GRANT APPLICATION FOR SPECIAL EDUCATION LOCAL IMPROVEMENT (SLIVER)
2001-2002

School Division/SOP: _____
(fiscal agent if joint application)

Mailing Address: _____

_____

_____

Contact Person: _____

Title: _____

Phone: (___) _____   E-mail: _____

Amount Allocated by Department of Education $_____.____

Superintendent's Signature: _____ Date: _____

CAUTION: Please know that sliver funds are only available in the years that Congress increases the federal appropriation at a rate greater than the rate of inflation. Therefore, you should plan the scope and continuation of this project with the knowledge that grants may not be available in future years. The federal appropriation increase for 2001-2002 was unusually large and we believe the likelihood of future increases of this magnitude to be minimal.

FOR JOINT APPLICATIONS ONLY:

COOPERATING LEAs/SOPs	AMOUNT ALLOCATED
	$
	$
	$
	$
	$
TOTAL	$

APPLICATION DEADLINE: 5:00 P.M. February 15, 2002

NOTE: YOU MAY COMPLETE THIS APPLICATION EITHER AS A CONTINUATION OF THE 2000-2001 SLIVER PROJECT, OR AS A NEW PROPOSAL

PART 1: Needs Assessment

1. Indicate one or more State Improvement Plan (SIP) performance goals and indicators targeted for local improvement. Please note that some of the SIP performance goals quantify desired progress on a statewide basis. You may establish different benchmarks for your program based upon local need, and may set the scope of the project at any level (i.e., division-wide, single school program, single population, single classroom).

2. Describe the data used to determine the area(s) in need of improvement indicated in the above paragraph, and describe the factors that will be addressed in this project that are expected to influence the data. Include a description of the collaboration with parents, general education, and other existing programs as appropriate (Title 1, vocational education, early childhood, adult services, other agencies, etc.) used in identifying the priority need(s).

PART 2: Goals, Objectives, Activities

1. Develop local performance indicators and measurable objectives for the SIP performance indicator(s) selected through the needs assessment in PART 1, and complete a Goals, Objectives, Activities form (see next page) for each local performance indicator.

2. Describe the collaboration with parents, general education and other existing programs and funding sources as appropriate (i.e. Title 1, voc. ed., early childhood, adult services, other agencies, etc.) used to develop and implement the objectives and activities for the performance goals and indicators targeted for improvement in the project.

PART 2 (cont'd): form for GOALS, OBJECTIVES, ACTIVITIES

STATE IMPROVEMENT PLAN PERFORMANCE GOAL (from PART 1 needs assessment):

STATE IMPROVEMENT PLAN PERFORMANCE INDICATOR (from PART 1 needs assessment):

LOCAL PERFORMANCE INDICATOR:

DATA USED FOR LOCAL PERFORMANCE INDICATOR:

OBJECTIVE (desired change in the local performance indicator):

ACTIVITY DESCRIPTION (attach any additional activities for this objective on a separate sheet):

COLLABORATIVE PARTNERS (other education programs in your schools, parents, other agencies, etc.):

ACTIVITY BUDGET (amount and how funds will be used):

PART 3: Evaluation

Describe how and when progress toward achieving each of the project objectives will be measured and evaluated using the data sources identified in the previous sections. Use the EVALUATION REPORT form below. *Directions:* For each project objective, complete one form. Fill in the name of your school division or fiscal agent and the SIP Performance Goal, SIP Performance Indicator, Local Performance Indicator, Local Performance Indicator Baseline, and your Objective for 2000-2001. Then complete the form for planned *Target Customers, Resources, Activities, Results, How I will Measure my Results, Collaboration and Context, and Evaluation Use.*

School Division/SOP or Fiscal Agent: _____

SIP Performance Goal addressed: _____

SIP Performance Indicator addressed: _____

Local Performance Indicator: _____

Local Performance Indicator Baseline: _____

2000-2001 Objective (desired change in the local performance indicator): _____

Target Customers(s *(describe the number and types of people (by job title) who you will target or attempt to change in order to achieve your objective)*:

Resources *$'s, staff, materials, and other essential resources used to operate the project.*	**Planned Activities** *What the project plans to do with resources to achieve its objective.*	**Planned Results** *Planned degree to which the objective will be achieved, i.e., target customer changes-- attitudes, behavior, condition, skills, status.*	**How I Will Measure my Results** *When and how you will get Local Performance Indicator data and data to demonstrate target customer changes.*

Collaboration and Context *(describe planned collaboration with parents, general education and other existing programs and describe factors that might influence success positively or negatively)*:

Evaluation Use *(describe how you will use evaluation results to improve or continue your program and with whom you will share evaluation results)*:

PART 4: Budget Summary

1. Complete the enclosed Project Budget form, and the Proposed Capital Outlay Expenditures form (if applicable).

NOTE: Upon approval of the application, DOE will issue a grant award, and the grant will be managed using the <u>Handbook of Procedures and Forms for Requesting Program Reimbursements under Improving America's Schools Act (IASA) and Special Education (IDEA)</u>.

PROJECT BUDGET JE.016.1

IDEA Local Improvement Grant (sliver)

LEA/SOP _____

BY EXPENDITURE ACCOUNTS	TOTAL AMOUNT
1. Personal Services (1000)	$
2. Employee Benefits (2000)	
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
8. Parental Involvement (9000)	
TOTAL	$

IN-KIND FUNDS (if applicable):

SOURCE OF FUNDS (identify programs)	AMOUNT
1.	$
2.	
3.	
TOTAL	$

PROPOSED CAPITAL OUTLAY EXPENDITURES*

_____
LEA/SOP NAME

ITEM	QUANTITY	JUSTIFICATION	SEA USE
		TOTAL	

* Purchase of equipment requires prior approval by the Virginia Department of Education.

PART 5: SLIVER GRANT *FINAL EVALUATION REPORT* FOR 1999-2000 (grant that ended 9/30/01)

Describe how and when progress toward achieving each of the project objectives was measured and evaluated using the data sources identified in the approved proposal. Use the EVALUATION REPORT form below.

Directions: For **each** project objective, complete one form. Fill in the name of your school division or fiscal agent and the SIP Performance Goal, SIP Performance Indicator, Local Performance Indicator, and 1999-2000 Objective addressed in your approved application. Then complete the form for *Target Customers, Resources, Activities, Results, Collaboration and Context, and Evaluation Use.*

School Division/SOP or Fiscal Agent:

SIP Performance Goal addressed:

SIP Performance Indicator addressed (title, not number):

Local Performance Indicator:

1999-2000 Objective (desired change in the local performance indicator):

Project Content Area(s) (check all that apply): ___collaboration; ___academic literacy; ___educating diverse learners; ___assistive technology; ___transition; ___behavior supports; ___other (please list):

Target Customers(s) *(persons you targeted or attempted to change in order to achieve your objective)*:

Resources	Activities	Results
$'s, staff, materials, and other essential resources used to operate the project.	*What the project did with resources to achieve its objective.*	*Compare the Local Performance Indicator before and after the project, i.e., compare baseline data to end-of-reporting-period data.*

Collaboration and Context *(describe the collaboration with parents, general education and other existing programs and describe factors that might have influenced success positively or negatively)*:

Evaluation Use *(describe how you will use evaluation results to improve or continue your program and with whom you will share evaluation results)*:

VIRGINIA DEPARTMENT OF EDUCATION

2001-2002 Capacity Building (Sliver) Grant Allocations
Award Period: January 1, 2002 to September 30, 2003
(Federal CFDA #84.027A)

SCHOOL DIVISION/ SOP	NUMBER OF 12/1/00 PUPILS AT $17.5322170 PER PUPIL	2001-2002 ALLOCATION ($25,000 MINIMUM >49 PUPILS) ($5,000 MINIMUM <50 PUPILS)
ACCOMACK	591	$25,000
ALBEMARLE	2,012	$35,275
ALLEGHANY	479	$25,000
AMELIA	278	$25,000
AMHERST	549	$25,000
APPOMATTOX	349	$25,000
ARLINGTON	3,135	$54,964
AUGUSTA	1,531	$26,842
BATH	136	$25,000
BEDFORD	1,358	$25,000
BLAND	174	$25,000
BOTETOURT	866	$25,000
BRUNSWICK	310	$25,000
BUCHANAN	759	$25,000
BUCKINGHAM	387	$25,000
CAMPBELL	975	$25,000
CAROLINE	446	$25,000
CARROLL	850	$25,000
CHARLES CITY	140	$25,000
CHARLOTTE	309	$25,000
CHESTERFIELD	7,894	$138,399
CLARKE	205	$25,000
CRAIG	102	$25,000
CULPEPER	717	$25,000
CUMBERLAND	227	$25,000
DICKENSON	406	$25,000
DINWIDDIE	531	$25,000
ESSEX	303	$25,000
FAIRFAX	21,836	$382,833
FAUQUIER	1,441	$25,264
FLOYD	366	$25,000
FLUVANNA	452	$25,000
FRANKLIN COUNTY	1,231	$25,000

FREDERICK	1,478	$25,913
GILES	335	$25,000
GLOUCESTER	750	$25,000
GOOCHLAND	371	$25,000
GRAYSON	303	$25,000
GREENE	503	$25,000
GREENSVILLE	407	$25,000
HALIFAX	1,196	$25,000
HANOVER	2,181	$38,238
HENRICO	5,796	$101,617
HENRY	1,610	$28,227
HIGHLAND	51	$25,000
ISLE OF WIGHT	590	$25,000
KING GEORGE	525	$25,000
KING QUEEN	192	$25,000
KING WILLIAM	358	$25,000
LANCASTER	159	$25,000
LEE	685	$25,000
LOUDOUN	3,868	$67,815
LOUISA	526	$25,000
LUNENBURG	324	$25,000
MADISON	344	$25,000
MATHEWS	205	$25,000
MECKLENBURG	735	$25,000
MIDDLESEX	251	$25,000
MONTGOMERY	1,243	$25,000
NELSON	350	$25,000
NEW KENT	446	$25,000
NORTHAMPTON	276	$25,000
NORTHUMBERLAND	177	$25,000
NOTTOWAY	485	$25,000
ORANGE	607	$25,000
PAGE	438	$25,000
PATRICK	438	$25,000
PITTSYLVANIA	1,165	$25,000
POWHATAN	559	$25,000
PRINCE EDWARD	475	$25,000
PRINCE GEORGE	607	$25,000
PRINCE WILLIAM	7,081	$124,146
PULASKI	895	$25,000
RAPPAHANNOCK	182	$25,000
RICHMOND COUNTY	113	$25,000
ROANOKE COUNTY	2,386	$41,832
ROCKBRIDGE	506	$25,000
ROCKINGHAM	1,453	$25,474
RUSSELL	663	$25,000

SCOTT	622	$25,000
SHENANDOAH	807	$25,000
SMYTH	835	$25,000
SOUTHAMPTON	441	$25,000
SPOTSYLVANIA	2,920	$51,194
STAFFORD	2,185	$38,308
SURRY	195	$25,000
SUSSEX	218	$25,000
TAZEWELL	1,217	$25,000
WARREN	679	$25,000
WASHINGTON	891	$25,000
WESTMORELAND	204	$25,000
WISE	999	$25,000
WYTHE	545	$25,000
YORK	1,195	$25,000
ALEXANDRIA	1,920	$33,662
BRISTOL	443	$25,000
BUENA VISTA	192	$25,000
CHARLOTTESVILLE	778	$25,000
COLONIAL HEIGHTS	372	$25,000
COVINGTON	208	$25,000
DANVILLE	927	$25,000
FALLS CHURCH	306	$25,000
FREDERICKSBURG	346	$25,000
GALAX	140	$25,000
HAMPTON	2,829	$49,599
HARRISONBURG	640	$25,000
HOPEWELL	699	$25,000
LYNCHBURG	1,413	$25,000
MARTINSVILLE	512	$25,000
NEWPORT NEWS	4,036	$70,760
NORFOLK	4,797	$84,102
NORTON	107	$25,000
PETERSBURG	742	$25,000
PORTSMOUTH	2,431	$42,621
RADFORD	237	$25,000
RICHMOND CITY	4,002	$70,164
ROANOKE CITY	2,405	$42,165
STAUNTON	461	$25,000
SUFFOLK	1,477	$25,895
VIRGINIA BEACH	9,844	$172,587
WAYNESBORO	355	$25,000
WILLIAMSBURG	892	$25,000
WINCHESTER	650	$25,000
FRANKLIN CITY	272	$25,000
CHESAPEAKE	6,109	$107,104

LEXINGTON	88	$25,000
SALEM	511	$25,000
POQUOSON	278	$25,000
MANASSAS	824	$25,000
MANASSAS PARK	289	$25,000
COLONIAL BEACH	71	$25,000
WEST POINT	104	$25,000
VA SCHOOL-STAUNTON	146	$25,000
VA SCHOOL-HAMPTON	82	$25,000
MCV-VCU	7	$5,000
UNIV. OF VA	3	$5,000
DEPT. CORRECTIONAL ED.	605	$25,000
CENTRAL STATE	1	$5,000
EASTERN STATE	1	$5,000
S. WESTERN STATE	5	$5,000
WESTERN STATE	3	$5,000
CENTRAL VA TR. CENTER	3	$5,000
N. VA. TRAINING CENTER	3	$5,000
S.SIDE VA TRAINING CENTER	7	$5,000
WOODROW WILSON REHAB.	2	$5,000
VA TREATMENT CENTER	32	$5,000
S.EASTERN VA TR. CENTER	13	$5,000
S.WESTERN VA TR. CENTER	11	$5,000
DEJARNETTE	25	$5,000
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STATE TOTAL	163,242	$4,700,000

Virginia's Special Education State Improvement Plan 1

December 2001

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Virginia Department of Education
Division of Instructional Support Services
Offices of Special Education and Student Services

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CONTENTS

Introduction

The Virginia Department of Education's improvement plan for special education is a dynamic strategically designed plan to enable children and youth with disabilities to meet performance goals. Under this plan, which is based on a variety of data, Virginia's leadership and technical assistance will focus on improving student learning. The plan has three strategic directions -- student achievement, personnel development, and parent and student involvement. Each strategic direction has indicators to measure performance toward achieving the goals. The plan is grounded in the Virginia Board of Education's vision, mission, and goals.

The Virginia Department of Education will report periodically on the state's progress toward meeting the goals under this plan. The reports are intended to:

- provide parents, teachers, related services personnel, administrators, faculty in higher education, and state and local policymakers with information regarding the state's progress on achieving the goals in the plan, and
- sustain the momentum for other partners to achieve the goals.

More information about the State Improvement Plan, including copies of the reports, may be obtained from the Virginia Department of Education (VDOE) Web site at the following address, http://www.pen.k12.va.us/VDOE/Instruction/Sped/SIPSUM.pdf or by calling the Office of Special Education.

Phone Numbers:
voice phone   804-225-2932
voice toll-free 800-422-2083   TDD toll-free 800-422-1098

THE FRAMEWORK

The framework for Virginia's Special Education State Improvement Plan was developed through extensive discussions with parents, students, administrators, and teachers, as well as representatives from the business community, university faculty, other state and local agencies, and advocacy agencies and groups. These stakeholders agreed that school programs need to be guided by student results, or lack of progress, as well as compliance with regulations. The plan is grounded in the Virginia Board of Education's vision, mission, and goals.

The *VISION* of the Board of Education and the Superintendent of Public Instruction is to ensure, through high academic standards and accountability, that an effective education program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The *MISSION* of the Board of Education and Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and achievement.

The *BELIEFS* of Virginia's State Improvement Plan partners reflect agreement with high student expectations and consistent family involvement in the education process.

- High expectations, program accountability, and program supports influence the ability of students with disabilities to demonstrate improved learning and achievement.
- Families working as partners with educators and other service providers lead to more successful outcomes in the education of students with disabilities.
- Students with disabilities have the same rights and responsibilities as other students, including equal access to programs and activities.
- Students with disabilities are entitled to a safe and supportive educational environment that is conducive to learning.
- Communities that value all individuals as productive contributors to that community create an environment of success for all students.
- A comprehensive system of interdisciplinary, research-based training for educators and related service providers is essential to ensuring the availability of qualified and effective personnel..
- Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

The *Individuals with Disabilities Education Act* (IDEA) seeks to support early intervention and education that lead to an increasing number of young adults with disabilities who:
- ➢ attend post-secondary education;
- ➢ find competitive employment at comparable rates to young adults without disabilities; and
- ➢ live independently as they enter adulthood.

The *PURPOSE* of Virginia's Special Education State Improvement Plan is to improve and sustain the system and infrastructure needed to support students with disabilities as equal participants in Virginia's vision and mission for all students and to enable the achievement of IDEA's goals.

STRATEGIC DIRECTIONS AND GOALS

The State Improvement Plan has three strategic directions targeting broad areas for improvement and specifies five performance goals as a way of benchmarking improvement. The performance goals are aligned with the strategic directions.

Strategic Direction I: School Completion and Graduation

To facilitate, in cooperation with local education agencies, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

Goal 1. Increase the statewide percentage of students with disabilities graduating and successfully completing school.

Strategic Direction II: Personnel Development

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

Goal 2. Promote and increase the supply of qualified special education and related service personnel who are qualified in the special education area assigned.

Goal 3. Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all areas.

Goal 4. Ensure ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide personnel development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.

Strategic Direction III: Parent and Student Involvement

To improve meaningful parent and student involvement with special education services.

Goal 5. Increase parents' and students' active participation in special education decision-making.

THE PERFORMANCE INDICATORS

Each strategic direction has performance indicators, which provide the information for gauging the state's progress toward meeting the five goals. Analysis of the information will guide changes in improvement strategies and will be used to report progress to stakeholders. The performance indicators use data from a variety of sources and that are gathered at different timeframes. The indicators are dynamic and subject to change based on their integrity and usefulness.

IMPROVEMENT ACTIVITIES

The Virginia Department of Education will focus on achieving the goals set forth in the improvement plan. As a result of using information identified from the review of the performance indicator data and other sources, activities will be implemented that link to the strategic directions and goals. Data will be evaluated to determine the impact of activities on results for children and youth with disabilities.

Performance Indicators for School Completion and Graduation

STRATEGIC DIRECTION I: SCHOOL COMPLETION AND GRADUATION
To facilitate, in cooperation with local education agencies, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

GOAL 1
 Increase the statewide percentage of students with disabilities successfully completing school, and graduating from school.

Graduation means exiting school with a standard or advanced studies diploma. School completion is defined as exiting school with a special diploma, modified standard diploma, a General Education Development certificate (GED), certificate of completion, or staying in school until the maximum age of eligibility which is 21, inclusive.

Transition from early intervention to special education
- This indicator represents the number of toddlers from early intervention services that are found eligible and not eligible for special education services.

   OFFICE OF DATA SOURCE: Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (VDMHMRSAS) Part C Office - -Infant Toddler Connection of Virginia, formerly "Virginia Babies Can't Wait"

Number and types of students with disabilities
- This indicator provides the number and types of students with disabilities, age birth through 21, by disability category and by race (ethnicity).

   OFFICE OF DATA SOURCE: VDOE Office of Special Education

Types of placements of students with disabilities
- This indicator reports data from school divisions and state operated programs for students with disabilities served along the continuum of placements as defined by federal placement categories.

   OFFICE OF DATA SOURCE: VDOE Office of Special Education

School exit by program completion
- This indicator reports the percentage of students with disabilities, ages 14 to 21 inclusive, completing school each year and the types of programs completed.

OFFICE OF DATA SOURCE: VDOE Office of Special Education

School exit by dropping out
- This indicator reports the percentage of students with disabilities, ages 14 to 21 inclusive, exiting school by dropping out each year.

OFFICE OF DATA SOURCE: VDOE Office of Special Education

Suspension and expulsion
- This indicator represents the incidence of school-age students with disabilities who are long-term suspended and expelled in comparison with the incidence of students without disabilities.

Under federal and state regulations, students with disabilities who are long-term suspended or expelled must continue to receive special education services.

OFFICE OF DATA SOURCE: VDOE Office of Student Services

Truancy
- This indicator reflects the incidence of school-age students with disabilities, for whom a conference was scheduled for failure to report to school for six days during the school year, as required by the Code of Virginia, in comparison with students without disabilities.

OFFICE OF DATA SOURCE: VDOE Office of Student Services

Standards of Learning assessments participation and performance
- This indicator provides data on the:
  - the participation of students with disabilities in the state Standards of Learning (SOL) assessments whose IEPs document participation on one or more of the state assessments in English, mathematics, science, and history/social science (including end-of-course tests); and
  - performance of students with disabilities on these assessments.

OFFICE OF DATA SOURCE: VDOE Office of Assessment and Reporting

Overall student participation and proficiency for each school can be found in Virginia's School Report Cards on the Virginia Department of Education's Web site, www.pen.k12.va.us, under Data & Publications.

Alternate assessment participation and performance
- This indicator provides data on the:
    - the participation of students with disabilities in the Virginia Alternate Assessment Program (VAAP) whose IEPs document participation; and
    - performance of students with disabilities on this assessment.

    OFFICE OF DATA SOURCE: VDOE Office of Assessment and Reporting

Secondary vocational program completers
- This indicator provides the percentage of students from special populations, which includes the following school-age groups: students with disabilities, limited English speaking youth, economic disadvantaged, displaced homemakers, and single parents, who attain Virginia's adjusted level of performance of vocational competencies in a vocational completion program in comparison with students who are not from those special populations.

    OFFICE OF DATA SOURCE: VDOE Office of Career and Technical Education

Post-secondary student status
- This indicator represents the percentage of young adults with disabilities surveyed one year after completing high school who are:
    - employed full-time or part-time,
    - attending post-secondary education or training,
    - living independently.

    OFFICE OF DATA SOURCE: VDOE Office of Special Education

Free appropriate public education noncompliance citations
- This indicator represents the number and types of founded noncompliance citations affecting free appropriate public education in the least restrictive environment resulting from monitoring, complaints, and due process hearings.

    OFFICE OF DATA SOURCE: VDOE Office of Federal Program Monitoring and Office of Due Process and Complaints

Improvement Activities for School Completion and Graduation

1. Data collection, analysis, and use -
The Virginia Department of Education will expand analysis and use of data to:
➢ align data collection across projects and agencies, as much as possible,
➢ increase relevant data collection and analysis, and
➢ promote the use of data for improvement planning throughout state and local systems.

2. Develop, fund, and manage state-directed local projects -
The Virginia Department of Education will use data to identify target areas where barriers to student success need to be reduced or eliminated. Current activities of targeted local support include sub-grants for:
➢ assistive technology,
➢ partnerships with colleges and universities,
➢ local improvement capacity-building activities and evaluation,
➢ secondary transition projects,
➢ student health,
➢ dropout and truancy reduction,
➢ character education projects, and
➢ local/regional parent resource centers.

3. Information development and dissemination -
The Virginia Department of Education will provide technical assistance to:
➢ expand dissemination of information to stakeholders, and
➢ provide information on effective practices that promote student achievement, collaboration, and parent and student involvement.

4. Interagency collaboration -
The Virginia Department of Education will maintain and develop new partnerships with state agencies and organizations to help build the capacity of state systems. Examples include:
➢ develop new interagency agreements and review and revise existing agreements,
➢ provide model agreements for localities, and
➢ target resources to other agencies based on evaluation data.

5. Compliance oversight and general supervision -
The Virginia Department of Education has a critical role in ensuring that programs and services provided to children and youth with disabilities comply with federal and state regulations. Improvement strategies will focus on:
➢ design of monitoring systems that reflect the relationship between compliance, quality, and improved outcomes for children, and
➢ use of coordinated efforts to follow-up with local education agencies' corrective action implementation.

Performance Indicators for Personnel Development

STRATEGIC DIRECTION II: PERSONNEL DEVELOPMENT
To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

GOAL 2

To promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.

The Virginia Department of Education recognizes personnel with a special education conditional and provisional license and those who are in the process of attaining the highest level of preparation required for the position assigned. This includes interpreters who are in the process of attaining state or national credentials. For purposes of this plan, fully qualified personnel are defined as those persons holding a five-year, renewable license issued by the Virginia Board of Education with appropriate endorsement in the special education area for the position assigned, holding a current license from another Virginia licensure board in the area for the position assigned, or holding other state credentials required in the area for the position assigned.

Personnel who are fully qualified
- This indicator represents the number of full time equivalent personnel employed and personnel contracted to provide special education and related services who are fully qualified for the position assigned by holding a current five-year, renewable license with endorsements in the area for the position assigned or appropriate credentials from other credentialing boards or organizations. A five-year, renewable license includes the Collegiate Professional License or the Postgraduate Professional License issued by the Virginia State Board of Education.

   OFFICE OF DATA SOURCE: VDOE Office of Special Education and Division of Teacher Education and Licensure

Personnel who are not fully qualified
- This indicator represents the number of full time equivalent personnel or contracted to provide special education and related services who are employed on a conditional, provisional license or local license, who are employed as a long-term substitute, or who are otherwise working without receiving the highest level of preparation required for the position assigned. This indicator includes interpreters who do not hold state or national credentials.

   OFFICE OF DATA SOURCE: VDOE Office of Special Education and Division of Teacher Education and Licensure

Personnel who are retained
- This indicator represents the number of full time equivalent personnel employed and personnel contracted to provide special education and related services, both fully qualified and not fully qualified, who hold appropriate professional license for the assignment who were employed in the same local education agency in a special education position during the previous school year.

OFFICE OF DATA SOURCE: VDOE Office of Special Education and Division of Teacher Education and Licensure

Personnel preparation in Virginia
- This indicator represents the number of persons graduating from Virginia colleges and universities who complete approved special education personnel preparation programs in Virginia.

OFFICE OF DATA SOURCE: VDOE Division of Teacher Education and Licensure

Personnel preparation diversity
- This indicator represents the number of persons graduating from Virginia colleges and universities who complete approved special education personnel preparation programs in Virginia by endorsement areas, gender, and ethnicity.

OFFICE OF DATA SOURCE: VDOE Division of Teacher Education and Licensure

STRATEGIC DIRECTION II: PERSONNEL DEVELOPMENT

GOAL 3:
To promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.

The Virginia Department of Education recognizes state approved colleges and universities through a governmental activity requiring professional education programs within a state to meet standards of quality so that their graduates will be eligible for state licensing.

Approved teacher preparation programs in Virginia
- The indicator represents the number and content or exceptionality area of approved teacher preparation programs in Virginia. It includes new applications for approved programs in special education. These data do not include the number of distance learning programs accessible to personnel in Virginia.

OFFICE OF DATA SOURCE: VDOE Division of Teacher Education and Licensure

Interstate agreements
- This indicator represents the number and types of Virginia Board of Education interstate and collaborative agreements for:
  - collaborative agreements for the joint support and development of programs to prepare personnel for services to low-incidence populations, and
  - interstate agreements regarding five-year, renewable licensure requirements.

OFFICE OF DATA SOURCE: VDOE Division of Teacher Education and Licensure

STRATEGIC DIRECTION II: PERSONNEL DEVELOPMENT

GOAL 4

Ensure ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide personnel development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.

VDOE personnel development
- This indicator provides the number and types of personnel development activities provided through the Virginia Department of Education addressing special education and student services. Review of these data include service events jointly attended by school personnel and parents.

OFFICE OF DATA SOURCE: VDOE Offices of Special Education, Student Services, Due Process and Complaints, Federal Program Monitoring

Governor's Best Practice Centers personnel development
- This indicator provides the number of personnel with responsibility for students receiving special education, who participate in staff development activities sponsored by the Best Practice Centers.

OFFICE OF DATA SOURCE: VDOE Division of Accountability

VDOE Training/Technical Assistance Center services
- This indicator represents the number and types of service events offered through the Virginia Department of Education's Training and Technical Assistance Centers (T/TAC) and number and types of participants, including administrators, regular educators, special educators, related service providers, paraprofessionals, and parents.

OFFICE OF DATA SOURCE: VDOE Office of Special Education

<u>Local education agency personnel development</u>
- This indicator provides state aggregate data on the number and types of personnel development activities provided through local education agencies' comprehensive system of personnel development.

OFFICE OF DATA SOURCE: VDOE Office of Special Education

Improvement Activities for Personnel Development

1. *Personnel recruitment and retention -*

The Virginia Department of Education will:

➢ provide increased support to teachers through financial assistance and other means,
➢ disseminate information about effective recruitment tools and strategies to local education agencies,
➢ provide leadership for establishing teacher preparation programs to address critical need areas, and
➢ increase collaboration with other agencies and organizations as partners in personnel recruitment and retention.

2. *Continuous training of personnel -*

On-going personnel development activities will address needs related to student achievement and parent/student involvement to:

➢ provide accessible learning opportunities in multiple formats and locations to address priority issues that impact children and youth with disabilities,
➢ develop and maintain effective personnel development that meets the needs of general educators and administrators,
➢ increase collaboration with colleges and universities, and
➢ improve mechanisms for disseminating effective practices information.

Current personnel development activities include:

➢ Commonwealth Special Education Endorsement Program
➢ Speech Language Pathologist Preparation Grants
➢ Virginia Consortium for Teacher Preparation in Severe Disabilities
➢ Teacher Preparation Programs in Visual Impairment
➢ Teacher Preparation Project in Hearing Impairment
➢ Educational Interpreter Training Grants
➢ Tuition Assistance for Special Educators
➢ Preparation of Paraprofessional Workshops
➢ Virginia Paraprofessional Training Management System (in process)
➢ Institutions of Higher Education & Local Education Agency (IHE/LEA) Partnership Grants
➢ Providing Resources and Education for Professionals serving children who are deaf or hard of hearing (PREP)

Strategic Direction III: Parent and Student Involvement

To improve meaningful parent and student involvement with special education services.

GOAL 5

Increase parents' and students' active participation in special education decision-making.

Parent and student participation

- This indicator represents the percentage of parents and students surveyed who indicated that they participate in decision-making in the following areas:
  - eligibility,
  - transition from early intervention to preschool,
  - individualized education program (IEP) development,
  - secondary transition planning.

  OFFICE OF DATA SOURCE: VDOE Office of Special Education

Parent satisfaction with special education

- This indicator reports the level of satisfaction with special education services of parents who are surveyed.

  OFFICE OF DATA SOURCE: VDOE Office of Special Education

VDOE opportunities for parents

- This indicator reflects the number and types of projects that provide training opportunities for parents of students with disabilities funded or provided by the Virginia Department of Education.

  OFFICE OF DATA SOURCE: VDOE Office of Special Education

Parent participation in the local monitoring process

- This indicator represents the number of parents who participate in their local special education monitoring process.

  OFFICE OF DATA SOURCE: VDOE Office of Federal Program Monitoring

Special education conflicts resolved through mediation

- This indicator represents the number of disagreements between parents and school personnel that are successfully resolved through the state mediation system and the level of parent satisfaction with use of mediation.

  OFFICE OF DATA SOURCE: VDOE Office of Student Services

Improvement Activities for Parent and Student Involvement

1. Information development and dissemination -
The Virginia Department of Education will:
➢ expand dissemination of information to parents and students, and
➢ provide information on effective practices that promote student achievement, collaboration, and parent and student involvement.

2. State-directed local projects -
The Virginia Department of Education provides support and coordinated assistance to local Parent Resource Centers across the state. The VDOE will focus its efforts to target support for parents in areas of the state where there are no local Parent Resource Centers.

3. Parent involvement on committees -
The Virginia Department of Education will continue to promote parent involvement in local and state-level activities. Activities that will enhance parent involvement include:
➢ continue regional parent representation on the State Special Education Advisory Committee,
➢ continue parent representation on other state committees and task forces, and
➢ provide guidelines for special education local advisory committees.

4. Training and technical assistance -
The Virginia Department of Education will be seeking ways to link parents to existing training and technical assistance activities and disseminate information about these opportunities to parents. Example strategies will:
➢ support activities that provide school personnel with skills to facilitate parent involvement in special education, including cultural competence in areas where diverse parent representation is needed,
➢ provide technical assistance to local education agencies for enhancing parent involvement in program improvement and monitoring activities, and
➢ improve coordination with additional partners for training opportunities.

5. Data collection, analysis, and use –
The Virginia Department of Education will expand analysis and use of data to inform the state about parent and student training opportunities. Example strategies will:
➢ align data collection across projects and agencies, as much as possible,
➢ increase relevant data collection and analysis, and
➢ promote the use of data for improvement planning throughout state and local systems.

Examples of Ways to Use Sliver Grant Funds

Research-based Effective Practices Used in Virginia's Public Schools

Staff members of the Virginia Department of Education's Governor's Best Practice Centers have systematically gathered information about the practices employed by schools that are successful in improving student achievement, as measured by the Standards of Learning (SOL) tests. The report of this study can be accessed at the Virginia Department of Education's Web site address,
http://www.pen.k12.va.us/VDOE/Accountability/effectivepractice.pdf .

Seven effective practices were identified by school personnel as most important for having a positive effect on student performance on SOL tests. These seven practices should be reviewed to determine if they are areas of need after conducting a local needs assessment.

1. **Assessment** - Teachers in successful schools participate in staff development activities to develop sound assessment tools. Student academic progress is monitored both formally and informally using a variety of assessment strategies. Interventions for students are based on these assessments. In successful schools students are taught the testing and scoring system to be used to evaluate their progress. In addition:
   - teacher-made tests align with SOL,
   - tests follow SOL formats, and
   - assessment is used diagnostically.

2. **Curriculum Alignment** – In successful schools the curriculum is based on clear learning goals. There is clear documentation of the relationship of the goals to specific learning objectives, instructional activities and student assessments. Periodic reviews of the curriculum documents are conducted by the school's faculty. In addition, the curriculum:
   - has a focus on Virginia's SOL,
   - includes all SOL content, and
   - is reviewed on a regular basis.

3. **Curriculum Mapping and Pacing** – In successful schools instruction is SOL driven rather than textbook driven using SOL blueprints. Teachers develop and follow an outline of instructional sequences with appropriate timelines, describing the scope of content and skills.

4. **Data Analysis** – In successful schools student achievement data are systematically collected, analyzed and reported as a means for making decisions about the instructional program. Teachers and administrators regularly use data in both the individual classroom and schoolwide planning process. In addition:
   - staff use a systematic approach for analyzing data and reported data visually using various graphs for planning purposes,
   - data are disaggregated to provide a baseline by which progress is measured, and
   - data are analyzed vertically and horizontally (i.e., across grade levels and within grade levels across content areas).

5. **Intervention Strategies** – In successful schools teachers use student achievement data to plan appropriate intervention strategies. Students are given additional learning time in a variety of settings with varied approaches to instruction. Family members and other key persons in the lives of students are encouraged to support the intervention strategies. In addition school staff:

- use classroom assessment and SOL test data to determine the content and skill areas in which students are doing well and in which areas they need additional instructional support,
- respond to individual student needs by designing on-going interventions for individual students and for small groups of students, and
- provided additional instructional time.

  In successful schools, students are not necessarily assigned to remediation or intervention groups for the whole year, rather it was an "in and out" process, allowing students to receive the extra instructional help needed.

6. **Leadership** – In successful schools administrators and teachers take leadership roles by creating a strong sense of mission and vision. The leadership in the school builds a strong culture of collaboration and creative problem solving. Leaders take an active role in setting high expectations and instructional goals for student achievement. In addition:
   - principals take responsibility for creating the means by which the school could focus on a clear vision and mission.
   - principals take steps to keep informed of what was going on in classrooms and how well students were progressing in their learning.
   - principals utilize team-building strategies.

7. **Student Motivation** – In successful schools teachers take note of student interests, problems and accomplishments and use this information to motivate students. Rewards and incentives are provided throughout the school year and are related to student accomplishments. All students understand what they need to do to earn recognition. In addition, school personnel:
   - develop and implement incentive programs to keep students interested in learning and in school, and
   - provide recognition of students' achievements.

Instructional Support Teams (IST)

If, for example, a needs assessment points to a sizable number of retentions and referrals for testing to determine special education eligibility, a school division may be prompted to consider using their sliver (local improvement) grant funds to establish an IST in one of its schools. When contemplating the development of an IST, interested school staff members could visit existing IST sites, and possibly attend the various type of training that the Virginia Department of Education provides these sites. A collaborative partner in such an endeavor might be one of the TTACs, which are being trained in the IST model.

Other uses that may possibly address needs discovered through the needs assessment process:

- collaboration on curriculum that supports the Standards of Learning
- academic literacy for students with disabilities
- educating diverse learners
- assistive technology
- access to the general curriculum
- transition - middle school
- alternative programs for students