

Pennsylvania's Disability Inclusive Curriculum Pilot Program
Reporting Period: July 1, 2024, through June 30, 2025

Submitted to the Chair and Minority Chair of the Education Committee of the Senate and
the Chair and Minority Chair of the Education Committee of the House of Representatives

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Overview

The Disability Inclusive Curriculum Pilot (DICP) Program, as added to the Pennsylvania Public School Code in the Summer of 2022, is intended to instruct all Kindergarten-12 (K-12) students on the political, economic, and social contributions of individuals with disabilities. It also aims to increase the accurate and regular representation of disability throughout all aspects of school to help learners understand that disability is a natural part of the human condition.

In response to this, a Request for Proposal was issued, and 10 sites were selected to participate in the 3-year DICP Program that began in the academic year of 2023-2024. The Pennsylvania Disability Inclusive Curriculum Pilot Toolkit (available on the Pennsylvania Standards Aligned System [SAS] portal) was created in 2023 and updated with new vendors and additional resources in 2025 including a Keynote Presenter section in 2025. This resource was created to assist sites in identifying information/materials/resources aligned to the four domains (Instructional, Environmental, Student Body Representation, Communication Pathways) outlined in the grant application:

- Instructional — resources that are educational and are intended to use for teaching
- Environmental — resources that relate to or arise from a person’s surroundings
- Student Body Representation — resources that relate to entire student body as a whole
- Communication Pathways — resources that promote communications across all school-wide messaging, whether direct or indirect

The goal of this evaluation is to assess the impact and effectiveness of the implementation of Pennsylvania’s DICP Program on student learning outcomes, program implementation, interested parties’ satisfaction, and organizational impact. The following assessment questions were developed to assess these target areas (see Table 1).

Table 1. Assessment Questions and Sub-questions Designed to Assess Four Target Areas

Target Areas	Assessment Questions and Sub-Questions
Organizational Impact	1. What do sites plan to achieve through implementation of the DICP in the long term?*
	2. To what extent is each site able to have an impact on the culture and environment of the school?
	3. To what extent have site and teacher understandings of the [social, political, economic] contributions of individuals with disabilities changed over time?
Student Learning Outcomes	4. What are student understandings of the [social, political, economic] contributions of individuals with disabilities?
Program Implementation	5. What professional development opportunities have sites implemented?
	6. What materials are teachers using and/or developing to teach about the [social, political, and economic] contributions of individuals with disabilities?
	7. To what extent do the Pennsylvania DICP Toolkit or related resources support sites’ goals?

Target Areas	Assessment Questions and Sub-Questions
Interested Parties' Satisfaction	8. What are interested parties' perceptions of and related satisfaction with grant implementation? <ul style="list-style-type: none"> a. Professional development (teachers) b. Facilitators and barriers (teachers) c. Alignment with goals of pilot (external parties)**

**Addressed in Year 1*

***Will address in Year 3*

This report provides information regarding Year 2 (academic year 2024-2025) of grant implementation, and when relevant, data from Year 1 were included for comparison. Year 3 (academic year 2025-2026) assessment questions and associated measures are outlined at the end of this report.

Grant Recipients

Ten sites were selected for the three-year pilot in summer 2023. One of the 10 sites opted not to continue in the pilot program; this site was replaced by Pennsbury School District in summer 2024.

In the 2024-2025 academic year, 10 sites were involved in Year 2 of the DICP. Across these sites, there were 15 participating elementary schools and 11 participating secondary schools. Table 2 provides an overview of these sites.

Table 2. List of DICP Participating Sites in the 2024-2025 Academic Year

Sites ¹	Elementary	Secondary
California Academy of Learning Charter School	1	0
Dunmore School District	1	1
East Stroudsburg Area School District	0	1
Greater Johnstown School District	1	2
Hampton Township School District	3	2
North Penn School District	3	0
Pennsbury School District	1	0
South Fayette Township School District	2	2
South Park School District	1	1
Wellsboro Area School District	2	2
Total¹	15	11

Note

¹ One site is excluded from this year's report due to administrator turnover, which impacted the ability to assess progress. This year, the site focused on mentorship and leadership transition to support full participation in the following year. Another site joined the pilot in summer 2024; therefore, only one year of progress data is available for that site.

Year 1 Executive Summary

The Year 1 evaluation was based on data collected prior to DICP implementation and throughout the 2023-2024 academic year. Specifically, we compiled and collected data from each site's application to the DICP, Environmental Education Scans (beginning and end of year), and Monthly Reflections provided by each site. In addition, teachers from the pilot sites were invited to complete a Teacher Survey designed to understand teachers' implementations of the DICP and a Professional Development (PD) survey designed to assess the perceived effectiveness of the PD activities. Finally, each site submitted information about DICP-focused professional development activities that were provided to the teachers. The full Year 1 report can be found [here](#).

Year 2 Overview

As in Year 1, we compiled and analyzed data from each site's Environmental Education Scans (beginning and end of year) and Monthly Reflections. Teachers at pilot sites were again invited to complete a Teacher Survey to assess DICP implementation and a PD Survey to evaluate the perceived effectiveness of training activities. Sites also submitted documentation of DICP-focused professional development offered to staff.

In addition to these measures, this year's evaluation expanded to include several new components: a student survey administered to 3rd, 7th, and 10th graders; focus groups with teachers and core team members at participating sites; and site lead interviews. The evaluation team also conducted school walkthroughs to triangulate self-reported data, observed disability-inclusive curriculum lessons, and held post-observation conferences with teachers to deepen understanding of instructional implementation.

Target Area 1: Organizational Impact

Assessment Question: To what extent is each site able to have an impact on the culture and environment of the school?

Overall Progress

Upon entering the pilot, each site completed an Environmental Education Scan (Appendix A) to assess their current status related to disability inclusive curriculum. The scan asked sites to self-evaluate in four key domains: instruction, environment, student body representation, and communication pathways. Nine sites completed the scan upon joining the pilot in November 2023. One site was newly added in the 2024-2025 academic year and completed the scan in September 2024. Out of the ten sites, one site was excluded from the reported data due to leadership turnover, which made it difficult to assess progress.

At pilot entry, all sites rated themselves as "Getting Started" or "Along the Way" in their progress towards including people with disabilities in materials in all instructional environments. Eight out of nine sites rated themselves as "Getting Started" or "Along the Way" in their progress towards embedding the contributions of individuals with disabilities in the curricula. Sites rated themselves as further along in the area of communication pathways, with six sites indicating they were "almost there" or "fully implemented" with regards to the inclusion of students with disabilities and their families in all school-wide communications, and four sites indicating they were "almost there" or "fully implemented" in terms of whether formal and informal school-wide communications promote differences and inclusivity. Sites were more varied in their responses to questions related to environment and student body representation.

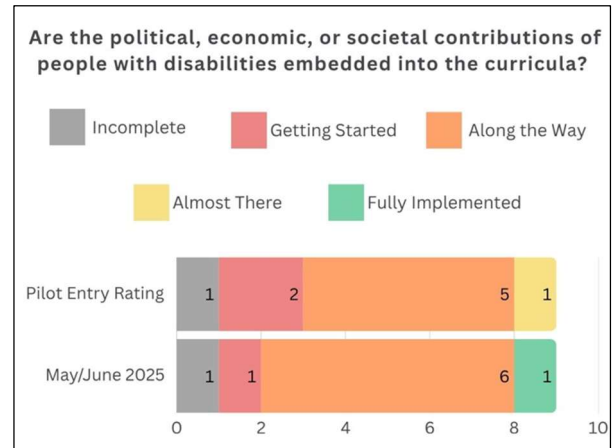
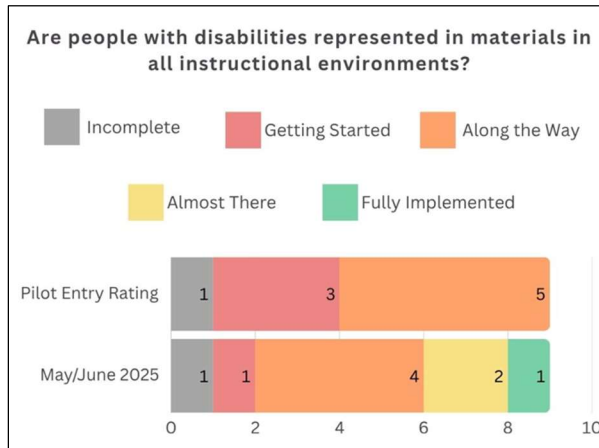
In May/June 2025, each site completed another Environmental Education Scan to evaluate progress made in each of the four areas. Nearly all (8 out of 9 sites, or 88.9%) sites made progress in at least one sub-area. At the end of Year 2, more sites rated themselves as "Along the Way" or "Fully Implemented" in their progress towards both instructional sub-areas. Sites rated themselves as further along in the area of communication pathways, with six sites indicating they were "almost there" or "fully implemented" with regards to the inclusion of students with disabilities and their

families in all school-wide communications, and six sites indicating they were “almost there” or “fully implemented” in terms of whether formal and informal school-wide communications promote differences and inclusivity. Several sites noted full implementation in terms of representation of people with disabilities in academic spaces as well as ensuring accessible building environments. Finally, there were improvements related to student body representation, with multiple sites noting increased representation of students with disabilities in clubs and leadership positions, as well as increased recognition of the accomplishments of students with disabilities.

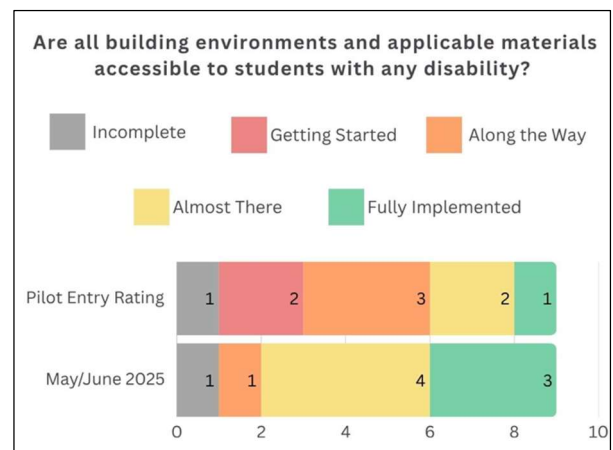
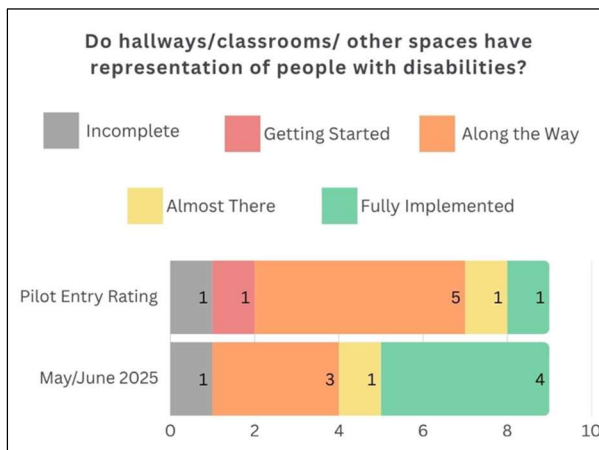
Figure 1 below presents a visual summary of site progress from pilot entry to present (Spring 2025) in each of the four domains:

Figure 1. Summary of site progress from pilot entry to present, in the domains of Instruction, Environment, Student Body Representation, and Communication Pathways.

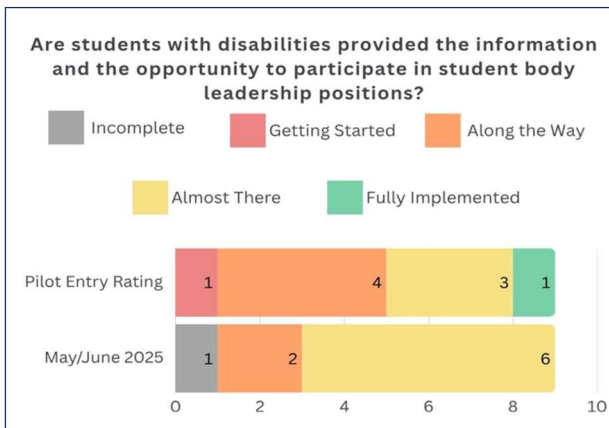
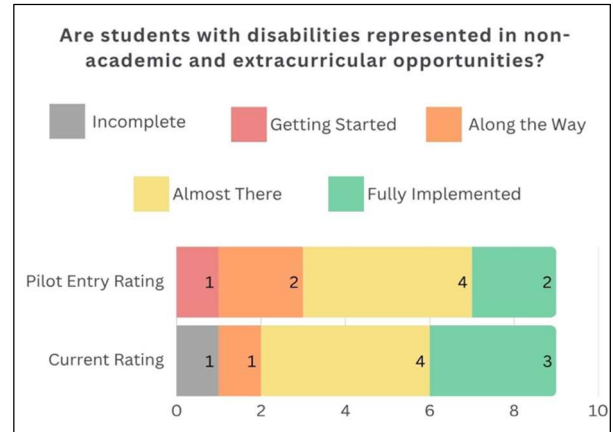
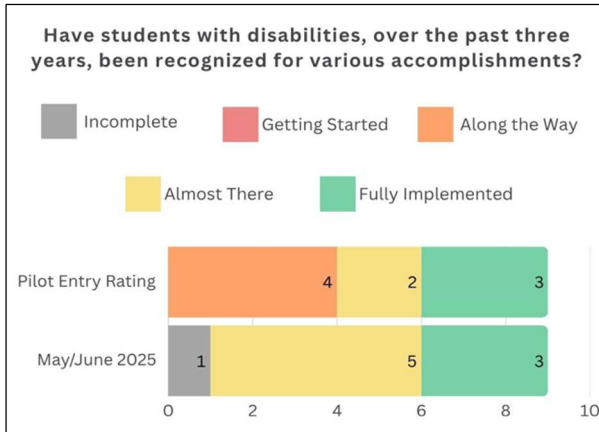
(a) Instruction



(b) Environment

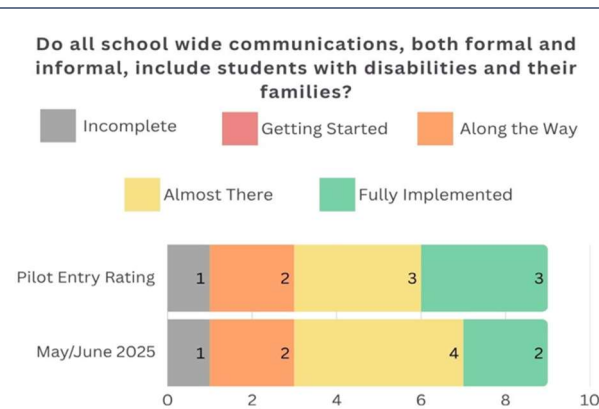


(c) Student Body Representation

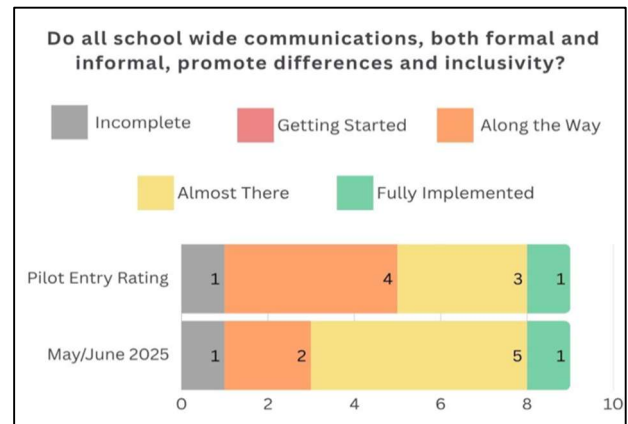


Note: Although one site's rating to this question declined from pilot entry to the current assessment, the site noted that the change stemmed from the site recognizing that while students with disabilities are included in club participation and receive relevant information, they remain underrepresented in student leadership roles.

(d) Communication Pathways



Note: Although one site's rating to this question declined from pilot entry to the current assessment, the site team noted that this shift reflected a growing awareness of gaps in communication; specifically, that some students in self-contained classrooms were not receiving certain information. The increased attention, resources, and time for reflection provided through the DICP Grant enabled the site to identify and begin addressing this issue.



Implementation Highlights and Reported Progress by Key Areas

As noted above, site progress was measured across four key areas: instruction, environment, student body representation, and communication pathways, along with related subareas. Self-reported data, gathered through implementation reflections and the End-of-Year Environmental Education Scan (May 2025), informed this analysis.

To complement the data shown in Figure 1, which describe pilot *entry* ratings compared to current ratings, we next present a comparison of the earliest available score to the most recent score for each subarea (Table 3). This allowed for the inclusion of sites that had omitted sections of the Environmental Education Scan during Year 1 or, in some cases, were unable to complete the Year 1 Beginning of Year Educational Environmental Scan. Table 3 summarizes sites' self-reported progress, along with examples of specific activities undertaken to advance disability-inclusive curriculum at pilot sites. Progress was defined as an increase in a site's self-assessment score in a given subarea, based on a 4-point scale (1 = Getting Started, 2 = Along the Way, 3 = Almost There, 4 = Fully Implemented). A positive change in score was counted as progress. "No reported progress" includes both cases where a site's self-assessment score remained the same across time points and rare cases where a site reported a lower score at the most recent assessment than had previously been reported, as previously described in this report. In instances where a site initially rated themselves a 4 ("Fully Implemented") and maintained that rating, this is noted.

Table 3. Summary of Environmental Education Scan: Self-Reported Progress and Activity Examples

Domain	Progress from Initial EES Datapoint to Last Measured EES	Examples of Reported Activities:
Instruction		
(a) Are people with disabilities represented in materials in all instructional environments' (e.g., English Language Arts, Mathematics, Social Studies, Science, Technology, Arts and Music)?	Reported Progress: 7 (77.8%) No reported progress: 2 (22.2%)	<ul style="list-style-type: none"> • Purchased books and curricular materials for students about individuals with disabilities to be used in classrooms, libraries, and with counselors. • Purchased toys for elementary classrooms that are inclusive of students with disabilities and promote discussions about human difference (e.g., Barbie dolls, Little People sets).
(b) Are the political, economic, or societal contributions of people with disabilities embedded into the curricula (e.g., social studies lessons are inclusive of persons with disabilities; the content of lessons at the secondary level are inclusive of people with disabilities)?	Reported Progress: 4 (44.4%) No reported progress : 5 (55.6%)	<ul style="list-style-type: none"> • Prepared lesson plans and discussion guides for teachers to use when conducting lessons related to disability. • Arranged PD-related to books about individuals with disabilities (e.g., <i>All the Way to the Top</i>; <i>Rolling Warrior</i>), led by a disability advocacy organization.

Environment		
(a) Do hallways/classrooms/ other spaces have representation of people with disabilities (e.g., artwork, trophy case, signage, bulletin boards)?	<p>Progress: 5 (55.6%)</p> <p>No reported progress: 4 (44.4%)*</p> <p><i>*1 site indicated no change due to self-reporting "Fully Implemented" at the initial EES datapoint</i></p>	<ul style="list-style-type: none"> Added an art installation highlighting celebrities with disabilities with the title "See the Ability, Not the Disability". Added art installations collaboratively completed by students through DICP-funded assemblies (e.g., Mikayla's Voice).
(b) Are all building environments and applicable materials accessible to students with any disability (e.g., textbooks, trade books, software, online resources, physical structures)?	<p>Reported Progress: 4 (44.4%)</p> <p>No reported progress: 5 (55.6%)*</p> <p><i>*1 site indicated no change due to self-reporting "Fully Implemented" at the initial EES datapoint</i></p>	<ul style="list-style-type: none"> Installed Picture Exchange Communication System boards on the playground in some schools, with additional smaller boards displayed in building common areas. Purchased adaptive tools to facilitate the inclusion of all students at school-wide events.
Student Body Representation		
(a) Are students with disabilities provided the information and the opportunity to participate in student body leadership positions (e.g., all students offered the same information with equal opportunity for participation)?	<p>Reported Progress: 4 (44.4%)</p> <p>No reported progress: 5 (55.6%)</p>	<ul style="list-style-type: none"> Noted that while students with disabilities are provided opportunities to participate, they are underrepresented in leadership positions and worked to change this.
(b) Have students with disabilities, over the past three years, been recognized for various accomplishments (e.g., artwork hung in hallways, trophies in the trophy case, medals, students of the month, banners of recognition)?	<p>Progress: 5 (55.6%)</p> <p>No reported progress: 4 (44.4%)*</p> <p><i>*3 sites indicated no change due to self-reporting "Fully Implemented" at the initial EES datapoint</i></p>	<ul style="list-style-type: none"> Celebrated their Unified Sports Bocce team by announcing all students in front of the student body as the season wrapped up during a pep rally. Continued recognizing the accomplishments of students with disabilities publicly and locally in newsletters, trophy cases, etc.

Student Body Representation (continued)		
(c) Are students with disabilities represented in non-academic and extracurricular opportunities (e.g., varsity athlete jackets, county chorus auditions, musicals/plays)?	<p>Reported Progress: 4 (44.4%)</p> <p>No reported progress: 5 (55.6%)*</p> <p><i>*2 sites indicated no change due to self-reporting "Fully Implemented" at the initial EES datapoint</i></p>	<ul style="list-style-type: none"> Increased the opportunities students with disabilities have to participate via activities including unified sports, clubs, and events.
Communication Pathways		
(a) Do all school-wide communications, both formal and informal, include students with disabilities and their families (e.g., all students receive the same communication packets, texts, emails, letters, school-wide calendar of events (e.g., Science fair, book fair, Autism Month, etc.)?)	<p>Reported Progress: 1 (11.1%)</p> <p>No reported progress: 8 (88.9%)*</p> <p><i>*2 sites indicated no change due to self-reporting "Fully Implemented" at the initial EES datapoint</i></p>	<ul style="list-style-type: none"> Noted gaps in communication (e.g., students in self-contained classrooms were not getting certain announcements or emails) and worked to resolve this challenge.
(b) Do all school wide communications, both formal and informal, promote differences and inclusivity (e.g., all staff communicate using <i>person first language</i> or with the student's preference, staff refer to all students as "our" students and part of the school-wide community)?	<p>Reported Progress: 3 (33.3%)</p> <p>No reported progress: 6 (66.7%)</p>	<ul style="list-style-type: none"> Ran a book study for staff where parents of students with disabilities were asked to join the last session to share experiences. Worked to increase the amount of person-first language and reduce the use of phrases such as "your kids," "my kids", etc.

The results indicate substantial progress across pilot sites, particularly in the areas of instruction, environment, and student body representation. Notably, seven sites (77.8%) reported progress in ensuring that individuals with disabilities are represented in instructional materials across subject areas, including English Language Arts, Mathematics, Social Studies, Science, Technology, and the Arts. Additionally, four sites (44.4%) made progress in embedding the political, economic, and societal contributions of people with disabilities into the curriculum. While fewer sites reported progress in the subareas related to communication pathways, it is important to note that many sites entered the pilot with relatively high baseline scores in these areas, leaving less room for measurable improvement.

Table 4 below presents a snapshot of implementation efforts. Across the nine subareas assessed, most sites reported progress in multiple areas. The majority (seven out of nine) of sites reported progress in at least three subareas. Four sites showed progress in five subareas, the most common outcome. No sites reported progress in all nine subareas, and only one site showed progress in as many as seven. This distribution suggests that while full implementation across all subareas remains a future goal, most sites are actively advancing in several key areas of inclusive practices. One site reported no measurable progress; however, in Year 2 of the pilot, this site began to focus their efforts on a second school in addition to the school they had already included in the pilot. Although progress had been made in the original school, the inclusion of a new school, still early in implementation, lowered the overall reported scores.

Table 4. Distribution of Sites by Number of Subareas with Reported Progress

Number of Subareas (out of 9) with Reported Progress	Sites Reporting Progress	
	%	Count (<i>n</i>)
0	11.1	1
1	11.1	1
2	0	0
3	11.1	1
4	0	0
5	44.4	4
6	11.1	1
7	11.1	1
8	0	0
9	0	0

Qualitative Insights from Focus Groups & Interviews

We conducted focus groups and interviews with site leads, site team members, and teachers at eight of the nine sites to gain a better understanding of their experience with the DICP Program, the perceived effect of the grant on the culture of their school, materials they used and created, as well as their overall experience with grant implementation.

Data indicate that the DICP grant has provided schools the opportunity to reflect on how disability is addressed in their schools in terms of the four key domains. One site lead noted:

- “You have so many things happening in the school district every day that take up all of your brain space. And so the grant really helped to focus on these other things. Be more intentional, I should say.”

Additionally, data from these focus groups and interviews indicated that the DICP grant has had a positive effect on school culture as related to disability and inclusion. For example, a focus group member said:

- “I needed [a teacher] to help me with testing a student that has a hearing impairment. And so the student was in the classroom being tested, and other students were finishing up their PSSA’s from small group. So when they went into the classroom,

the student had all of his equipment there and the other kids were fascinated. The teacher said it was the best lesson on disabilities ever because the student was very open about his hearing. [The student] had an interpreter, which [his classmates] were fascinated by, and the student showed the kids a couple of signs. And [the student] talked about, ‘Well, I have a hearing impairment that means this,’ and ‘I have a cochlear implant and this is what this means, but I don’t have one on the other side.’... And the other kids thought that was so cool.”

Data from focus groups and interviews with teachers and members of site teams also provided additional insight into intended impact in Year 3 of the pilot. All nine sites noted a desire to focus on instructional goals in the final year of the grant. For example, one site expressed an interest in highlighting non-apparent disabilities (i.e., learning disabilities, mental health related disabilities) in response to the needs of their student population:

- “We’re seeing a lot, even at the sixth-grade level, of students with diagnosed with anxiety and depression...Like I said in the beginning, we tend to focus on mobility issues and hearing devices...So that’s something I’m going to try to tap into as I look at the characters that I want to feature and the short stories or other texts that I want to pair [because] they’re more commonplace [here]...So that’s kind of another frontier I’m going to try to push into because I think a lot of our students relate to that.”

Other sites said that they benefitted from focusing on the *Environmental* and *Student Body Representation* domains during the first two years of the pilot. As a result, they felt that they had created a strong foundation that would allow for effective curricular implementation in Year 3:

- “The first year was trying to get the Unified Bocce program and increase disability awareness. The second year was training and professional development in regard to disabilities... So, the focus for the third year is the curriculum.”

Assessment Question: To what extent have site and teacher understandings of the [social, political, economic] contributions of individuals with disabilities changed over time?

We analyzed data from the Year 2 focus groups to best understand how site and teacher understandings of the social, political, and economic contributions of individuals with disabilities changed over time. Primary themes from the Core Team focus groups indicated that sites experienced a positive shift in inclusive culture as a result of the DICP Program:

- “I would hear [students with disabilities] talking about like “Oh, so and so called me over the weekend, and she said, she’s getting this dress for Prom,” and “Come to the tabletop gaming club!” So to hear the enthusiasm of my students, and to see the shift change even from the kids that were already connected with them, from being an unequal relationship to a more even friendship.”
- “We’ve actually had a lot more awareness for kids with disabilities and a lot more of acknowledging kids in the hallways. With our club now, we have a lot more kids who are becoming friends with kids with disabilities, so it’s a lot more inclusive and everybody is more together now... I see a big improvement in our school in the last year or two.”

- “We have a student that has diabetes that has a dog...she's brought her dog in, talked a little bit...And so I think that we've given that platform. I think it's allowed teachers to feel comfortable enough to take a risk in terms of inviting [the conversation] in. So hopefully that particular climate or culture is something that's spreading—where teachers feel like that's okay to do, [and] kids feel a little more comfortable expressing themselves.”

In the Teacher focus groups, educators said that teaching lessons about disability changed their own understanding of the contributions and experiences of people with disabilities:

- I would say I learned an awful lot. I made a project for AP Euro[pean History] about invisible and invisible wounds from World War I. So I was trying to be encapsulating of the physical manifestations... [but] I was much less aware of the invisible wounds, the neurodivergence of disability...So I would say probably the biggest thing for me is recognizing that people back then, we often think like we're so disconnected from them, they were probably having very similar conversations. Maybe not out loud, maybe not recorded, but there was recognition and awareness and an acknowledgement that there were...disabilities that people would sustain.
- So I'd say the biggest takeaway for me is recognizing that this conversation has been ongoing. It's not new. We might change terminology. We might change approaches...It's part of the human experience today and it was part of the human experience back then too.

Data revealed that when teachers implemented disability inclusive lessons, *their* perspective on disability shifted.

Target Area 2: Student Learning Outcomes

Assessment Question: What are student understandings of the [social, political, economic] contributions of individuals with disabilities?

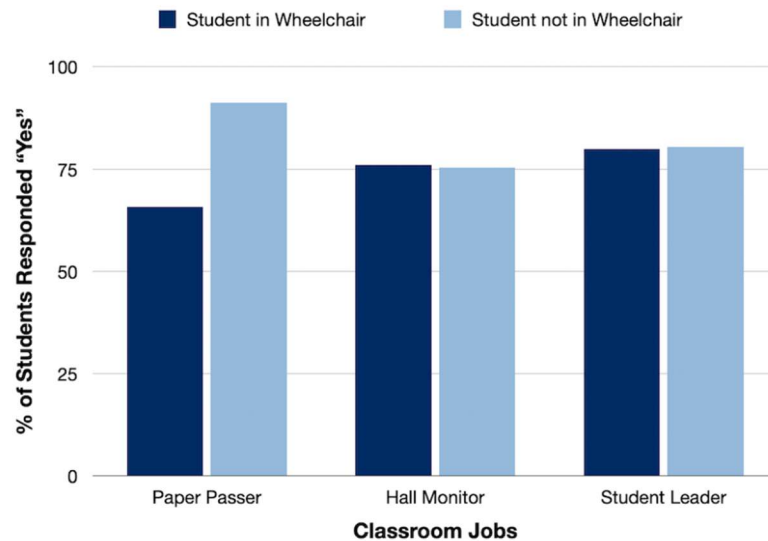
We took a survey approach to assess students' understandings of the social, political, or economic contributions of individuals with disabilities. To ensure grade-appropriate survey content, we designed and implemented two separate surveys—one for 3rd graders and another for 7th and 10th graders. We invited all sites to distribute the anonymous surveys to their 3rd, 7th, and 10th grade students and received responses from six sites. A total of 867 students completed the surveys, and detailed response information is presented below.

3rd Grade Survey (Total respondents: 398)

We assessed students' understandings by asking whether they believe individuals with disabilities can contribute to society in different ways: as volunteers for different classroom jobs and holding different jobs as adults. Students were introduced to four 3rd graders and were told that the students are volunteering for different helper jobs. We focused on two students—Charlie and Ava—and asked students if they think Charlie and Ava could be a paper passer, a hall monitor, and a student leader. After making their selection of “yes, they can” or “no, they cannot” for each character, students were asked to explain their choice. In one version of the survey, Ava is shown in a wheelchair and Charlie is not, and in another version, Charlie is shown in a wheelchair and Ava is not. The survey software randomly assigned each student to view one of these versions. All items, with the exception of school name, were optional.

As summarized in Figure 2, we found that 3rd graders were similarly likely to say that a student in wheelchair or a student not in a wheelchair could be a hall monitor or a student leader. However, 3rd graders were significantly less likely to say that a student in a wheelchair could be a paper passer than to say that a student not in a wheelchair could be a paper passer.

Figure 2. Summary of results from 3rd grade survey, focusing on classroom jobs.



Notes

Questions posed to respondents (either Ava's or Charlie's name is presented in the blank):

Could _____ be a Paper Passer? Paper Passers are students who help the teacher pass papers to other students in the class.

Could _____ be a Hall Monitor? A Hall Monitor is a student who makes sure other 3rd graders follow hallway rules.

Could _____ be a Student Leader? A Student Leader is a student who shares ideas from the class and helps plan school events.

To further contextualize these patterns, we explored students' responses to the follow-up question ("Why did you pick that answer for Ava [or Charlie]?"). In this report, we limit our analysis to the role of paper passer to allow for a deeper examination of how students reason about one familiar and accessible classroom job. Of 389 student responses, justifications for whether a pictured child could be a paper passer varied depending on whether the child was shown using a wheelchair.

For the child depicted as a non-wheelchair user, students most commonly cited kindness/responsibility (25%) (e.g., "she looks helpful") and physical ability (20%) ("she can walk easily between desks and can move around fast") as reasons to support their decision. Some students (16%) expressed a general belief that "anyone can be a paper passer." Approximately one-third of students (36%) gave no clear reason or provided non-informative responses. Few students (9%) explicitly referenced disability/ability.

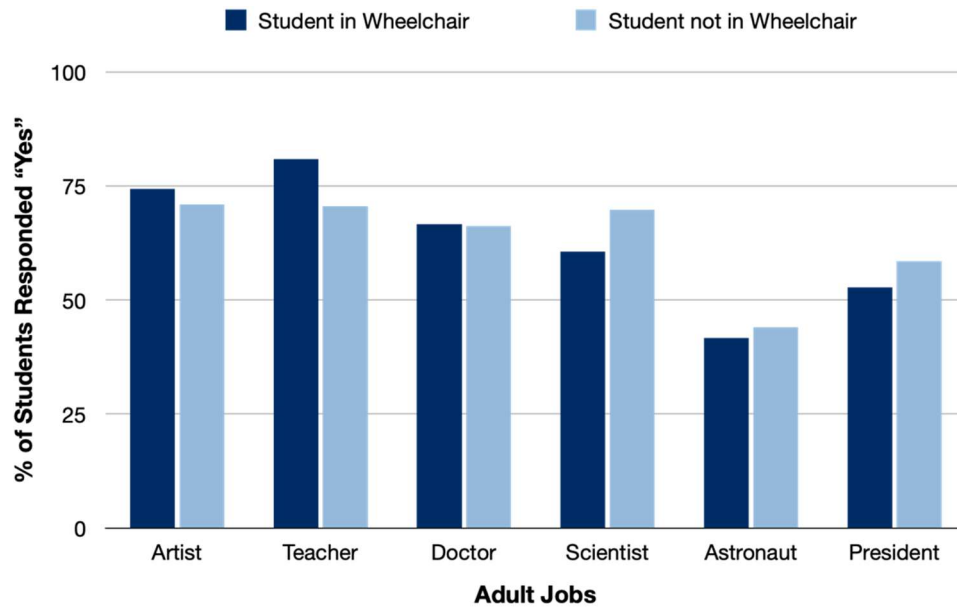
In contrast, when evaluating whether a student portrayed as a wheelchair user could be a paper passer, students were more divided. Many more students explicitly referenced disability. Approximately 28% of students wrote responses indicating that disability was a barrier; for example, “[Ava cannot be a paper passer] because she is in a wheelchair and she has to push the wheelchair with her hands.” Approximately 26% of students framed disability in inclusive, neutral terms or even as an asset; for example, “He is in a wheelchair, but he can still do it”, or “He can do it faster because he can roll around”. Some students (15%) offered general views (e.g., “anyone can be a paper passer if they put their mind to it”). Slightly over one-quarter of students (27%) gave no clear reason or provided non-informative responses.

These patterns suggest students were more likely to mention disability directly in open-response questions when it is visually present (9% vs 28%) and are divided between viewing it as a limitation versus neutrally or as an asset. Importantly, students’ willingness to name and engage with disability (an often-stigmatized identity) can be seen as a strength. Rather than avoiding the topic, many students attempt to reason through its implications. In future administrations of this survey, it will be possible to explore whether views shift away from deficit-based assumptions toward recognizing disability as a neutral or even positive attribute.

The final item of the survey asked students to imagine Ava and Charlie as adults looking for jobs. Students were asked to “pick all the jobs that Ava [or Charlie] can do?” The options presented were: artist, teacher, doctor, scientist, astronaut, and president. If students did not select an option (that is, students did not think the given job was a job that Ava [or Charlie] can do), students were asked to explain why they thought Ava [or Charlie] could not grow up to have the job[s].

We observed that 3rd graders were similarly likely to say that a student in a wheelchair or a student not in a wheelchair could grow up to become a doctor, an astronaut, or an artist (see Figure 3). However, 3rd graders were significantly less likely to say that a student in a wheelchair could grow up to become a scientist or a president than to say that a student not in a wheelchair could grow up to become a scientist or a president. Additionally, 3rd graders were significantly more likely to say that wheelchair user could grow up to become a teacher than to say that a student who is not a wheelchair user could grow up to become a teacher.

Figure 3. Summary of results from 3rd grade survey, focusing on adult jobs.



Among the 297 open-ended responses, 150 students (50.5%) cited accessibility challenges or identified the wheelchair as a limiting factor. For example, students wrote responses such as:

- “Because she has a wheelchair so she won’t be able to do a lot of things.”
- “It would be hard to be an astronaut in a wheelchair.”
- “If he’s a doctor, he can’t check them because he will be shorter than the patients.”
- “If he was a teacher, it would take a long time to pass out papers.”

These responses suggest that many students perceive the wheelchair as an obstacle to full participation in certain professions. This could perhaps be due to a lack of exposure to accessible practices or inclusive design. As with the classroom job question, students were willing to name disability and/or name wheelchairs directly; however, their reasoning often reflected a limited understanding of how people with disabilities navigate the world. Interestingly, 20 students (6.7%) raised concerns related to safety. One student wrote, “If you are a scientist, you will not be able to run if something will explode,” while another noted, “She could be injured.” Though they often reflected misconceptions about disability, these safety-related reasons for excluding the fictional adult from certain jobs were likely not rooted in exclusion. Rather, these students seemed to be expressing concern about how a physically demanding or risky role could impact a wheelchair user.

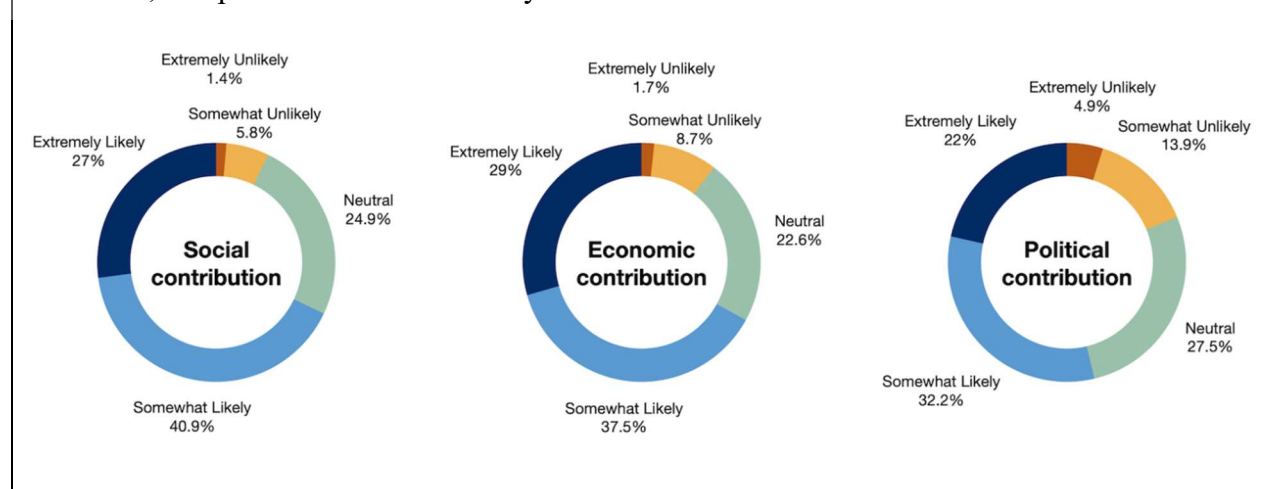
Finally, 37 students (12.5%) made comments reflecting ability-based judgments. These included statements such as, “It would be a little hard and is a lot of work,” “A scientist would be too stressful for her,” and “Those jobs require...a long time in school.” These responses may reflect a common misconception that a visually apparent physical disability implies a broader limitation in cognitive or emotional ability.

7th and 10th Grade Survey (Total respondents: 469)

We assessed students' understandings by asking a combination of close-ended and open-ended questions. In three separate items, we asked students to share their beliefs about: (a) "How likely is it that a person with a disability can make social contributions to their society (for example, doing something to make the world a better place)?", (b) "How likely is it that a person with a disability can make economic contributions to their society (for example, coming up with an idea, concept, or invention)?", and (c) "How likely is it that a person with a disability can make political contributions to their society (for example, participating in an important moment in history or running for an elected office)?" Since 7th and 10th graders responded similarly to these questions, we will aggregate their responses in the summary below (see Figure 4).

In general, students' perceptions are similar across the three types of contributions (social, economic, political), with a majority of students expressing the belief that individuals with disabilities are likely to make contributions to their society for each type.

Figure 4. Summary of results from 7th & 10th grade survey, focusing on perceptions of social, economic, and political contributions by individuals with disabilities.



Of 470 surveyed 7th and 10th grade students, 287 (61.1%) provided open-ended responses describing what they learned in school about the contributions of people with disabilities. Of those, 204 students (71.1%, or 43.4% of all survey respondents) specifically described how individuals with disabilities have contributed to society. Examples included:

- "Based on what I learned some ways that people with disabilities have contributed to society are speaking out about their disability, teaching others to accept people with different disabilities, and creating many new things."
- "I have learned that people with disabilities can bring light to problems that people wouldn't first think of. Like slopes instead of stairs or disability sports programs."
- "I remember learning something about Stephen Hawking, a very famous scientist who had disabilities such as being in a wheelchair. He is known for groundbreaking contributions to theoretical physics, particularly in the fields of cosmology, general relativity, and quantum gravity."
- "Many artists have disabilities, we learned about that in ELA when learning about dyslexia."

- “People with disabilities have contributed a lot to our society. Some have gone on to become famous, winning Nobel prizes, and expanding our knowledge in multiple fields of work. Some of them even helped the world become a better place.”

In addition, 52 of the 287 students who responded to the open-ended question (18.1%, or 11.1% of all survey respondents) noted the contributions of people with disabilities within their own schools. This is particularly important given current site-level efforts to improve representation of students with disabilities in leadership roles, clubs, and the broader school environment. Examples included:

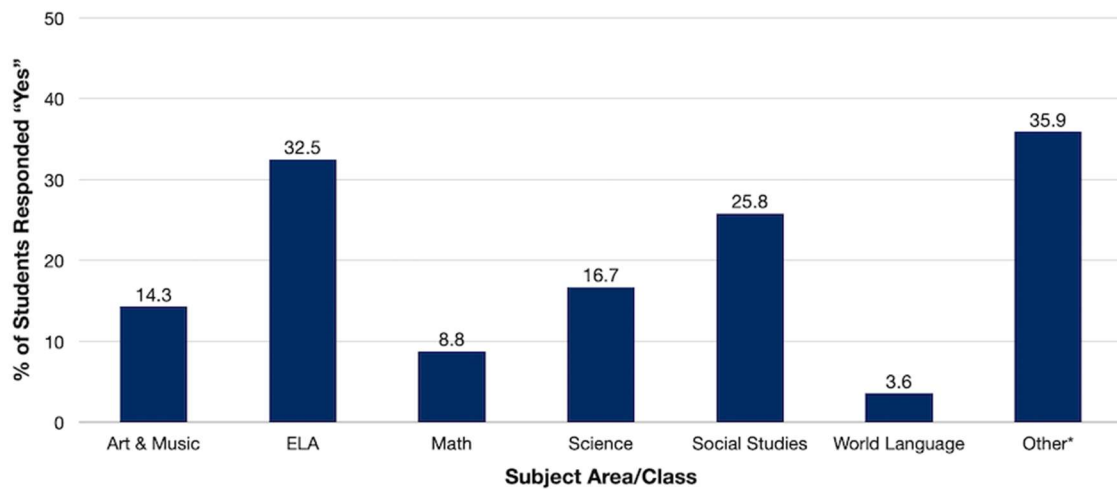
- “Like in gym when we play a game like baseball, [student name; redacted] is included so no one is left out or left behind.”
- “My teacher who has ADHD is one of my favorite teachers and makes class extremely fun, engaging, and applicable to the real world.”
- “People with disabilities are usually very nice and have a good vibe around them.”
- “They can run for class president or be in service club or student council.”
- “They might not look the same as us or think the same, but what I do know is that we mostly think alike in many ways like creating signs, showing their talents, making cards to give to veterans and more.”

Overall, the responses suggest that students are gaining awareness, not only of the broader societal impact of people with disabilities, but also of their presence and value within their immediate school communities. These findings highlight the importance of continued classroom instruction, inclusive practices, and representation in curricular materials as well as the school environment.

Additionally, we investigated the extent to which students were exposed to materials that pertain to the DICP, either classroom lessons or out-of-class activities, such as assemblies. Of the 469 students who completed the survey, 90.2% ($n = 423$) learned about the contributions of people with disabilities in at least one class or one out-of-class activity.

Focusing on academic instruction, a total of 329 students (7th grade: 224; 10th grade: 105) reported learning about the contributions of people with disabilities in at least one class. However, 140 students (7th grade: 94 [29.6% of respondents]; 10th grade: 46 [30.5% of respondents]) stated that they did not learn about this information in their classes. Figure 5 below summarizes the subject areas in which students learned about the contributions of people with disabilities.

Figure 5. Summary of results from 7th & 10th grade survey. Data below include respondents who learned about the contributions of people with disabilities in at least one class (sample size = 329).



Note

“Other” includes “I remember learning about the contributions of people with disabilities in one class, but I don’t remember which” and “I remember learning about the contributions of people with disabilities in more than one class, but I don’t remember which.”

Finally, 43.1% of 7th graders and 35.1% of 10th graders indicated that they participated in at least one school assembly or activity where they learned about the contributions of people with disabilities.

Target Area 3: Program Implementation

Assessment Question: What professional development (PD) opportunities have sites implemented?

All nine sites reported engaging in PD opportunities during the 2024-2025 academic year.

All Site PD

In September 2024, PaTTAN hosted and delivered a training session, entitled “Pennsylvania Disability Inclusive Curriculum Pilot: Insights, Priorities, and Collegial Collaborations”, for all sites involved in the DICP Program. The purpose of the PD was to:

- Provide insights into Year One of the pilot and preview the 2024-2025 data collection process and timeline
- Review the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit
- Outline steps for Disability Inclusive Curriculum mapping, with a specific focus on collaboration, planning, and ongoing evaluation
- Preview the PA Disability Inclusive Curriculum Schoology course and related modules
- Discuss site budgets, allowances, and timelines as related to the DICP
- Offer an opportunity for site collaboration, noting barriers, lessons learned, and materials/resources used and developed at varying DICP sites

Site-Based PD

Professional development also occurred at each of the nine sites during Year 2. Based on data collected from the sites, approximately 600 teachers received DICEP-related professional development. In sum, 30 PD sessions were delivered across the nine sites during the 2024-2025 academic year.

The content of these site-based PD sessions aligned with one or more of the following providers/areas: Benenergy, Disability Equality in Education (DEE), internal curriculum team, Pennsylvania Disability Inclusive Curriculum Pilot Toolkit, and other.

Benenergy: Two of the nine sites hosted Benenergy and the organization's keynote speaker, Ben Hartranft (site: <https://www.benenergy1.com/>). Hartranft is a man with autism who talks about his life journey and how he has found success through the support of his family and school team. He discusses the importance of presuming competence in all students. The target audience for these presentations were students (primary audience) and teachers (secondary audience).

Disability Equality in Education: Six of the nine sites worked with DEE for PD purposes. In addition to engaging in online and in-person trainings, sites described using the DEE website to identify inclusive books, lesson plans, and tools for students at the elementary level. The target audience for these presentations was teachers (Site: <https://www.disabilityequalityeducation.org/>).

Internal Curriculum Team: Six of the nine sites have developed internal curriculum teams/cohorts dedicated to disability-related curricular development. Site leads noted that these teams met regularly to review curriculum, develop lessons, plan professional development, and set additional goals for DICEP implementation.

Pennsylvania Disability Inclusive Curriculum Pilot Toolkit: Leads from seven of the nine sites directly mentioned using the Disability Inclusive Curriculum Pilot Toolkit as a current or future resource. Of the seven sites, two reported using the Toolkit regularly, and five expressed significant interest in integrating Toolkit resources in Year 3 of grant implementation.

Other: All nine sites shared information regarding other types of PD. These PD sessions involved elements of teacher training and preparation. The activities included:

- Presentations from Mikayla's Voice
- Hearing from Jordan Toma of "I'm Just a Kid with an IEP"
- Holding a schoolwide presentation featuring Cole the Deaf Dog
- Hosting a Unified Robotics competition for students from seven different school districts. Each team was comprised of students who are neurotypical and neurodiverse, and each contributed to the work of the team.
- Creating a Unified Sports Bocce Ball team (affiliated with the Special Olympics; attended training in preparation for implementing and expanding teams)
- Hosting Eric McElveny, a military and disabled veteran, for a presentation on grit
- Participating in teacher-led and/or administrator-led book studies

Qualitative Insights from Focus Groups & Site Lead Interviews

Focus group and monthly reflection data spoke to the benefits of the aforementioned PD sessions. Overall, site leads and teachers were pleased with the speakers they brought to their respective sites, as they felt that the presentations increased understanding of disability for teachers and students and had a positive effect on school climate regarding disability and inclusion. For example, members of site teams shared:

- “We had Benergy present to our students and staff. He was fantastic and we had a lot of positive feedback. He is a man with autism that discusses presuming competence in all students...It was a great presentation and highly recommended. Everyone was extremely receptive to this speaker. Even parents reached out to let me know that their kids came home and talked about it and they never really report out on anything that happens in school. This has made a great impact.”
- “Earlier this year we had Cole the Deaf Dog...The grant money has led to some assemblies and resources and projects that have opened up opportunities for conversation and understanding around [disability], making kids more comfortable opening up and giving opportunities for them to open up and speak up.”
- “When you bring in outside people, it really resonates with students...I think that those types of outside resources are really helpful for kids to say, ‘Hey, we talk about it here every day in the parameters of the school building, but this is how it’s going to impact you outside of this. This is how someone has overcome certain challenges. And look, he’s successful. He’s touring to different elementary schools. He’s written a book!’”

Assessment Question: What materials are teachers using and/or developing to teach about the [social, political, and economic] contributions of individuals with disabilities?

An online Teacher Survey was distributed to all site leads, who invited their teachers to participate in spring 2025. A total of 193 teachers completed the survey, representing teachers from seven sites (13 schools). Table 5 below summarizes the teachers’ personal and professional demographic characteristics.

Table 5. Summary of Respondents’ Personal and Professional Characteristics

Characteristic	% of respondents (n)
<i>Gender</i>	
Female	79.8% (154)
Male	15.0% (29)
Prefer not to share	5.2% (10)
<i>Race and Ethnicity</i>	
Black	1.0% (2)
Hispanic/Latine	1.0% (2)
White	89.1% (172)
Multiracial	0.5% (1)
Prefer not to share	8.3% (16)

Characteristic	% of respondents (<i>n</i>)
<i>Disability Status</i>	
Yes	5.7% (11)
No	86.5% (167)
Prefer not to share	7.8% (15)
<i>Age Group</i>	
18 to 23	0.5% (1)
24 to 29	10.4% (20)
30 to 39	21.8% (42)
40 to 49	33.2% (64)
50 to 59	26.9% (52)
60 to 69	3.1% (6)
Prefer not to share	4.1% (8)
<i>Grades Taught</i>	
Elementary (K through 6 th)	60.1% (116)
Secondary (7 th through 12 th)	28.5% (55)
Elementary and Secondary (K through 12th)	11.4% (22)
<i>Years in Practice</i>	
1 to 4 years	11.4% (22)
5 to 8 years	6.7% (13)
9 to 12 years	13.5% (26)
13 to 16 years	8.8% (17)
17 or more years	55.4% (107)
Prefer not to share	4.1% (8)
<i>Self-Reported Duration of DICP Involvement</i>	
Less than 6 months	28.0% (76)
Between 6 months to 1 year	32.6% (63)
More than 1 year	28.0% (54)

To identify the materials teachers used in planning DICP-related lessons, we asked, “What resources do you use to plan lessons about the social, political, and/or economic contributions of individuals with disabilities?” Teachers were presented with a list of options and were asked to select as many as applicable. Table 6 (below) summarizes these responses, and values from Year 1 are also presented in the table for comparison.

Table 6. Resources Teachers Used to Plan DICP-Related Lessons

Type of resource	Year 2 Data % of respondents (count)	Year 1 Data % of respondents (count)*
Online resources	44.0% (85)	48.0% (172)
Resources recommended by other teachers	37.3% (72)	43.6% (156)
AI tools (e.g., ChatGPT, Google Gemini, Magic School AI, Diffit)^	34.7% (67)	—
Resources on social media	28.5% (55)	33.2% (119)
Trade books	26.4% (51)	30.7% (110)
Textbooks provided by school	22.8% (44)	24.0% (86)
Curriculum map	17.1% (33)	15.6% (56)
I do not include these topics in my lessons	16.6% (32)	15.4% (55)
Resources from undergraduate training	13.5% (26)	11.2% (40)
Resources from graduate training	11.9% (23)	10.3% (37)
Disability Equality Education website^	9.3% (18)	—
Pennsylvania Disability Inclusive Curriculum Pilot Toolkit	7.8% (15)	9.2% (33)
Other (open ended)^#	3.6% (7)	5.3% (19)

Notes

*A total of 358 teachers completed the survey in Year 1.

^New response options added to Year 2 survey.

#Those who selected “Other” indicated that they used personal experiences, picture books, and other offices at their school (e.g., Learning Support) as resources.

As illustrated above, the pattern of responses is very similar between Year 1 and Year 2 of the DICP program. In fact, among the response options that were presented in both years, their ranks were identical.

In an open-ended question, teachers were asked to provide an example of how they have taught about the social, political, and economic contributions of individuals with disabilities. Of the teachers who took the survey, 72 responded to this question.

- Twenty-three teachers reported that they used literature to do so, via fictional stories, biographical stories, or magazine articles. Specific books cited include: *Freak the Mighty*, *The Insignificant Life of a Cactus*, *Fish in a Tree*, and *The Traveling Eye*.
- Eleven teachers described how they taught about the contributions of specific individuals such as Jennifer Keelan-Chaffins, Louis Braille, Beethoven, Franklin Delano Roosevelt, Judy Heumann, and Hellen Keller. One teacher described a civil rights heroes biography project where students could choose an individual with a disability.
- Six teachers described teaching about disability in the context of current events, using resources such as Newsela.

- Eighteen teachers described discussing disability in the context of awareness or acceptance activities (i.e., World Down’s Syndrome Day on 3/21; incorporating disability into social and emotional learning lessons).

Qualitative Insights from Focus Groups & Site Lead Interviews

Site leads and teachers across a variety of grade levels and subject areas spoke of developing curricular materials intended to teach students about the social, economic, and political contributions of people with disabilities, providing a deeper look at disability instruction occurring in pilot schools. During the focus groups and interviews, they shared the following examples:

Teachers

- “I did some background with the students on the American Disabilities Act, and asked [students], if you had a mobility issue, how can you get in and out of buildings? And they said, “Sometimes some of the school buses have special lift,” and “some schools have a ramp to get into a building.” And for them to then to know that those things weren’t always thought of and planned for, telling them that wasn’t always the case. And we went into how in the 1980s in Chicago, you had people sitting in the streets in their wheelchairs, rallying and protesting at the public transit. They couldn’t ride public transit. And the kids were like, “Wow, like, I get it. They couldn’t go to work. If they needed a doctor’s appointment, they weren’t accommodated to be able to get there.” And so it was just very eye-opening for them—because they were 11 and 12—to know that buildings didn’t always have ramps. Public transportation wasn’t equally accessible for everyone.”
- “We read *Fish in a Tree*, so we always go back to that. I show them the picture with the man saying, “OK, for your final exam, we’re all going to climb this tree, and you have the monkey, the elephant, the fish in the bowl, the fish out of water.” I try to do that before PSSA’s too because I want them to know that we’ve worked hard, but your end game might be a struggle for you because we’re asking everyone to do the same thing, and that’s not always reasonable.”
- “We started with “Everyone is Different.” We just got it this year, and it was about two sisters who were having a play. They were showing that everybody could be in the play, and everybody could be accepted and be a part of it. One student was non[speaking], one student was blind, one student was hard of hearing, there was some autistic students, and there was one child in a wheelchair. It was just showing how you were adapting to be able to fit their needs because everyone was involved in this no matter what. We related this to sports that we play and things that we do here—we have to adapt what we’re doing to be able to fit the needs of everybody. The kids are able to relate to that as a whole.”

Site Leads

- “I’m going to jump into curriculum restructuring. So we had a lot of discussion when we would meet, and then people would work on their own pieces outside of our meetings. Our two inclusion facilitators put together the one-pagers. So they did the visual graphics, found the read alouds on YouTube, and linked to or wrote the lesson plans. Our principals worked together—thinking about the timeline of implementation, communication to our teachers, and how we would do that. And then I worked with the curriculum department on identifying certain books and purchasing. Our team looked at a bunch of different books and weighed in pros and cons.”

Lesson Observations

Between April-June 2025, the evaluation team observed six disability-inclusive curriculum lessons and held post-observation conferences with teachers to deepen understanding of instructional implementation. Teachers integrated the following materials/concepts into their lessons:

- *The Abilities in Me: ADHD* by Gemma Keir
- *Susan Laughs* by Jeanne Willis and Tony Ross
- Assistive technology/adaptive bowling
- eSports and adaptive gaming
- *Difference, A Great Thing to Be* by Heather Avis
- *A Little SPOT of Belonging: A Story About Being True to Yourself and Making Friends* by Diane Alber

Themes from these lessons included: the importance of belonging/inclusion; viewing disability as an asset (sometimes termed “superpower”); understanding and addressing barriers to access. In a representative quote from a post-observation conference, a teacher shared:

- I think that the kids were able to connect to the stories that we read during the week about students with disabilities. That’s why I saved *Susan Laughs* for last. That’s my favorite one to do because it depicts Susan as a child that’s just like the rest of us and you don’t realize she might have a disability until the end. So I think that that resonates with them. They always go back and then focus on she was in a wheelchair but because you start without her being in a wheelchair, they understand that Susan’s able to do just about everything they’re able to do.

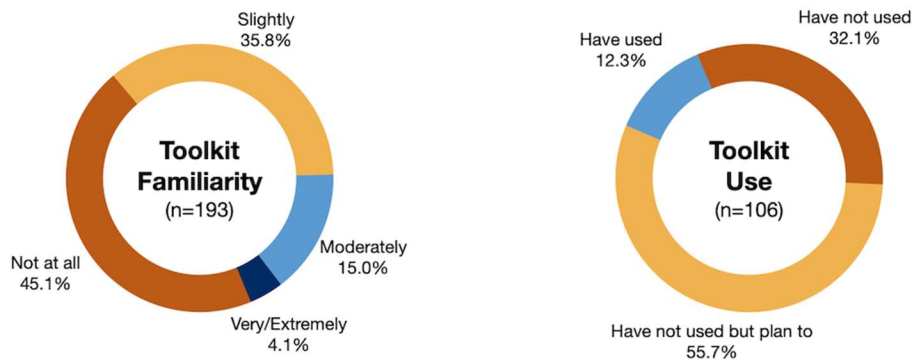
Assessment Question: To what extent do the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit or related resources support sites’ goals? (Year 2: Teacher Perspectives)

In Year 2, we focused on teachers’ awareness of grant resources, including the Disability Inclusive Curriculum Pilot Toolkit, as well as how these resources were used to support sites’ goals. Data were collected in the online teacher survey described earlier.

Toolkit Use

As illustrated in Figure 6, approximately half the teachers (54.9%, $n = 106$) surveyed have some degree of familiarity with the DICP Toolkit, and among those teachers, 12.3% ($n = 13$) have used the toolkit, 32.1% ($n = 34$) have not used it, and 55.7% ($n = 59$) have not used it but plan to use it in the future. Among the teachers who have used the toolkit, they found it to be moderately (8 teachers) or very (5 teachers) helpful.

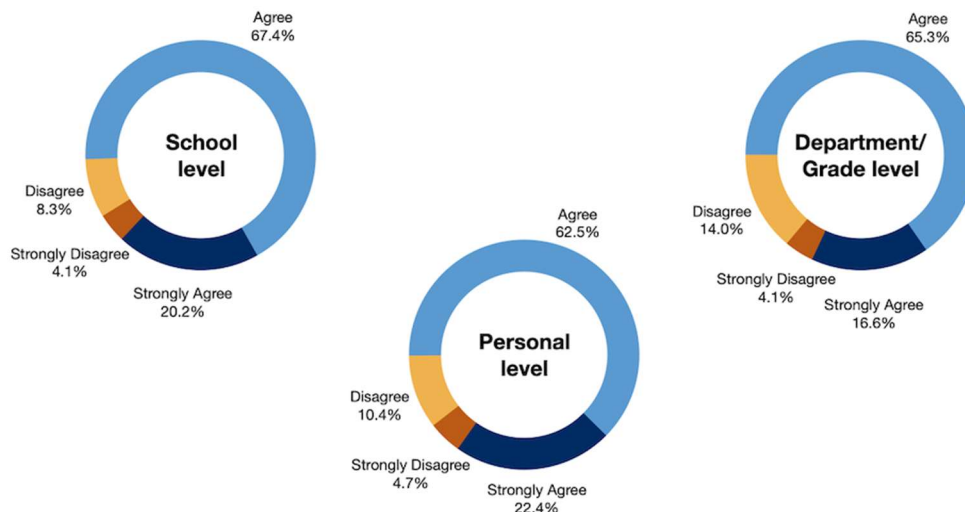
To better understand why teachers are not utilizing the toolkit, we invited non-users who do not plan to use it ($n = 34$) to explain their reasons. Among the 22 teachers who provided a reason, the most commonly stated reasons are: lack of training or preparation on how to use the toolkit or where to access it ($n = 9$), have not needed it ($n = 4$), and time constraints ($n = 3$).

Figure 6. DICP Toolkit familiarity and usage.

Other Resources: General Perceptions

In the Teacher Survey, respondents were asked about their perceptions of the type of support they have received from the school/district in enacting the DICP program. Specifically, teachers were asked to indicate the extent to which they agree with the following statement stem: “There are efforts at _____ to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.” Efforts across three levels were assessed: school level, department/grade level, and personal level.

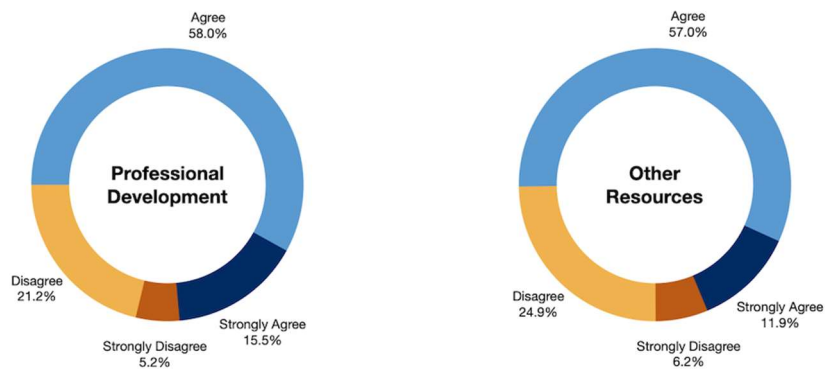
As presented in Figure 7 below, a high percentage of teachers agreed that there are efforts across the school level (87.6%), department/grade level (81.9%), and personal level (84.5%) to increase the representation of the contributions of individuals with disabilities in curriculum.

Figure 7. Teachers’ perceptions of efforts made at different levels to increase the representation of the contributions of individuals with disabilities in curriculum.

It is worth noting that these perceptions are comparable to those reported in Year 1, with a high percentage of teachers perceived school (86.0%), department/grade (82.1%), and personal (89.4%) efforts to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.

Teachers also indicated the extent to which they agree with the following statements: (a) “I have been provided with professional development related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.” and (b) “I have been provided with resources related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.” As summarized in Figure 8 below, a high percentage of teachers agreed that they have been provided professional development resources (73.5%) and other resources (68.9%) to support their teaching about the social, political, and/or economic contributions of individuals with disabilities. These patterns are comparable to those reported in Year 1, with a high percentage of teachers who perceived support in the domains of professional development (69.0%) and other resources (65.4%).

Figure 8. Teachers’ perceptions of professional resources they have received to support their teaching of the contributions of individuals with disabilities in curriculum.



Finally, teachers were asked the extent to which they agreed with the statement that “Administrators in my school or district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in curriculum.” Overall, approximately three-quarters of the teachers (75.7%) felt that the school/district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in their lessons. The remaining respondents either disagree (20.7%) or strongly disagree 3.6% with that statement. Again, these patterns are comparable to data from Year 1 (77.1% agree/strongly agree; 18.4% disagree; 4.5% strongly disagree).

Other Resources that Contributed to Teachers’ Increased Awareness

To complement the results in Table 6 above, which identified the specific resources teachers used for planning DICP-related lessons, we asked teachers to identify “resources/experiences that have contributed to [their] awareness of the social, political, and economic contributions of individuals

with disabilities”, by selecting all that apply from a list of options. Teachers’ responses are summarized in Table 7 below.

Table 7. Types of resources or experiences teachers have used to increase awareness of the social, political, and economic contributions of individuals with disabilities.

Types of Resource/Experience	% of respondents (count)
District or school-provided professional development	77.7% (150)
Personal experience	60.1% (116)
Graduate education	51.8% (100)
Undergraduate education	45.6% (88)
Social media (e.g., something learned through YouTube, TikTok, Instagram, Pinterest, etc.)	43.0% (83)
Friends/colleagues have suggested resources	42.0% (81)
Reading books or memoirs about disability	36.8% (71)
District or school provided professional learning community	25.9% (50)
Curricular materials provided by my school	24.9% (48)
Free or paid online resources (e.g., Teachers Pay Teachers)	22.3% (43)
Pennsylvania Disability Inclusive Curriculum Pilot Toolkit	12.4% (24)
External professional development (not provided by school/district)	11.9% (23)
Disability Equality Education (DEE) website	9.8% (19)

Qualitative Insights from Focus Groups & Site Lead Interviews

During the Teacher focus groups, educators shared the ways that the toolkit and related resources supported their efforts to engage with disability inclusive curriculum.

When reflecting on Toolkit use, teachers shared:

- “I think the toolkit is laid out well, and it breaks it down into different categories. For example, there are categories for standards that we follow in schools, there are resources for what disabilities are and talks about it. I think it breaks it down really nicely. You’re not just looking through and not sure where to find something. It really outlines each section of what you might need.”
- “I thought that it was so easy to use because everything there was included, so I just went through and found things that were accessible. All the work was done for me, I just clicked on kindergarten, and I found the book that I thought looked interesting and I ordered five of them. All of the resources were right there—the Amazon link for the toys, paper and markers to go with it...it made it very easy.”
- “I think sometimes as we go through our day to day, there’s so many resources out there that we lose track of the priority ones that are probably more beneficial for us. So we haven’t used [the toolkit] as much as I think we would like, and moving forward it’s something that we can focus on more. Because I do think it has a lot of really good resources. It seemed very user friendly. The

links were already embedded in there. It gave a focus of, “if you’re looking for something like this more in the instructional category, this is a good resource.”

Teachers also noted how other resources supported sites’ goals:

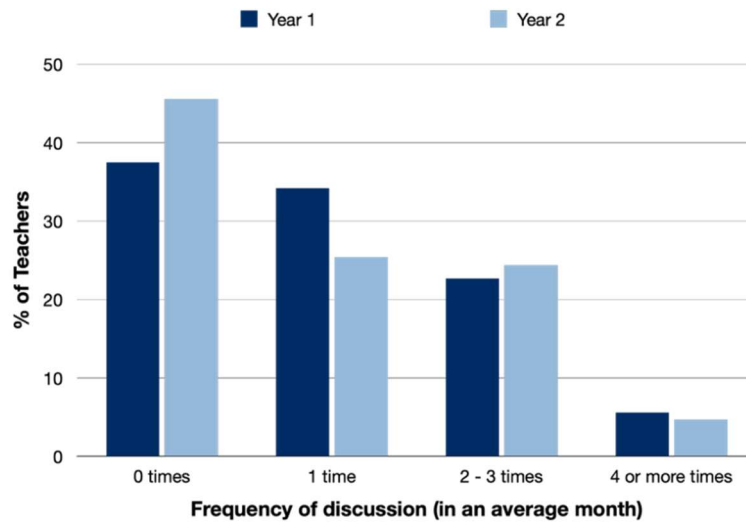
- **Student Body Representation:** “I definitely think the bocce program really opened some kids’ eyes. And Special Olympics. We...have buddies that go along with the students, and I just feel like they’re being a little bit more accepted in school because they’re recognized for being on bocce, and we’ve done a send-off where we’ve gone through the school on our way to our championships; so they’re more recognized as being part of their school community.”
- **Instructional:** “I just think that [Disability Equality Education] website is amazing because everything’s done for you. If you need to do anything, the lesson plans there, the resources are there.”
- **Environmental:** “I think in terms of environment, we’ve definitely improved—I remember when we did the initial scan, I walked with [site lead] around and we were walking through the high school and there was nothing on the walls...From there, we were able to put up the communication boards over here. [The site lead] hung all the inclusive art over in the high school. Now when you’re walking in, before you even talk to anyone, you see how inclusive it is. I feel like we really made advances there.”
- **Communication Pathways:** “We’ve got more with our district communications, and I think we’ve done a lot of changing of language and verbiage and how we address families. We’ve looked at our handbooks and how we can make them more inclusive.”

Target Area 4: Interested Parties’ Satisfaction

Assessment Question: What are teachers’ perceptions of and related satisfaction with grant implementation?

To assess teachers’ perceptions of and related satisfaction with grant implementation, we first asked about the extent of DICP implementation. When asked, since September 2024, “In an average month, how many times do you discuss the social, political, and/or economic contributions of individuals with disabilities with your entire class?” To facilitate cross-year comparison, results from Year 1 and Year 2 are presented in Figure 9 below below.

Figure 9. The number of times teachers had class discussions on the social, political, and/or economic contributions of individuals with disabilities in an average month.



To better understand these patterns, we asked teachers to identify facilitators that let them discuss disability with their students and obstacles they encountered when discussing (or attempting to discuss) disability with them. To facilitate cross-year comparisons, we presented the results from Years 1 and 2 side-by-side in Table 8 below.

Table 8. Factors that Teachers Identified as Facilitators or Barriers in Classroom Discussions of Disability-Related Topics. Sample Sizes: Year 2 = 193, Year 1 = 358.

Facilitators	Year 2 % respondents (count)	Year 1 % respondents (count)	Year 2 rank	Year 1 rank
Feeling comfortable discussing disabilities	43.5% (84)	44.1% (158)	1	1
Having agency and flexibility in planning curriculum	38.9% (75)	37.4% (134)	2	2
Support from administrators and parents	34.7% (67)	26.0% (93)	3	7
Ability to locate relevant resources	30.6% (59)	29.3% (05)	4	4
Knowing how to create relevant lessons	28.0% (54)	30.7% (110)	5	3
Familiarity with disability-related language	27.5% (53)	26.5% (95)	6	6
Connection to the disability community (personal or professional)	24.9% (48)	26.8% (96)	7	5
Curricular relevance	24.4% (47)	24.9% (89)	8	8
Familiarity with disability culture	24.4% (47)	21.5% (77)	9	10
Prior professional development or coursework	24.4% (47)	22.1% (79)	10	9

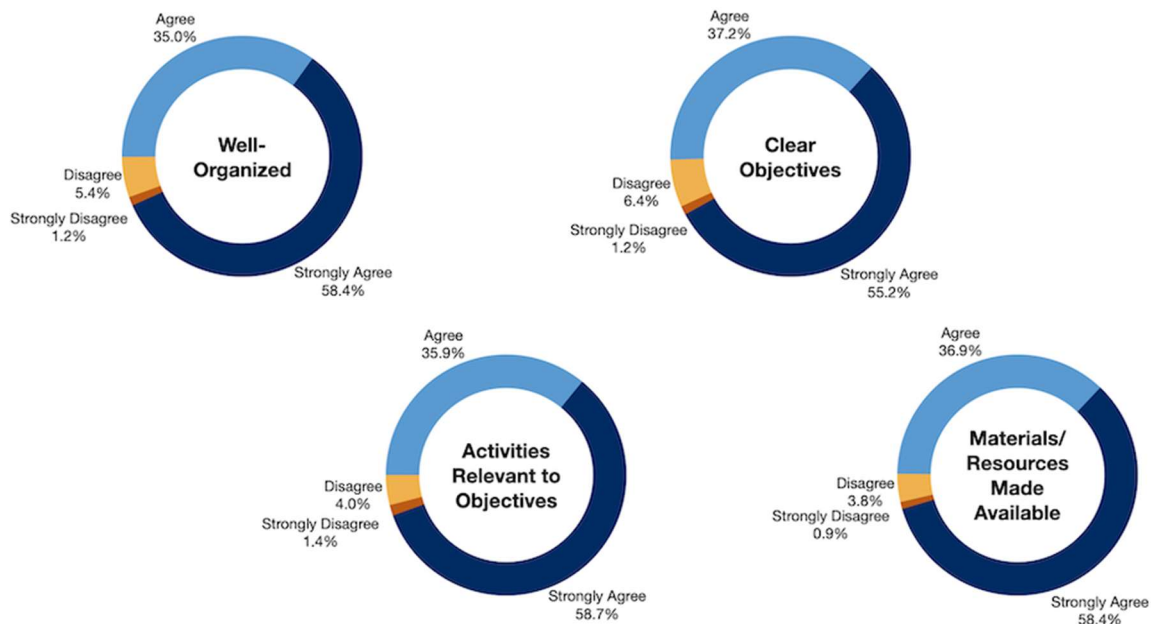
Facilitators (cont'd)	Year 2 % respondents (count)	Year 1 % respondents (count)	Year 2 rank	Year 1 rank
None, did not encounter any facilitators	17.6% (34)	13.1% (47)	11	11
Other (open-ended response)	0.0% (0)	2.0% (7)	12	12
Obstacles	Year 2 % respondents (count)	Year 1 % respondents (count)	Year 2 rank	Year 1 rank
Time constraints	58.5% (113)	49.4% (177)	1	1
Fear of offending students/persons with disabilities	28.0% (54)	25.7% (92)	2	2
Low curricular/content area relevance	24.4% (47)	21.2% (76)	3	4
None, did not encounter any obstacles	18.1% (35)	17.6% (63)	4	6
Lack resources to know how to discuss disabilities	15.5% (30)	21.5% (77)	5	3
Potential discomfort when discussing disabilities	12.4% (24)	16.2% (58)	6	7
Not sure how to bring a disability-related discussion into the class	11.9% (23)	17.9% (64)	7	5
Lack of support from administrators and parents	8.3% (16)	6.4% (23)	8	8
Unfamiliar with the idea that disability could be a diverse identity	3.1% (6)	2.8% (10)	9	9
Other (open-ended)	2.6% (5)	1.4% (5)	10	10

While most facilitating factors were ranked similarly across the two years—including comfortability and agency in curriculum planning were identified as the top facilitators in both years—support from administrators and parents rose from a bottom-half rank (#7) to a top third rank (#3). Most obstacles were ranked similarly across the two years, with time constraints and fear of offending someone identified as the top barriers in both years. Notably, a lower percentage of teachers identified “lack of resources” and “not sure how to bring disability-related discussions into the class” in Year 2 compared to Year 1 (lack of resources: Year 1 = 21.5%, Year 2 = 15.5%; unsure how: Year 1 = 17.9%, Year 2 = 11.9%). These patterns are consistent with the observation that teachers reported being familiar with the social, political, and economic contributions of individuals with disabilities, with nearly half the teachers (44.6%, $n = 86$) reporting very/extremely familiar, 43.5% ($n = 84$) reporting “slightly familiar”, and 11.9% ($n = 23$) reporting “not familiar at all”.

In a separate post-professional development survey, completed by 425 teachers across 17 schools (six sites), teachers were asked about their overall satisfaction with the professional development activities that they attended. On a scale of 1 (low quality) to 4 (high quality), the average rating for overall quality of the presentations was 3.46, and the average rating for overall value of the presentation was 3.49.

Specifically, as summarized in Figure 10 below, a very high percentage of teachers found the PD activities to be well-organized (92.7%), to have clear objectives (91.6%), to have activities that were relevant to the objectives (93.4%). Furthermore, 94.6% stated that all necessary materials and resources were provided or made readily available. Although these results suggest high degree of satisfaction, the percentages are numerically lower than those from Year 1 (well-organized: 96.6%; clear objectives: 98.3%; relevant activities: 98.3%; materials availability: 98.3%). Of note is that results of the post-PD survey from Year 1 were based on only 59 teachers, compared to 425 teachers in Year 2.

Figure 10. Teachers' perceptions and evaluations of site-led professional development activities.

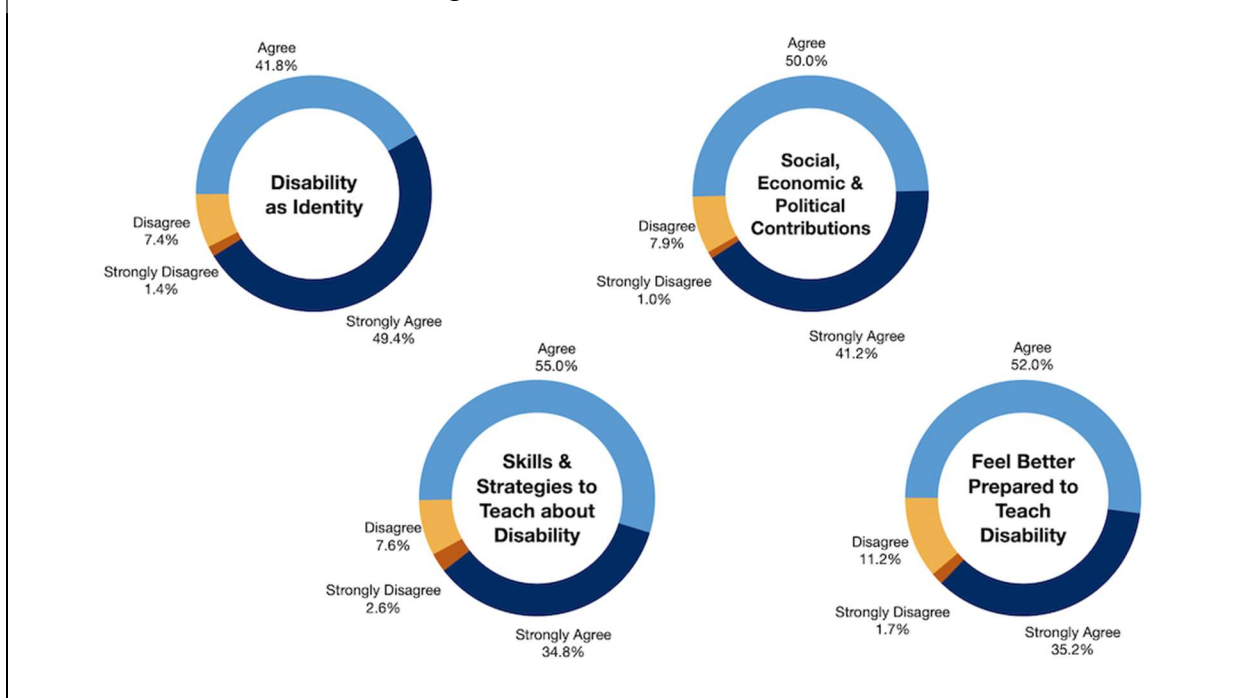


Note

Teachers indicated the extent to which they agree with each of the following statements: (a) “This presentation enhanced my understanding of disability as an identity”, (b) “This presentation provided me with an understanding of the political, economic and social contributions of individuals with disabilities”, (c) “This presentation provided me with practical skills and strategies to teach about disability”, and (d) “This presentation helped me feel better prepared to teach about disability”.

We assessed the perceived impact of the PD activity in terms of knowledge gain and self-efficacy. Among the teachers who responded to these items ($n = 420$), 91.2% reported that the activity enhanced their understanding of disability as an identity, 91.2% agreed that the activity provided them with an understanding of the social, economic, and political contributions of individuals with disabilities, 89.8% learned practical skills and strategies to teach about disability, and 87.2% felt better prepared to teach about disability after participating in the activity (see Figure 11 below). These patterns are comparable to those reported in Year 1 (59 teachers), with the percentages in the four areas being 89.8% (disability as identity), 89.8% (social, economic, and political contributions), 88.1% (skills and strategies), and 83.0% (feel better prepared).

Figure 11. Teachers' evaluation of the extent to which the site-led professional development activities enhanced their knowledge and abilities in four domains.



Teachers were also asked to consider if, when, and how they plan to incorporate what they learned into their instruction. A very high percentage of the teachers (87.8%, $n = 374$) indicated that they plan to do so. Among these teachers, 51.6% ($n = 193$) plan to do so within the next month, 26.5% ($n = 99$) within the next six months, and 16.3% ($n = 61$) within the next school year. A small percentage of teachers (4.3%, $n = 16$) identified a less specific timeline, either because they have already incorporated the materials in their work or they plan to do so “when applicable”. The remaining five teachers did not respond to this question.

Finally, teachers were asked to identify potential barriers for teachers to incorporate what they learned from the professional development activities into their instruction. Their responses are summarized below in Table 9.

Table 9. Potential barriers to incorporating information learned during professional development into instruction.

Types of Resource/Experience	% of respondents (count)
Time constraints	41.9% (178)
None, I do not anticipate any barriers	32.2% (137)
Curriculum/content area relevance	22.1% (94)
Not sure how to bring a disability-related discussion into the classroom	12.0% (51)
Fear of offending students/persons with disabilities	10.1% (43)
Lack of resources available to know how to discuss disabilities	7.5% (32)

Types of Resource/Experience	% of respondents (count)
Other (open-ended responses)	3.8% (16)
Lack of support (administrators, parents, teachers, etc.)	3.3% (14)
I wasn't familiar with the idea that disability could be a diverse identity	2.4% (10)
Personal discomfort when discussing disabilities	2.1% (9)

Plans for the Next Reporting Period

In Year 3 of the evaluation to assess the impact and effectiveness of the implementation of Pennsylvania's Disability Inclusive Curriculum Pilot, we plan to continue to address the questions posed above. Additionally, we will expand our investigation to consider the following questions:

1. **Interested Parties Satisfaction:** *What are interested parties' perceptions of and related satisfaction with grant implementation?*

We will build on our findings related to teacher perceptions of the pilot program using surveys and focus groups with other interested parties (i.e., members of a disability advocacy group).

2. **Student Learning Outcomes:** *How have student understandings of the [social, political, economic] contributions of individuals with disabilities changed over time?*

During the next reporting period, we will compare student responses from Years 2 and 3 to note any changes over time.

Appendices

- Appendix A: Environmental Education Scan
- Appendix B: Monthly Reflection Form
- Appendix C: Teacher Survey
- Appendix D: Professional Development Questionnaire
- Appendix E: Post-Professional Development Teacher Survey
- Appendix F: Site Lead Interview Protocol
- Appendix G: Student Survey
- Appendix H: Core Team Focus Group Protocol
- Appendix I: Teacher Focus Group Protocol

Appendix A: Environmental Education Scan

Overview: The Environmental Education Scan was completed twice a year by site leads in collaboration with the lead for each site.

DISABILITY INCLUSIVE CURRICULUM PILOT GRANT: EDUCATIONAL ENVIRONMENTAL SCAN

Site name: _____

Team members from LEA: _____

Team members from PaTTAN: _____

<u>Topical Area</u>	<u>Rating Scale</u> 1. Getting Started (beginning discussions) 2. Along the Way (continuing discussions) 3. Almost There (completing discussions) 4. Fully Implemented	<u>Describe</u>	<u>Potential Areas of Improvement</u>
<u>Instructional</u>			
Are people with disabilities represented in materials in all instructional environments' (e.g., English Language Arts, Mathematics, Social Studies, Science, Technology, Arts and Music)?			
Are the political, economic, or societal contributions of people with disabilities embedded into the curricula (e.g., Social Studies lessons are inclusive of persons with disabilities. The content of lessons at the secondary level are inclusive of people with disabilities)?			
<u>Environmental</u>			
Do hallways/classrooms/ other spaces have representation of people with disabilities (e.g., artwork, trophy case, signage, bulletin boards)?			

Are all building environments and applicable materials accessible to students with any disability (e.g., textbooks, trade books, software, online resources, physical structures)?			
<u>Student Body Representation</u>			
Are students with disabilities provided the information and the opportunity to participate in student body leadership positions (e.g., all students offered the same information with equal opportunity for participation)?			
Have students with disabilities, over the past three years, been recognized for various accomplishments (e.g., artwork hung in hallways, trophies in the trophy case, medals, students of the month, banners of recognition)?			
Are students with disabilities represented in non-academic and extracurricular opportunities (e.g., varsity athlete jackets, county chorus auditions, musicals/plays) ?			
<u>Communication Pathways</u>			
Do all school wide communications, both formal and informal, include students with disabilities and their families (e.g., all students receive the same communication packets, texts, emails, letters, school-wide calendar of events (e.g., Science fair, book fair, Autism Month, etc.)?			
Do all school wide communications, both formal and informal, promote differences and inclusivity (e.g., all staff communicate using <i>person first language</i> or with the student's preference, staff refer to all students as "our" students and part of the school-wide community)?			

Appendix B: Monthly Reflection Form

Overview: The Monthly Reflection Form was completed by the lead for each site.

PA Disability Inclusive Curriculum Monthly Reflection/Impact Statement

DO NOW!

1. Identify one resource/strategy that was new to your implementation this month?
2. How will you implement that resource/strategy in your building/district?

DO LATER!

3. After implementing, please describe your reaction and your school community/students/parents' reactions. Is there anything you would change?

Appendix C: Teacher Survey

Overview: The anonymous Teacher Survey was designed to understand teachers' implementations of the DICP. The lead for each site distributed the survey to all teachers and requested completion. The survey was administered in April through June 2024 and April to June 2025. Questions with an asterisk (*) were added during the second round of data collection in Spring 2025.

1. School/District name
2. What grade(s) do you currently teach?
3. What subject area(s) do you currently teach?
4. Personal code generated by respondent. [Note: Respondents will be asked to use this same code when completing additional surveys in Years 2 and 3. This will allow the evaluation team to track individual-level changes over the years.]
5. These items were added in Spring 2025. They assessed: (1) the extent to which teachers were involved in the pilot program, (2) who teachers report turning to for guidance related to disability inclusive curriculum, and (3) teacher awareness of the social, political, and economic contributions of individuals with disabilities. The questions were:
 - a. How long have you been involved in the Disability Inclusive Curriculum Pilot Program?*
 - b. Please describe how you have gone about learning how to implement DIC-related lessons.*
 - c. Have you served as a resource to other teachers and/or staff in the context of DICP implementation?*
 - d. Have you looked to other teachers and/or staff as resources?*
 - o If yes: Why did you ask this particular person for guidance? What is this person's role?*
 - e. At this point in time, how familiar are you with the social, political, and economic contributions of people with disabilities?*
 - f. What resources/experiences have contributed to your **awareness** of the social, political, and/or economic contributions of individuals with disabilities?*
 - g. If relevant, please share the names of any resources that have significantly contributed to your understanding of the contributions of people with disabilities.*
6. These items were added in Spring 2025. These items assessed teacher familiarity and use of the disability inclusive curriculum toolkit. The questions were:
 - a. Please rate your level of familiarity with the Disability Inclusive Curriculum Toolkit.*
 - b. Have you used any of the resource(s) from the Toolkit?*
 - o Which Toolkit resource(s) have you used? What did you use these resources for?*
 - o In general, how helpful were the Toolkit resources?*
 - o Why haven't you used the Toolkit?*
 - o If known, please identify which Toolkit resource(s) you plan to use. Why did you select these resources?*
7. These items assessed: (1) teachers' perception of efforts made by school, grade, and themselves to increase DIC-related topics in the curriculum, and (2) the extent to which teachers have been provided with resources to support DIC-related efforts. For each item, teachers were asked to indicate whether they agree or disagree with each statement. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:

- a. There are efforts at my school to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.
 - b. There are efforts at my grade level / in my department to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.
 - c. I have personally made efforts to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - d. I have been provided with professional development related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - e. I have been provided with resources related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - f. Administrators in my school or district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in curriculum.
8. The following items assessed classroom discussions and related practices:
- a. Since September, have you taught about the social, political, and/or economic contributions of individuals with disabilities? [Response options: Yes or No]
 - If “Yes”. In an average month, how many times do you discuss the social, political, and/or economic contributions of individuals with disabilities with your entire class? [Response options: 1 time; 2-3 times; 4 or more times]
 - If “Yes”. Please describe one example of how you have taught about the social, political, and economic contributions of individuals with disabilities.
 - b. In an average month, how many times do you discuss disability in general with your entire class? [Response options: 1 time; 2-3 times; 4 or more times]
9. The following items assessed implementation of the pilot curriculum.
- a. What resources do you use to plan lessons about the social, political, and/or economic contributions of individuals with disabilities? Please select all that apply: (choices with an asterisk were added in Spring 2025)
 - AI tools (e.g., ChatGPT, Google Gemini, Magic School AI, Diffit)*
 - Curriculum map
 - Disability Equality Education (DEE) website*
 - Pennsylvania Disability Inclusive Curriculum Pilot Toolkit (through Standards Aligned System [SAS] website)
 - Free or paid online resources (e.g., Teachers Pay Teachers)
 - Trade books (fiction or non-fiction)
 - Textbooks provided by my school
 - Resources from undergraduate education
 - Resources from graduate education
 - Social media (e.g., something learned through YouTube, TikTok, Instagram, Pinterest, etc.)
 - Suggested resources from friends/colleagues
 - I do not include the social, political, and economic contributions of individuals with disabilities in my lessons.
 - Other (please describe)
 - b. What are the facilitators that currently allow you to discuss disability with your students? Please select all that apply.

- Curricular flexibility: having agency in lesson planning/curricular development
 - Curricular relevance
 - Ability to locate relevant resources
 - Curriculum knowledge: knowing how to create resources or lessons that allow me to discuss disabilities in my classroom
 - Comfortability when discussing disabilities with my students
 - Support from administrators and parents
 - Familiarity with disability-related language (i.e., commonly used terms when discussing disability)
 - Connection to the disability community, either personally or through your school system
 - Familiarity with disability culture
 - Prior professional development or university coursework
 - I don't encounter any facilitators
 - Other (please describe):
- c. What are the obstacles that you encounter when discussing (or attempting to discuss) disability with your students? Please select all that apply.
- Curriculum/content area relevance
 - Time constraints
 - Not sure how to bring a disability-related discussion into the classroom
 - Potential discomfort when discussing disabilities
 - Fear of offending students/persons with disabilities
 - Lack of resources available to know how to discuss disabilities
 - Lack of support (administrators, parents, teachers, etc.)
 - I wasn't familiar with the idea that disability could be a diverse identity
 - I don't encounter any obstacles
 - Other (please describe)
- d. How comfortable are you (or would you be) discussing the social, political, and/or economic contributions of individuals with disabilities with your students? [Response options: Very comfortable, Comfortable, Uncomfortable, Very uncomfortable]
8. Demographic questions:
- a. How long have you been a teacher (total years in practice)?
 - b. What is your age?
 - c. With which racial and/or ethnic group(s) do you identify?
 - d. What is your gender?
 - e. Do you self-identify as having a disability?

Appendix D: Professional Development Questionnaire

Overview: The Professional Development Questionnaire was designed to gather information about DICI-focused professional development activities that were provided to the teachers. The survey was distributed to the lead for each site, with instructions that the survey was to be completed by an individual at the site who was involved in selecting/scheduling the PD session. The survey was administered in April through June 2024.

1. Name
2. Role
3. School/District
4. Date of professional development session
5. Approximate length of professional development session (e.g., 1 hour)
6. Approximate number of teachers who attended
7. Which DICI domain(s) does this professional development session most directly related to?
Please select all that apply.
 - Instructional: PD focused on how to increase curricular representation of people with disabilities
 - Environmental: PD focused on how to increase representation of people with disabilities in school displays, artwork, bulletin boards and/or increase accessibility of materials (textbooks, resources, etc.)
 - Student body representation: PD focused on how to increase representation of students with disabilities in non-academic/extracurricular opportunities
 - Communication pathways: PD focused on promoting school wide communications that include students with disabilities and their families and/or promote differences and inclusivity.
 - Other (please describe):
8. Please briefly describe the professional development. If an outside organization or speaker presented, please note the name of the individual or organization.
9. If you have any descriptions or handouts from the professional development session, feel free to upload them using this link.

Appendix E: Post-Professional Development Teacher Survey

Overview: The Post-Professional Development Teacher Survey was designed to assess the perceived effectiveness of the professional development activities that were provided to the teachers. The lead for each site distributed the survey to all teachers and requested completion. The survey was administered in April and May 2024.

1. School/District name
2. What grade(s) do you currently teach?
3. What subject area(s) do you currently teach?
4. Date of professional development session.
5. The following items assessed teacher satisfaction. For each statement, teachers were asked to indicate whether they agree or disagree. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:
 - a. Presentation was well-organized
 - b. Presentation objectives were clearly stated
 - c. Presentation activities were relevant to presenter objectives
 - d. All necessary materials/equipment and resources were provided or made readily available
6. The following items assessed overall characteristics of the professional development. All items were rated on a scale of 1-4 (4 being highest, 1 being lowest)
 - a. Overall quality of this presentation
 - b. Overall value of this presentation
7. The following items assessed teachers' perceptions of the impact the professional development activity has on practice. For each statement, teachers were asked to indicate whether they agree or disagree. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:
 - a. This presentation enhanced my understanding of disability as an identity
 - b. This presentation provided me with an understanding of the political, economic and social contributions of individuals with disabilities
 - c. This presentation provided me with practical skills and strategies to teach about disability
 - d. This presentation helped me feel better prepared to teach about disability
8. To assess teachers' implementation intentions, we asked: Do you plan to incorporate what you learned today into your instruction? [Response options: Yes or No]
 - If "Yes". When do you plan on incorporating what you learned today in your instruction? [Response options: Within the next month; Within the next six months; Next school year; Other (please describe)]
9. What are the barriers to incorporating what you learned today? Please select all that apply.
 - Curriculum/content area relevance
 - Time constraints
 - Not sure how to bring a disability-related discussion into the classroom
 - Potential discomfort when discussing disabilities
 - Fear of offending students/persons with disabilities
 - Lack of resources available to know how to discuss disabilities
 - Lack of support (administrators, parents, teachers, etc.)

- I wasn't familiar with the idea that disability could be a diverse identity
- I do not anticipate any barriers
- Other (please describe)

10. Optional open-ended items:

- a. Please use the spaces below to share any additional thoughts you have regarding this session. If you would rather not answer, feel free to submit your survey by selecting the arrow on the bottom right-hand side of the screen.
- b. What new ideas have you gained from this presentation and how do you plan to implement these new ideas?
- c. Do you have any lingering questions or suggestions to improve this presentation?
- d. Any additional comments?

Appendix F: Site Lead Interview Protocol

Overview: The site lead interview was designed to triangulate and clarify information gathered through the Environmental Education Scan and Monthly Reflections. Conducted in Summer 2024, the interviews aimed to deepen understanding of each site's implementation of the Disability Inclusive Curriculum Pilot (DICP). Interview questions focused on several key areas: feedback on school profile accuracy; elaboration on monthly reflection entries; alignment between Action Plan goals and available resources, including the Toolkit; and how sites selected professional development and student activities related to DICP implementation. The interview also included reflective questions about Year 1 successes and challenges.

Context and Resources

1. I'd like to start by asking for your perspective on the school profile that we sent. Would you say that it is accurate? If not, what should we add or change?
2. In your monthly reflections, you shared that you X. Can you provide some context for what this looked like in practice?
3. In your Action Plan, you shared that your goals for this year are X. To what extent did the Toolkit support your site's goals during the first year of the pilot?
 - a. To what extent did any other resources support your site's goals during the first year of the pilot?
 - b. Are there resources that you feel are missing?
4. How do you select professional development that aligns with the DICP grant?
 - a. Teacher PD
 - b. Student activities

Reflection on Year 1

1. What do you view as your biggest success this year in terms of DICP grant implementation? What, if anything, did you struggle with?
2. One goal of the DICP pilot is to be able to replicate the inclusion of disability-inclusive curriculum in other districts and schools across the state. What have you learned during your first year of implementation? What, if anything, would you change as we look ahead to the 2024-2024 academic year?

Additional Data/Closing

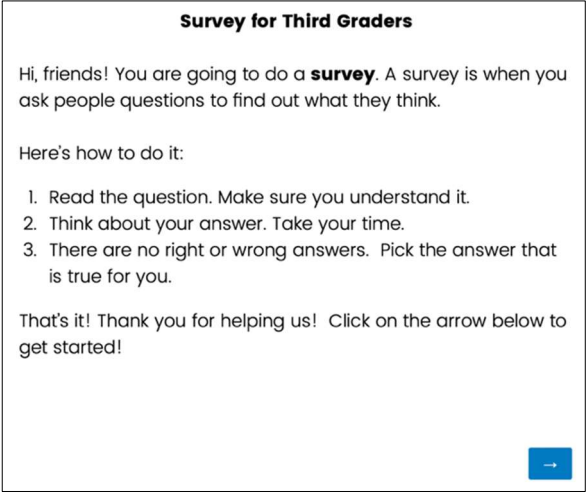
1. Do you have any additional data that you would be willing to share? (Examples include: teacher surveys/related feedback, lesson or unit plans, pictures of materials used to enhance disability visibility at your site)
2. In Year 2, we plan to administer an anonymous and optional survey to the students, seeking to understand their perspectives. Would you mind sharing with us what protocols/procedures your schools have in place for distribution of surveys to students?
 - a. We're still finalizing the details, but is there a particular time of year that will work best for survey administration? Both in terms of minimizing burden on the schools and maximizing number of responses.
3. Is there anything that we haven't discussed that you'd like to share or would be helpful for the research team to know?

Appendix G: Student Survey

Overview: In Spring 2025, an anonymous electronic survey was administered to students in 3rd, 7th, and 10th grades at participating pilot sites. The purpose of the survey was to gather student perspectives on what they had learned through the Disability Inclusive Curriculum Pilot (DICP), specifically related to the political, social, and economic contributions of people with disabilities. The survey was designed to provide insight into how disability-inclusive content was experienced by students across grade levels and to complement implementation data collected from staff and school leaders.

DICP 3rd Grade Student Survey

Shown below are screenshots of the survey that students completed. Two versions of the survey were created. In one version, a girl (Ava) is in a wheelchair, and in the other version, a boy (Charlie) is in a wheelchair. The survey software randomly assigned each student to one of these versions. All items, with the exception of school name, are optional.

<p>1. Welcome screen</p> 	<p>2. A list of schools in your district was shown on this screen, and students selected one of the options.</p>
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3. Introducing the fictitious 3rd graders.

In this picture, 3rd grade students are volunteering for different helper jobs. We are going to ask you what jobs you think these students can do.

4. Focusing on Charlie. Could he be a Paper Passer?



This is Charlie. Could Charlie be a **Paper Passer**? Paper Passers are students who help the teacher pass papers to other students in the class.

☐ Yes, Charlie can be a Paper Passer.

☐ No, Charlie cannot be a Paper Passer.

Why did you pick that answer for Charlie?

5. Focusing on Ava. Could she be a Paper Passer?



This is Ava. Could Ava be a **Paper Passer**? Paper Passers are students who help the teacher pass papers to other students in the class.

☐ Yes, Ava can be a Paper Passer.

☐ No, Ava cannot be a Paper Passer.

Why did you pick that answer for Ava?

6. Focusing on Charlie. Could he be a Hall Monitor?



This is Charlie. Could Charlie be a **Hall Monitor**? A Hall Monitor is a student who makes sure other 3rd graders follow hallway rules.

☐ Yes, Charlie can be a Hall Monitor.

☐ No, Charlie cannot be a Hall Monitor.

Why did you pick that answer for Charlie?

7. Focusing on Ava. Could she be a Hall Monitor?



This is Ava. Could Ava be a **Hall Monitor**? A Hall Monitor is a student who makes sure other 3rd graders follow hallway rules.

- ☐ Yes, Ava can be a Hall Monitor.
- ☐ No, Ava cannot be a Hall Monitor.

Why did you pick that answer for Ava?

8 Focusing on Charlie. Could he be a Student Leader?



This is Charlie. Could Charlie be a **Student Leader**? A Student Leader is a student who shares ideas from the class and helps plan school events.

- ☐ Yes, Charlie can be a Student Leader.
- ☐ No, Charlie cannot be a Student Leader.

Why did you pick that answer for Charlie?

9. Focusing on Ava. Could she be a Student Leader?



This is Ava. Could Ava be a **Student Leader**? A Student Leader is a student who shares ideas from the class and helps plan school events.

- ☐ Yes, Ava can be a Student Leader.
- ☐ No, Ava cannot be a Student Leader.

Why did you pick that answer for Ava?

10. Introducing adult Ava and Charlie.



Now Ava and Charlie are grown up! They are looking for jobs.

11. Focusing on Charlie. What jobs can he do?



Pick all the jobs that Charlie can do!

If you think Charlie can do a job, check the box next to the name of the job. If you don't think Charlie can do that job, leave the box empty.

☐ Doctor

☐ Astronaut

☐ Teacher

☐ President

☐ Artist

☐ Scientist

12. Focusing on the jobs that the student didn't select for Charlie. Why didn't the student select those jobs? The jobs listed will reflect the ones that the student did not choose.

You didn't select Doctor, Teacher, Scientist for Charlie. Why?

13. Focusing on Ava. What jobs can she do?



Pick all the jobs that Ava can do!

If you think Ava can do a job, check the box next to the name of the job. If you don't think Ava can do that job, leave the box empty.

☐ Doctor

☐ Astronaut

☐ Teacher

☐ President

☐ Artist

☐ Scientist

14. Focusing on the jobs that the student didn't select for Ava. Why didn't the student select those jobs? The adult jobs listed reflected the ones that the student did not choose.

You didn't select President, Artist, Scientist for Ava. Why?

15. End of survey message.

You're all done with the survey! Thank you for sharing your ideas!

DICP Survey for 7th and 10th Graders

Shown below are screenshots of the survey that students completed. All items, with the exception of grade level and school name, were optional.

<p>1. Welcome screen</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p style="text-align: center;">Disability Inclusive Curriculum Survey</p> <p>The focus of this survey is to understand what you might have learned about the ways that people with disabilities have contributed to society (in the past and in the present).</p> <p>A "disability" is something that can change the way someone's body or mind works/means that someone's body or mind doesn't always work the same way someone else's does.</p> <p>"Contributing to society" means helping to make something successful by saying or doing things. Examples could include:</p> <ul style="list-style-type: none"> • participating in an important moment in history • coming up with an idea, concept, or invention • doing something to make the world a better place </div>	<p>2. Grade level selection</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>First, we need to know your grade level and school.</p> <p>Grade</p> <p><input type="radio"/> 7</p> <p><input type="radio"/> 10</p> <p><input type="radio"/> If your grade isn't listed, please enter it here</p> <div style="border: 1px solid black; height: 20px; width: 150px; margin-top: 5px;"></div> </div>															
<p>3. A list of schools was shown on this screen, and students selected one of the options.</p>	<p>4. Assessing students' perceptions</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>How likely is it that a person with a disability can make social contributions to their society (for example, doing something to make the world a better place)?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Extremely unlikely <input type="radio"/></td> <td>Somewhat unlikely <input type="radio"/></td> <td>Neutral <input type="radio"/></td> <td>Somewhat likely <input type="radio"/></td> <td>Extremely likely <input type="radio"/></td> </tr> </table> <p>How likely is it that a person with a disability can make economic contributions to their society (for example, coming up with an idea, concept, or invention)?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Extremely unlikely <input type="radio"/></td> <td>Somewhat unlikely <input type="radio"/></td> <td>Neutral <input type="radio"/></td> <td>Somewhat likely <input type="radio"/></td> <td>Extremely likely <input type="radio"/></td> </tr> </table> <p>How likely is it that a person with a disability can make political contributions to their society (for example, participating in an important moment in history or running for an elected office)?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Extremely unlikely <input type="radio"/></td> <td>Somewhat unlikely <input type="radio"/></td> <td>Neutral <input type="radio"/></td> <td>Somewhat likely <input type="radio"/></td> <td>Extremely likely <input type="radio"/></td> </tr> </table> </div>	Extremely unlikely <input type="radio"/>	Somewhat unlikely <input type="radio"/>	Neutral <input type="radio"/>	Somewhat likely <input type="radio"/>	Extremely likely <input type="radio"/>	Extremely unlikely <input type="radio"/>	Somewhat unlikely <input type="radio"/>	Neutral <input type="radio"/>	Somewhat likely <input type="radio"/>	Extremely likely <input type="radio"/>	Extremely unlikely <input type="radio"/>	Somewhat unlikely <input type="radio"/>	Neutral <input type="radio"/>	Somewhat likely <input type="radio"/>	Extremely likely <input type="radio"/>
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Extremely unlikely <input type="radio"/>	Somewhat unlikely <input type="radio"/>	Neutral <input type="radio"/>	Somewhat likely <input type="radio"/>	Extremely likely <input type="radio"/>												

5. Identifying classroom opportunities for students to learn about the contributions of people with disabilities.

Since the beginning of the school year, in which subject areas/classes did you learn about the contributions of people with disabilities? (Please select all that apply)

☐ Art/Music

☐ English/Language Arts

☐ Mathematics

☐ Science

☐ Social Studies

☐ World Language

☐ Other (write in the name of the class)

☐ I remember learning about the contributions of people with disabilities in one class, but I don't remember which one.

☐ I remember learning about the contributions of people with disabilities in more than one class, but I don't remember which.

☐ I didn't learn about the contributions of people with disabilities while at school this year

6. Probing for details about students' understanding. (Note: This question was skipped if the student selected "I didn't learn about the contributions of people with disabilities while at school this year" in the last question.)

Based on what you learned this year, briefly describe some of the ways that people with disabilities have contributed to society.

7. Identifying non-classroom opportunities for students to learn about disability.

Since the beginning of this school year, have you participated in a school assembly or activity related to disability?

☐ Yes

☐ No

☐ I don't remember if I participated in an event like that

The following question was presented if the student selected "yes" in the question above.

What did you learn about disability after participating in this school assembly or activity?

8. Understanding student's definition of "disability."

How would you define disability?

9. Open-ended item.

Is there anything else you would like to add?

Once you're finished, you can click on the arrow on the bottom right-hand side of the screen to complete this survey. Thank you for your time!

10. End of survey message.

You're all done with the survey! Thank you for sharing your ideas!

Appendix H: Core Team Focus Group Protocol

Overview: During site visits in Spring 2025, focus groups were conducted with core team members at each participating site. These groups included a mix of school administrators, teachers, student representatives, and parents who were actively engaged in the Disability Inclusive Curriculum Pilot. The purpose of the focus groups was to deepen understanding of site-level implementation by exploring how core teams were structured, how they utilized resources, and how team collaboration influenced practice and school culture.

Questions:

1. How was the core team created? How do you define your role as a member of this team?

School Administrator(s) & Teachers

2. How have you used the Toolkit or related resources in your work?
 - a. Which aspects of the Toolkit were most helpful in meeting your site's aims?
 - b. Were there any challenges or limitations with using the Toolkit?

Teacher(s)

3. How has working as part of a site-based team influenced your approach to implementing disability-inclusive curriculum in the classroom?
4. Have you collaborated with other teachers on disability inclusive curriculum?

Student Representative(s)

5. Thinking over the last year, can you think of any changes you've seen in your school that relate to disability (lessons, posters, assemblies, etc.)?

Parent

6. Can you think of an example of how schoolwide communications included students with disabilities and their families?

All

7. Twice yearly, your site reflects on progress in four domains using the environmental education scan: instruction, environment, student body representation, or communication pathways.
 - a. In which of these four domains—instruction, environment, student body representation, or communication pathways—do you feel your site has been most successful? (*Show EES form*) Why?
 - b. Which domain do you think needs the most support moving forward?
 - i. What specific support would be beneficial?
 - ii. Are there specific changes you would like to see?
8. Is there anything else you'd like to share as it relates to this grant?

Appendix I: Teacher Focus Group Protocol

Overview: As part of the Spring 2025 site visits, teacher focus groups were conducted to better understand how classroom educators engaged with and implemented the Disability Inclusive Curriculum Pilot. Site leads or principals were asked to identify 3-6 teachers willing to participate in a 45-60-minute group discussion. With participants' consent, focus groups were audio recorded for transcription and analysis. Recordings were used solely for research purposes, securely deleted after transcription, and all identifying information was removed to ensure confidentiality.

Questions:

1. What is your grade level and subject area?
2. When you think of the term *disability*, what comes to mind?
 - How, if at all, has your understanding of disability changed since the start of the grant?
3. Have you noticed any changes in how students understand the contributions of individuals with disabilities?
 - If so, how would you describe these changes?
4. What training, if any, have you received related to the DICP grant?
 - Did this training address curricular changes that would help you address the contributions of people with disabilities? If so, how?
 - Have you received any resources that would help you address the contributions of people with disabilities within your curriculum? If so, can you describe further? (Prompt: Toolkit)
5. Can you walk me through a discussion in your classroom that involved disability?
 - What resources do you draw on?
 - Where did you locate these resources?
6. Is there anything you would like to add that we haven't discussed?