and receipts.

Funding and Approved Expenses

The maximum amount of the IEA annual payment is equal to the per-pupil state and local funds required through the state's education funding formula (BEP) for the school district in which the student resides and is zoned to attend. This amount does not include federal funds or additional education funds that local governments contribute to the school district beyond the BEP required local match. The department retains four percent from this amount for administrative fees.

The average amount of IEA funding across the state for the Jan. 1–July 31, 2017 term is approximately \$3,300; however, the amount varies per school district. A full list of the IEA per pupil funding amounts for the Jan. 1–July 31, 2017 term is posted on the IEA webpage: <http://www.tn.gov/education/topic/iea-resources>. The funds will be deposited into the student's IEA on a quarterly basis; account holders will receive two equal payments for the Jan. 1–July 31 term, and can access those funds through the IEA debit card. Parents will have to submit receipts and expense reports detailing how IEA funds were spent each quarter to the department. Funds roll over so account holders are not required to spend the entire sum each quarter; 50 percent of the annual IEA award must be spent by the close of each contract year. After graduating from high school, or reaching 22 years of age, unused funds in an IEA account can be used for up to four years for postsecondary education.

IEA account holders can use IEA funds to pay for any educational expense listed in the law such as educational therapy, tuition at participating schools, and computer hardware. Pre-approval is required for some expenses such as educational therapy, tutoring, computer hardware/technology, and field trips. A description of the approved expenses and the pre-approval process is available in the IEA Parent Handbook.

Monitoring Student Achievement and Growth

State law requires students in grades 3–8 participating in the IEA Program to take either a nationally norm-referenced test approved by the department or the TCAP assessment in English language arts and mathematics. The purpose of the assessment requirement is to provide parents information on their student's academic progress. Assessment results are not shared with the student's LEA and do not count for accountability purposes.

Since students enrolled in the IEA Program have waived their rights under IDEA, they are not automatically entitled to receive any testing accommodations even if the student's IEP had included assessment accommodations in the past.

Account holders are required to verify that students have taken the required assessments by submitting score reports to the department. The department will not compile, track, or publicly release student assessment results; student assessment results submitted to the department will only be reviewed to verify that the student has taken the required assessments.

School District Responsibilities

School districts have four main responsibilities for the IEA Program:

1. Appoint an IEA liaison for the school district.
2. Change the student's eligibility status in Easy IEP once a student enrolls in the IEA Program.
3. Reporting students enrolled in the IEA Program who reside in their district to the department. Students must be counted in the school districts' enrollment for purposes of generating funding but will not be included in the districts' accountability.
4. Re-enroll students who withdraw from the IEA Program and return to the public school district.

Nonpublic Schools and Providers

In order to participate in the IEA Program, nonpublic schools must submit an application to the department for approval. The school approval form requires nonpublic schools to verify their nonpublic status, financial viability, and compliance with state law. Once approved by the department the school is placed on the official list of approved participating schools and is eligible to receive payment from IEA account holders for payment of tuition, fees, or required textbooks.

Therapists/therapy providers and tutors/tutoring organizations cannot apply directly to the department to participate in the IEA Program. Instead, parents/guardians (the account holders) of students enrolled in the IEA Program must contract with therapists/tutors and submit the credentials of the therapist/therapy provider/tutor/tutoring organization to the department following the state procedures.

Appendix B: IEA Development Timeline Key Dates

| Month | Key Events |
|--------------|--|
| July 2015 | <ul style="list-style-type: none"> • IEA director hired • IEA TDOE internal advisory group formed • IEA website launches |
| September | <ul style="list-style-type: none"> • Two IEA team members hired • IEA presentations for external stakeholder groups begin |
| October | <ul style="list-style-type: none"> • IEA rules approved on first read by SBE • IEA rules open for public comment • First meeting of IEA External Advisory Group |
| November | <ul style="list-style-type: none"> • SBE public rulemaking hearing for IEA rules • Public comment period for IEA rules closes |
| December | <ul style="list-style-type: none"> • Debit card RFP released • Meeting of External Advisory Group |
| January 2016 | <ul style="list-style-type: none"> • IEA rules approved on final reading by SBE • Public comment period open for IEA procedures, parent handbook (including all forms), and provider handbook (including all forms) |
| March | <ul style="list-style-type: none"> • Meeting of External Advisory Group • IEA parent focus group meetings • Public comment period for IEA procedures and handbooks closes |
| April | <ul style="list-style-type: none"> • Debit card contract executed with Xerox • Meeting of External Advisory Group • IEA parent focus group meetings • IEA brochure mailed to parents of students with one of the seven qualifying disabilities with active IEPs in Tennessee |
| May | <ul style="list-style-type: none"> • SBE approved revisions to IEA rules recommended by the attorney general's office on final read • Meeting of External Advisory Group |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • IEA parent focus group meeting • IEA live webinar training for private schools/providers • Guidance resources for school districts published |
| June | <ul style="list-style-type: none"> • TDOE began working with Xerox to develop the IEA debit card system • IEA summer trainings for school districts, and parent information sessions • IEA fraud hotline created |
| July | <ul style="list-style-type: none"> • Buildout of IEA website including pages for students/parents, school districts, and private schools |
| August | <ul style="list-style-type: none"> • IEA application launch for students and private schools for the Jan. 1–July 31, 2017 term opens |
| October | <ul style="list-style-type: none"> • Student applications close for the Jan. 1–July 31, 2017 term |
| November | <ul style="list-style-type: none"> • School applications close for the Jan. 1–July 31, 2017 term • IEA contracts due for account holders (parents/students) for the Jan. 1–July 31, 2017 term |

Appendix C: Disabilities of Students Enrolled in the IEA Program

| | | Number of Students Enrolled in the IEA Program | Percentage of Students Enrolled in the IEA Program |
|---|--------------------------------|---|---|
| Disability on IEP at Time of Application to Participate in the IEA Program | Intellectual Disability | 12 | 26% |
| | Autism | 32 | 68% |
| | Orthopedic Impairments | 1 | 2% |
| | Hearing Impairments | 1 | 2% |
| | Visual Impairments | 0 | 0% |
| | Deaf-Blindness | 0 | 0% |
| | Traumatic Brain Injury | 1 | 2% |

Appendix D: Student Participation by School District

| District Name | Number of Students |
|----------------------|---------------------------|
| Bartlett | 2 |
| Blount | 1 |
| Carter | 1 |
| Cleveland | 1 |
| Collierville | 1 |
| Davidson | 5 |
| Fayette | 1 |
| Grainger | 1 |
| Hamilton | 8 |
| Jefferson | 1 |
| Knox | 2 |
| Maury | 1 |
| Montgomery | 1 |
| Putnam | 1 |
| Robertson | 1 |
| Rutherford | 2 |
| Shelby | 6 |
| Smith | 3 |
| Sumner | 1 |
| White | 1 |
| Williamson | 3 |
| Wilson | 3 |
| Total | 47 |