Wyoming State
Personnel Development Grant:

Project WIN

(Wyoming Instructional Network)

WDE

Wyoming Department of Education

Special Programs Division

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I: NEED FOR PROJECT

A. BACKGROUND

Wyoming is the ninth largest state in the country geographically; however it has the lowest population of any state, with a little over 550,000 people (U.S. Census Bureau, 2011). Of the 23 counties in the state, only five have a population of more than 30,000 people, and overall the population density is only 5.8 persons per square mile. Additionally, there are only four cities in Wyoming with over 25,000 residents (Cheyenne, Casper, Gillette, and Laramie), and all four cities are located on the eastern side of the state. In addition to its sparse population and great distances between communities, Wyoming has harsh, long winters that present challenges to delivering in-person technical assistance (TA) to districts.

There are currently 48 school districts, serving approximately 88,165 Wyoming students. The state serves approximately 12,524 students with disabilities (14.21%). In 2009, 81.0% of Wyoming students were White, 12.3% were Hispanic, 3.2% were Native American, 1.1% were African American, 0.8% were Asian, and 1.4% were more than one race (Wyoming School District Profiles, 2011). As of fall 2010, 36.73% of Wyoming students were enrolled in the Free and Reduced Lunch Program (Wyoming School District Profiles, 2011).

The Wyoming Department of Education (WDE), led by the Superintendent of Public Instruction, is comprised of six divisions overseeing 16,303 education professionals (teachers, aides, support staff, administrators) in 348 schools (See Appendix A for WDE Organizational Chart). The WDE works with preschools, child development centers (CDCs), Head Start centers, and private institutions and schools to provide educational services to students.

The WDE oversees 49 LEAs: 48 school districts and an Intermediate Education Unit, which provides services for children with disabilities ages 0 through 5. Located in the Wyoming

Department of Health, the Early Intervention and Education Programs Division (EIEP), is the

service provider for Part C and Part B 619 services. Federal reporting and general supervisory

oversight for Part B, 619 preschool services are the responsibility of the WDE.

To serve Wyoming Students, the Wyoming State Board of Education (WY SBE)

developed a strategic plan with this vision: "*By 2014, the Wyoming public education system will

be recognized as the best education system in America based upon overall student performance

and citizenship.*" The strategic plan contains three goals: 1) improving student performance; 2)

ensuring efficient and effective operations, including improving capacity of personnel and

special education State Performance Plan (SPP) indicator data; and 3) ensuring safe, healthy, and

orderly school environments (See Appendix C for SBE strategic plan). These three goals,

together with the Governor's goal to ensure all students are successfully educated and prepared

for life; guide the activities, policies, and ESEA State Plans of the WDE.

The proposed State Personnel Development Grant (SPDG) also addresses the three WY

SBE goals through the development of a comprehensive system of professional development

(PD) and technical assistance (TA) to educational agencies across Wyoming. In the prior WY

SPDG, staff in the WDE Special Programs Division (the Division) designed a PD model for

Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI). After

analyzing the notable success of these initiatives and recognizing that districts had a wide variety

of other special education related needs, the Division recognized the need to scale-up the PD

model of the prior SPDG statewide and broaden the content to include research-based

interventions focusing on improving the State Performance Plan (SPP) indicators.

After reviewing Wyoming's state and local data, discussing PD needs with stakeholders,

and examining the Division's capacity, the WDE designed its project around Part B SPP

indicators 1-8 and 14. In addition to other data sources, the proposed project will examine these SPP indicators to determine the needs of districts and the EIEP.

SPP INDICATOR DATA

While Wyoming met and exceeded most of its SPP targets for the 2009-2010 school year, the Division recognizes that a snapshot of state-level data for students with disabilities (SWD) does not necessarily reflect the whole picture. The Division has been conducting further data analyses to determine the scope and magnitude of districts' needs related to the SPP indicators. After reviewing the 2009-2010 SPP data, the Division has found four primary areas demonstrating statewide need:

1) The State failed to meet particular SPP Indicator targets;

2) There is a performance gap between SWD and students without disabilities (SWOD);

3) Students in specific disability categories are performing significantly lower than expected on certain indicators; and

4) Individual district data reveal that performance is significantly lower in some LEAs than the state-determined targets;

Examples of these needs relating to SPP Indicators 1-8 and 14 are described below. It should be noted that starting in 2008-2009, the WDE began reporting on data for the prior year for indicators 1 and 2. Therefore, the data for 2007-2008 and 2008-2009 are identical.

Graduation & Drop-Out Rates

Figure 1 demonstrates the graduation rate trends for SWD compared to all students. As the graph depicts, graduation rates for SWD have increased from 50.5% in 2005-2006 to 66.25% in 2009-2010. The 2009-2010 graduation rates far exceed the SPP target of 49.5%. As one of its strategic plan goals, the WDE has devoted resources and programs toward improving graduation

rates; however, Figure 1 also demonstrates the persistent gap between the graduation rate of SWD and all students. Project WIN will work toward reducing this gap by increasing awareness among personnel about the factors that influence graduation rates and working toward ensuring that all students are successful prior to graduation.

Figure 1: Graduation Rate Percentages for SWD and All Students from 2005-2010
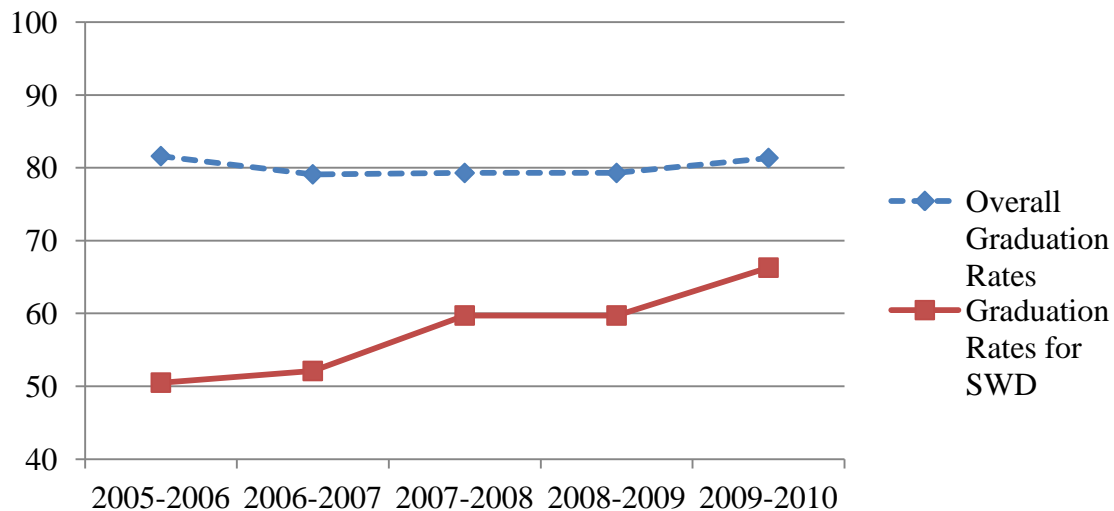

Figure 2 shows drop-out rates for Wyoming SWD and all students. The drop-out rate for SWD has decreased by over 50% since 2005, and while there is still a gap between SWD and all students, the gap has narrowed to 1.7 percentage points (5.52% and 3.81%, respectively). With further analysis, however, the Division has noted a regionalized need to address drop-out rates.

The drop-out rate for SWD in some districts is significant, particularly for the eight districts on or near the Wind River Indian Reservation in the central region of the state. The WDE has partnered with the reservation communities and tribal leaders to form the Children's Tribal Triad Committee (Triad) to improve educational outcomes for these students. Beyond what the Triad Committee is implementing, Project WIN will provide intensive local TA and coaching to these districts for the purpose of reducing drop-out rates.

Figure 2: Drop-Out Rate Percentages for SWD and All Students from 2005-2010
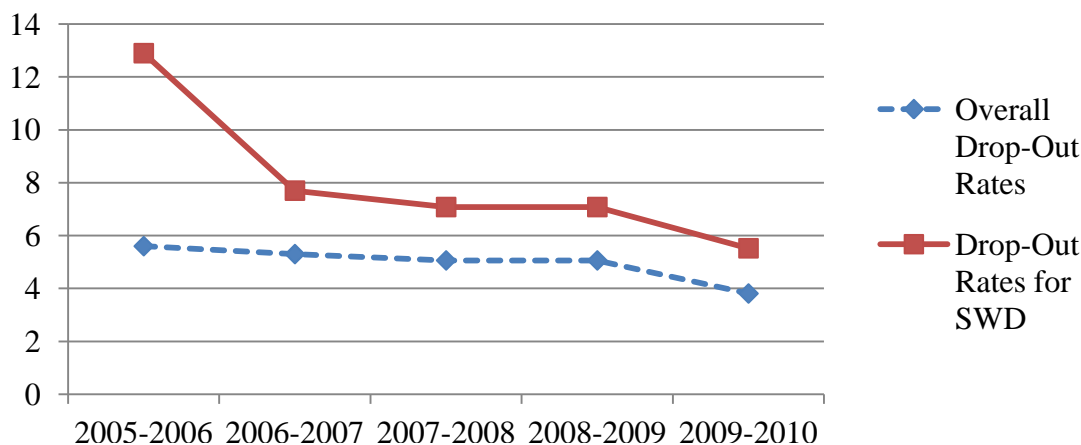
Student Achievement on the State Assessment

Despite the state's commitment to high quality instruction, academic achievement data from the Wyoming state assessment, Proficiency Assessment for Wyoming Students (PAWS), show more focus is needed on improving Wyoming's student learning outcomes. Table 1 shows trend data for SPP Indicator 3 and its three subcategories: districts meeting AYP for the subgroup of SWD, participation of SWD on the state assessment, and performance for SWD on the state assessment. These results also illustrate that in 2009-2010, the state did not meet its SPP targets for the participation and performance in any category nor did it meet its target for elementary reading AYP.

For SPP Indicator 3A (district AYP), the state met its targets for reading and math at all school levels except elementary reading. It is notable that in 2009-2010, only 54% of districts met AYP for elementary SWD on the reading portion of the state assessment. In the 2006 WY SPDG, the WDE implemented RTI to address these data, and RTI will continue to be supported in districts through Project WIN.

While the participation rate on the state assessment did not meet its target of 100%, the overall percentage of SWD participating on the state assessment was almost 99% in 2009-2010.

The WDE will continue to provide TA and training to districts having less than 100% participation, with the goal of complete participation.

**Table 1: State Assessment Participation and Achievement for SWD from 2005-2010**

Indicator	Measurement	09-10 Target	09-10 Rate	Gap Between Rate & Target
3B, Participation	*State assessment participation rate for SWD*			
Reading	Participation rate	100%	**98.98%**	**-1.02%**
Math	Participation rate	100%	**98.95%**	**-1.05%**
3C, Proficiency	*State assessment proficiency rate for SWD*			
Reading	Proficiency rate	58.51%	**26.57%**	**-31.94%**
Math	Proficiency rate	52.20%	**34.08%**	**-18.12%**

The SPP Indicator 3C (proficiency) data demonstrate a compelling need for assistance. Table 1 shows that less than 27% of SWD achieved proficiency in reading and 34% in math in 2009-2010. These data are 31.9 percentage points and 18.12 percentage points below the respective targets for reading and math proficiency. Further analyses of proficiency data show there is a need to address individual district performance as well as a statewide need to address performance within particular disability categories.

Figure 3 shows the most recent reading proficiency rates on the PAWS for Wyoming schools. For each school, WDE calculated the percentage of SWD scoring 'Proficient' or 'Advanced' on the PAWS or the alternate assessment. It should be noted that all schools, even those with fewer than 30 students on IEPs, were included. The number of schools for each category is shown in Figure 3 below, with the exception of the 28 schools that did not have any

SWD take the PAWS test. The 2009-2010 state target for reading proficiency rate for SWD was 58.51%. Therefore, 86.35% of WY schools did not meet the reading proficiency target in 2009-2010.

Figure 3: Reading Proficiency Rates for WY SWD on the 2010 PAWS
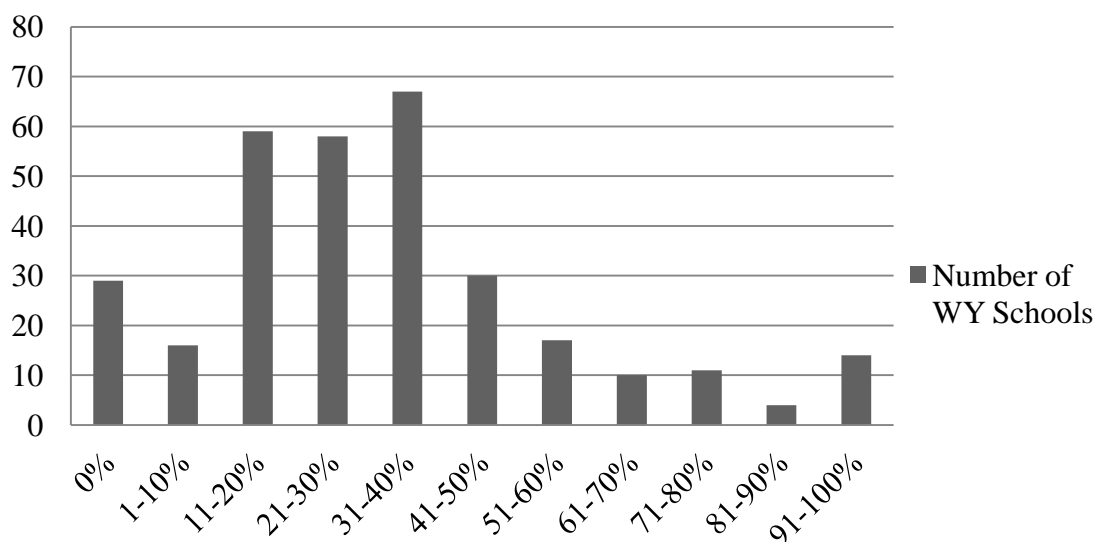
When entering Kindergarten, all students are assessed on readiness in nine foundational academic and social areas. Figure 4 shows the percentage of entering Kindergartners on IEPs versus those not on IEPs that achieved proficiency on the three scales of the readiness assessment. The gap between SWD and those not on IEPs demonstrates a need to address both achievement and educational placements of SWD as they transition from the EIEP program (WY Part C/Part B619).

The proficiency data presented here are just a few of many analyses conducted by WDE. Through Project WIN's annual statewide and local-level data drill-down, these analyses will drive the PD activities across the state and to individual districts.

Figure 4: Kindergarten-Readiness Proficiency for students with and without IEPs
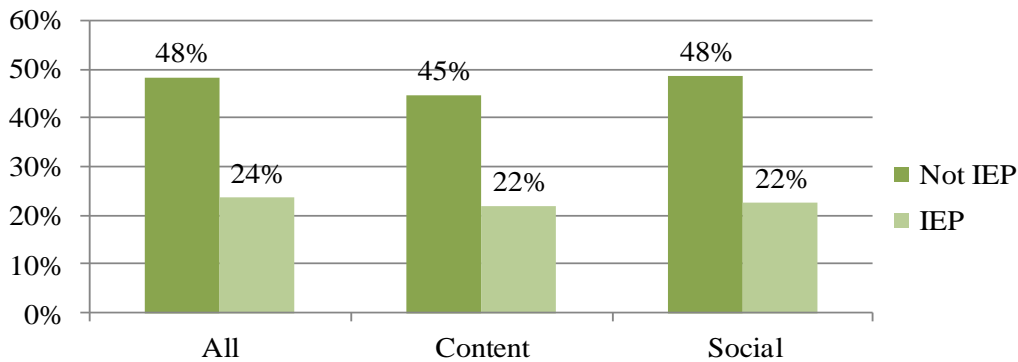
Educational Placements and Suspensions & Expulsion

For the 2009-2010 school year, the State met its targets for SPP indicator 5 (educational placements). Table 2 demonstrates the indicator 5 targets and the percentage of SWD in these placement categories. While the State met its targets, there is much room for improvement. Upon further data analyses, the Division has found many areas that should be targeted, and examples demonstrating these needs are discussed below.

Table 2: Educational Placement Data and SPP Targets for 2009-2010

SPP Indicator	Educational Placement	2009-2010 Target	2009-2010 Rate
5A (Regular Classroom)	< 21% outside of the regular classroom	57.5%	**60.59%**
5B (Separate Classroom)	> 60% outside of the regular classroom	9.39%	**8.24%**
5C (Separate Facility)	Served in separate schools, residential placements, homebound or hospital.	2.42%	**1.39%**

Further analyses of the educational environment data show a disproportionate number of students with learning disabilities (LD) in resource room settings. Furthermore, students with LD are the lowest performers of all of the disability categories on the state assessment. Only 20.3% of students with LD scored Proficient on the PAWS reading subtest and 36% reached this level on the math subtest. Therefore, placement of students with LD in resource room settings is not resulting in widespread improved performance. In the 2006 WY SPDG, the WDE piloted RTI as a measure to address the interaction between educational placement and performance for LD students. Project WIN will continue to offer TA and coaching on RTI to districts that develop Professional Development Plans (PD Plans) related to tiered instruction.

Approximately 50% of students served in separate facilities have IEPs, and the Division would like to focus on ensuring appropriate educational placements for these students. Additionally, the placement of SWD in separate facilities is often linked to behavioral issues and discipline data. The State has consistently met its target for SPP indicator 4 (suspensions/expulsions), and very few Wyoming students are suspended or expelled for more than 10 days. However, the Division is concerned about the number of SWD suspended for *fewer* than 10 days as well as the link between suspensions and expulsions for SWD and subsequent placements in separate facilities.

Further analyses also show the variance among districts regarding educational environments. While the State is achieving its SPP targets in this area, there are 25 districts below the target on one or more of the Indicator 5 targets. Project WIN will work with these districts to conduct data drill-downs and offer PD to ensure appropriate placements for all SWD.

Parent Involvement

        Figure 5 demonstrates the parent involvement results for SPP Indicator 8 over the past

five years. These data show improvement in the percentage of parents who report that the district

facilitated parent involvement. While the results are improving, the WDE would like all districts

to achieve an ideal target of 75%. The 2009-2010 parent involvement rate was 73.45%.

Moreover, 28 districts fell below the 75% target for parent involvement in 2009-2010. Project

WIN would enable WDE to work with these districts to develop strategies for facilitating

meaningful parent involvement.

Figure 5: Percentage of Parents Reporting Parent Involvement From 2005-2010
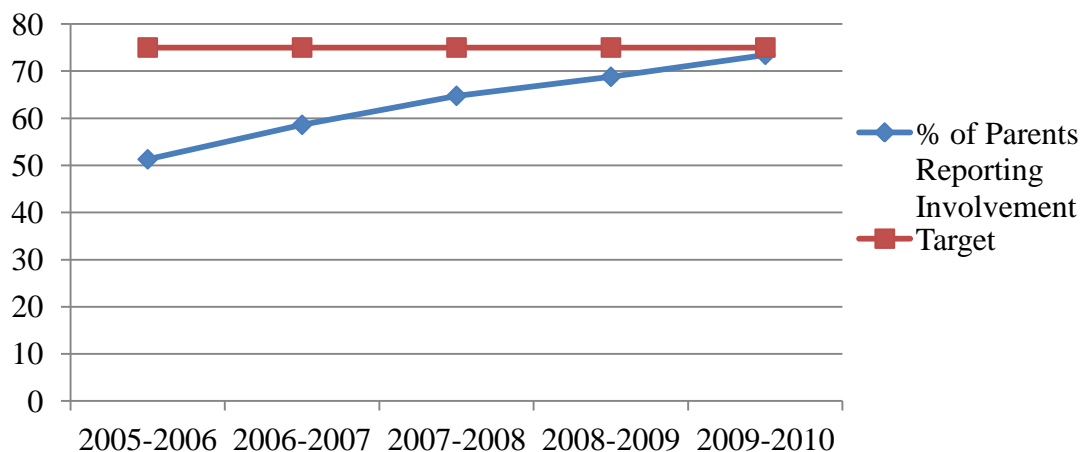
        Through further analyses of the SPP indicator data, the WDE has identified a need for

further PD to address educational outcomes. These needs are based on: 1) the State not meeting

SPP targets (e.g., PAWS proficiency rates); 2) gaps in performance between SWD and SWOD

(e.g., graduation rates or kindergarten proficiency); 3) students in certain disability categories not

meeting set targets (e.g., students with LD in resource room settings); and 4) individual districts

not meeting SPP targets (e.g., drop-out data or parent involvement data). Together, these needs

will form the foundation for the Project WIN design, and WDE is proposing a multifaceted

approach to meeting these needs.

DISTANCE EDUCATION

To ensure that current and new teachers receive up-to-date information on special

education policies and practices, the Division currently provides some on-site TA and PD. Table

3 illustrates the number of actual miles and an average number of miles per year that each of the

19 Division Consultants traveled to districts.

Table 3: Annual Mileage of Division Consultants

Year	Total Miles Consultants Traveled	Average Miles/Consultant
2007-2008	147,167	7,746
2008-2009	177,121	9,322
2009-2010	229,246	12,066

As the Division's monitoring system has become more rigorous over the past few years,

the need for targeted, on-site assistance has increased. Since on-site follow-up and coaching are

key components of effective PD, Project WIN will utilize regionally based Implementation

Coaches to reduce the travel time and expenses. Distance education and communication will also

be essential components of the statewide TA provided through Project WIN.

Additionally, the newly elected WY State Superintendent of Public Instruction has

identified the reduction in number of days teachers are out of the classroom as a critical WDE

goal in an effort to maximize instructional time. Therefore, making PD available through

distance education or online (rather than through regional or centralized trainings) will become

more important to WDE personnel. Project WIN will allow the Department to offer online PD

and continuing education credits to align with this goal.

SUMMARY OF NEEDS

As previously described, Wyoming faces geographic and demographic challenges in

delivering quality PD. These factors are compounded by the office locations of Division staff

and educators' concerns about having to spend an inordinate amount of time away from their

classroom in order to participate in typical PD activities. WDE recognizes that it needs strategies

to deliver decentralized, high-quality PD that include distance education to address these needs

effectively and efficiently.

The Division has recognized the necessity of creating a PD model that meets the needs of

individual districts and educators and is in alignment with WY SBE and WDE goals. If funded,

Project WIN will allow the state to scale up and more quickly implement a model of PD focused

on improving performance in areas measured by SPP indicators 1-8 and 14. As demonstrated by

the State's data, there are statewide, regional, individual district needs. Project WIN will address

these needs through two goals: 1) to develop a PD model, including TA, coaching, and

resources, that will be delivered both statewide and locally through distance education and

regionally located coaches; and 2) to develop and disseminate resources and a website that will

be easily accessible to teachers, families, and other stakeholders. The Significance section

presents 2006 SPDG results, the research, and the rationale behind these two goals.

II: SIGNIFICANCE

The purpose of the proposed project is to scale-up the PD model developed through the

2006 WY SPDG, which focused on delivering intensive TA and training in the areas of PBIS

and RTI. While these areas will continue to be supported through Project WIN, the WDE recognizes that to create sustainability, the model must be refined and broadened in scope. The Project WIN model achieves this purpose by complementing the WDE Special Programs Division's overall PD approach (see Appendix D) and ensuring close alignment with both the WY SBE's strategic plan and the WDE's goals. Because these entities will be working toward common goals, efficiency and sustainability are assured, making positive results more likely.

Project WIN will offer statewide and local-level PD related to SPP indicators 1-8 and 14. Based on statewide data drilldown, the state will provide evidence based TA and PD in areas of identified via data analyses. Some targeted areas of need already identified include behavior strategies, preschool transition, academic supports, assistive technology, parent involvement strategies, and drop-out prevention strategies for Native American students. The content of the statewide, regional, and individual LEA PD will be determined by regular data drill-downs conducted as part of the project. All strategies employed, however, will be approved by the Project WIN Management Team to ensure the work is research-based.

Project WIN will continually assess the sustainability and reliability of its PD approach and will focus on the refinement, implementation and evaluation of a successful model. The following section includes a description of: how a pilot of the model worked in a sample of WY schools, how the development of the model was influenced by current implementation science research, and how the model is supported by adult learning research.

A. LINKING FROM THE PRIOR SPDG

Through the 2006 SPDG, the WDE implemented a PD plan focused on the implementation of PBIS, RTI, and a combination of both strategies (WySIS) in pilot schools. Table 4 demonstrates the relationship between the activities of the 2006 WY SPDG and Project

WIN. This table shows that while Project WIN does not focus solely on PBIS and RTI, there are clear connections between both projects' systems of PD delivery.

Table 4: A Crosswalk of Objectives: 2006 WY SPDG and Project WIN

2006 WY SPDG	Project WIN
WDE, with content experts, offered PD to coaches who give assistance to LEAs	Project WIN staff, Division staff, Coaches, and other partners will receive PD to assist LEAs
WDE offered training on PBIS and RTI to four cohorts of school teams	Division staff will offer PD on content linked to the SPP indicators and Project WIN Coaches will follow-up with district-level TA
WDE offered PD on PBIS and RTI at statewide conference and trainings	Project WIN will offer PD at statewide conferences
	Communities of Practice (COPs) will be coordinated in specific content areas, which will be supported routinely throughout the year
WDE delivered TA and coaching to cohorts of schools on PBIS and RTI	Intensive, local-level TA and coaching based on data-driven needs will be delivered
WDE developed guidance documents for schools related to RTI	Documents for schools, families, and stakeholders related to transitions, AT, and other topics based on SPP Indicators will be developed and disseminated

WDE provided training for parents of SWD regarding RTI and PBIS	A website for parents, educators and other stakeholders will be developed and maintained; and a public service announcement (PSA) for parents of SWD will be created

The 2006 WY SPDG implemented its model of PD for RTI and PBIS, in four cohorts of schools over a five-year period. While a full implementation process takes extended time, SPDG cohorts have already demonstrated the following positive outcomes:

- o Decreases in office discipline referrals (from 1.2 per 100 students in 2007-2008 to .96 in 2008-2009);

- o Decreases in in-school and out-of-school suspensions (from 8.2% in 2008-2009 to 6.0% in 2009-2010) among the four PBIS cohorts;

- o Increases in reading proficiency rates from 2009 to 2010 for two of the three cohorts of schools implementing RTI;

- o Increases in reading proficiency rates from 2009 to 2010 for three of the four cohorts of schools implementing PBIS;

- o Increases in reading proficiency rates from 59% in 2009 to 65% in 2010 for schools that have implemented both RTI and PBIS for at least two years; and

- o Increases in reading proficiency rates among SWD from 22% in 2009 to 27% in 2010.

One implementing school, Urie Elementary School, exemplifies the impact of an intensive PD model. Between September 2010 and April 2011, WY SPDG staff had 16 in-person training or coaching sessions with Urie Elementary staff. WY SPDG staff also averaged 3-5 phone calls or e-mails each month to provide additional support. This intensive PD on PBIS and

RTI has already contributed to the school's improved performance in a number of ways. For example, the number of SWD scoring Proficient according to the DIBELS reading assessment increased from 54% proficient at the beginning of the year to 72% at midyear to 81% at the end of the school year. The district was also provided assistance with instituting benchmark data for math. Using the Measures of Academic Progress (MAP) for its benchmark assessment, Urie Elementary was able to demonstrate a 12.4% average increase in math proficiency from mid-year to the end of the year across five grades. As implemented through the 2006 WY SPDG, this school is a good example of the positive impact of the in-person training and coaching paired with consistent distance support.

Under Project WIN, WDE's PD will continue to support the research-based areas of RTI (e.g., Kretlow& Bartholomew, 2010; Vaughn & Fuchs, 2003; Slavin et al., 1991) and PBIS (e.g., Sugai & Horner, 2002; Bradshaw et al., 2008; Sprague & Horner, 2007). However, Project WIN will take the same basic model of WDE's prior SPDG, expand services, and expand provision of content expertise for districts and the EIEP (Part C/619 provider). The proposed model is founded on research in effective implementation and adult education.

B. RESEARCH FOUNDATION

Implementation Science

Project WIN's PD model is rooted in the latest research on effective implementation (e.g., Michigan Implementation Network, 2011; Metz, 2007; Blasé et al, 2009; Fixsen & Blasé, 2009). While the comprehensive research on implementation has demonstrated effectiveness across a broad spectrum of disciplines, The Michigan Implementation Network (MIN) has successfully demonstrated how implementation science can be applied to education programs

(e.g., MIN, 2011, MIN 2010a, MIN 2010b). Through its research, MIN has found three

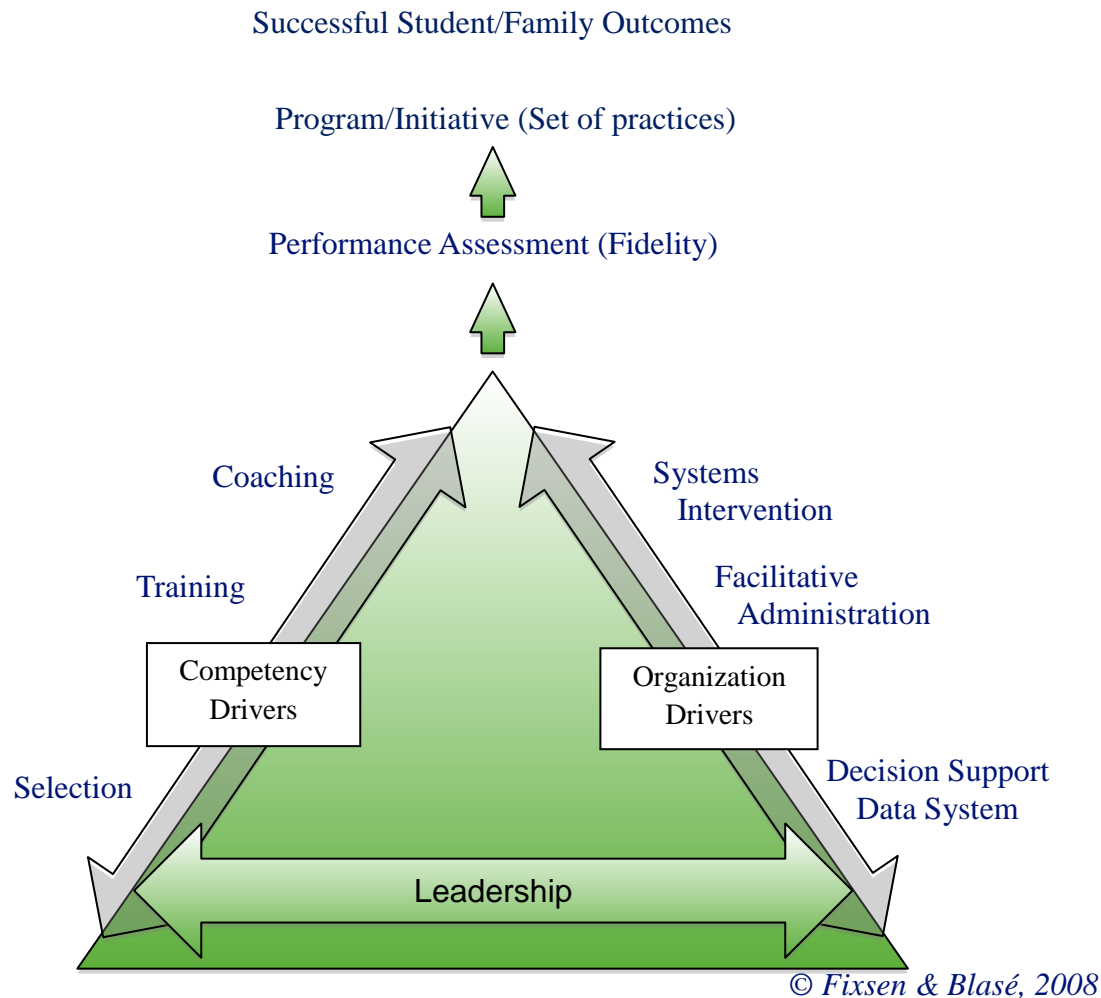fundamental features for effective implementation practices:

1) Innovation Fluency: The team's knowledge and understanding about the practice;

2) Improvement Cycles: The degree to which the team focuses on continuous improvement; and

3) Implementation Practices: The team's attention to how the practice is implemented.

Drawing inspiration from MIN's success and based on the research of Fixsen and Blasé

(2007), the Project WIN approach incorporates these three features. First, the proposed model

and activities are aligned with Innovation Fluency. The MIN innovation fluency identified four

components: 1) research to support the program or practice being implemented; 2) selection of

the practice and whether it meets the needs of the district; 3) whether the practice can be

replicated and implemented on a larger scale; and 4) the key, non-negotiable features of the

practice. These four processes are built into the project's statewide and local-level TA through

data drill-downs, meeting with districts to determine needs, developing local-level PD plans to

detail the feasibility of implementation and scale-up, and the Project WIN Management Team's

review of all PD plans to ensure practices are research-based.

The key feature of Improvement Cycles, based on the research by Fixsen and Blasé

(2007), is comprised of two aspects: 1) a Plan-Do-Study-Act (PDSA) cycle, and 2) Policy

Enabled Practice (PEP) and Practice Informed Policy (PIP). While PDSA emphasizes quick,

focused changes and continuous improvement, PEP and PIP focus on removing barriers to enact

systems change over the long term. Project WIN's PD model, particularly the activities centered

on the local coaching and TA (Objective 1.3), reflects this cycle of change. Staff will assess

readiness of district staff to change practices and plan activities based on current practices and

data-driven needs. Implementation Coaches will coordinate activities and evaluate effectiveness through process evaluation measures and fidelity checks. Coaches and district staff will review evaluation findings and make adjustments to activities. The Project WIN Communities of Practice (COPs) illustrate the collaboration that will allow districts, parents, and stakeholders the opportunity to share practices and focus on removing barriers to support and sustain practices.

Finally, the Project WIN PD model incorporates to the MIN model (2011) feature of Implementation Practices. This feature can be broken down into three elements: 1) the usability of the practice; 2) focus, intentionality, and change in practice; and 3) the factors that drive practice forward. These Implementation Practices reflect the research of Blasé et al. (2009) concerning implementation drivers. Figure 6 demonstrates the implementation driver model and the how the interaction of various drivers' impacts programs and practices.

Figure 6: A Model of the Implementation Drivers that Affect Effective Implementation

Successful Student/Family Outcomes

Program/Initiative (Set of practices)

Performance Assessment (Fidelity)

Coaching

Systems Intervention

Training

Facilitative Administration

Competency Drivers

Organization Drivers

Selection

Decision Support Data System

Leadership

© Fixsen & Blasé, 2008

In keeping with the framework shown in Figure 6, Project WIN integrates the concept of the implementation drivers into its PD model (Fixsen & Blasé, 2009). In alignment with the Leadership driver, the project will offer PD and training to Project WIN staff, Division staff, Implementation Coaches, and other partners on coaching theory and content to ensure acquisition of the technical knowledge and coaching skills needed to deliver effective TA to districts. Project WIN will also address the Organizational drivers through implementing data-based, decision-making strategies, utilizing partners and contractors to provide assistance more efficiently, and evaluating all levels of TA as well as the overall model itself. Lastly, Project

WIN's model incorporates the competency drivers by identifying participants for PD, offering training, offering follow-up coaching, and assessing practices. Together, these strategies along with content expertise will lead to improved classroom and school-based practices that will ultimately improve educational results and functional outcomes for SWD.

Adult Learning

As described above, the development of the Project WIN PD model was grounded in implementation science research. However, current research on adult learning also heavily influenced the Project's approach to TA and training (e.g., Hunzicker, 2011; Chu & Chu, 2010; Guskey, 2003; Dunst & Trivette, 2009). Prominent research on adult learning, particularly as it relates to PD, describes the importance of effective adult learning in contributing to improved student outcomes (Guskey& Yoon, 2009). Project WIN's training, TA, and coaching approach are supported by Dunst and Trivette's research (2009) on the Participatory Adult Learning Strategy (PALS) approach to adult learning.

Project WIN will offer PD on three levels: 1) to TA and coaching providers at the state level; 2) to LEAs from a statewide level; and 3) to LEAs at a local level. Figure 7 demonstrates the PALS model (Dunst & Trivette, 2009), which is foundational to the project's approach to PD activities.

Figure7: Characteristics of the PALS for a Learning Opportunity*
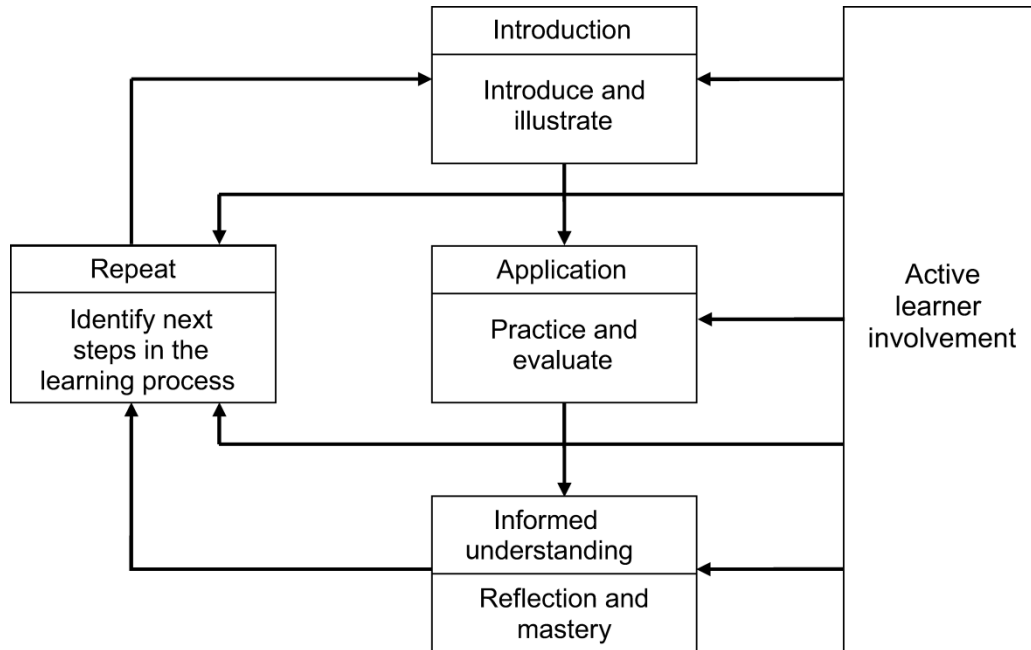
* Figure from Dunst & Trivette (2009)

Dunst and Trivette (2009) found three hallmark features distinguishing the PALS approach from other adult learning models. First, learners do not have to have comprehensive foundational knowledge to be able to practice and evaluate their knowledge and practices. Project WIN will work with districts to confirm that district staff members have at least the requisite knowledge to process the training; however, Project WIN recognizes the various levels of experience and knowledge that exist within every district and school staff.

Second, Dunst and Trivette (2009) stressed the importance of multiple learning opportunities within a training session and the importance of multiple sessions. All of Project WIN's PD strategies are based on using a multifaceted approach to PD through training, TA, and information dissemination. Professional development will not be offered in isolation but rather through multiple training and assistance opportunities with follow-up assistance. This follow-up will consist of both on-site and distance education opportunities as warranted by the topic and

level of need shown by state and/or LEA data. The Urie Elementary example described above

illustrates the intensity of the PD Project WIN will provide: over 30 consultations were provided

to the school over a 7-month period. By providing multiple opportunities for learning, district

staff will have a deeper and more thorough understanding of their practices and ways to improve

them (Dunst & Trivette, 2009).

The third distinction of PALS is the role of the instructor. In the PALS, instructors

provide guided learning grounded in the learner's experiences and knowledge (Dunst & Trivette,

2009). Project WIN will adopt this approach with its Implementation Coaches. These coaches

will work with district staff to achieve the goal of learning instructional strategies that will be

implemented in the classroom. This guidance will ensure that new learning is contextual for the

district and established on research-based practices.

Project WIN will incorporate the PALS approach in its statewide training and

TA/coaching. For example, the Division will offer training to districts on a monthly basis (see

Project Design), and reference documents will be sent in advance to districts (PALS Introduce

and Illustrate). Often, the training will be conducted through webinars or distance technology,

and these training opportunities will allow districts to reflect on their practices and discuss

questions and strategies (PALS Practice, Evaluate & Active Learner Involvement).

Project WIN will take the PD offered by the Division one step further: Implementation

Coaches will contact districts and discuss next steps as a result of the training (PALS Reflection

& Repetition). Coaches will continue to work with districts to provide multiple learning

opportunities, which are critical for successful adult learning (Trivette, Dunst, Hamby, &

O'Herin, 2009). Through this process, Implementation Coaches will ensure that district staffs are

able to assess their performance in the context of research practices or an established framework

for assessment (e.g. PALS Mastery). This metacognitive skill will be an important aspect for future district self-assessment and, ultimately, for effecting systemic change.

Building upon successful efforts started in 2006, the WDE is proposing an expansion of the PD model developed and piloted in the prior WY SPDG. With adaptations to meet the needs of more districts, this model is likely to succeed by bringing about systemic change that will improve outcomes for students. Since the WDE is creating a delivery *model* (rather than taking a prescriptive approach), the model can be replicated for future assistance to districts after the grant period expires. Moreover, piloting of the model has resulted in positive changes in several test districts, and bringing a similar yet improved model to more districts is expected to have an even greater impact. Since Project WIN will align its PD model with implementation science and its approach to PD with adult education research, the likelihood of the project's success is great.

III: QUALITY OF THE PROJECT DESIGN

A. INTEGRATION INTO A COMPREHENSIVE PLAN

The WDE recognizes the need for proactive, focused, and sustained PD across the state. Prior to the SIG/SPDG grants, the WDE limited its PD interventions and TA efforts largely to districts with compliance issues. Professional Development was typically isolated and follow-up assistance was challenging due to the rural nature of the state and limited resources. The 2006 Wyoming SPDG allowed the WDE to test a more proactive PD model (See Significance).

The WDE recognized the successes of the 2006 WY SPDG PD model and made the decision to broaden its scope and scale. Concurrently, the Division is undergoing a redesign of its overall PD approach, and the proposed project will enhance the scope of the new Division model.

Under its new overall PD plan, the Division will offer a TA-based model focusing on improving knowledge and skills of teachers, district staff members, and other educational providers. Project WIN will be responsible for the PD related to a subset of the indicators on the State Performance Plan (indicators 1-8 and 14). The Division anticipates that by implementing a proactive PD model, districts will be able to exceed their educational goals for SWD.

Figure 8 demonstrates the comprehensive nature of the Project WIN PD model. The model focuses on four elements: 1) ensuring that there are sufficient capacity and collaborative relationships to provide PD, 2) developing and disseminating information that will reach a broad audience, 3) providing state-level TA to educational agencies, and 4) providing local training and coaching based on needs identified through data. These elements will be the foundation for building a cohesive model of PD that will exist beyond SPDG funding. Project WIN's key components complement each other, thus ensuring that project activities are not operating in isolation, and demonstrating the macro to micro nature of the four elements.

Figure 8: An Overview of the Relationships among Project WIN Goals and Objectives
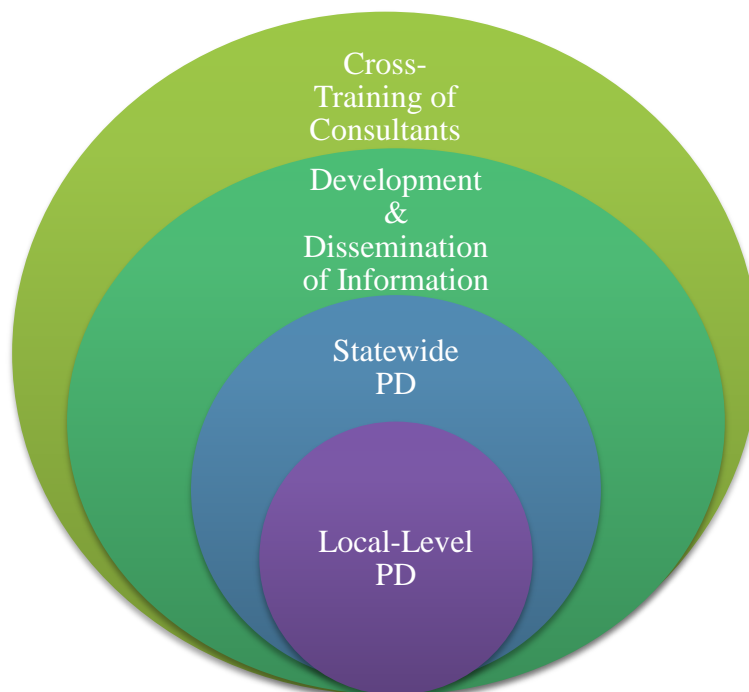
The Division's PD model can be found in Appendix D. Figure 9 shows how Project WIN fits into the Division's overall PD model. This logic model also demonstrates the relationship among the inputs, activities, partners, and outcomes.

B. PROPOSED GOALS, OBJECTIVES, AND ACTIVITIES

Project WIN's design is based on two goals:

- **Goal 1:** Increase the capacity of educational agencies to implement evidence-based practices that will result in improvement on the State Performance Plan (SPP) performance indicators.

- **Goal 2:** Develop and disseminate information and resources in a variety of formats for parents and educational agencies that will result in increased awareness and knowledge.

To achieve these goals, WDE will implement a variety of strategic activities at the state and local levels that will ultimately lead to improved outcomes for children with disabilities and their families.

WDE modeled its PD for districts referencing the implementation science research (e.g., Michigan Implementation Network, 2010; Fixsen et al., 2005; Fixsen and Blasé, 2008; Duda et al., 2011). Additionally, the Project's approach to PD (with training, coaching, and other learning opportunities for personnel) is based on the Dunst and Trivette (2009) research on adult learning. Specific details of how the research supports the PD model are discussed in the Significance section.

Figure 9: Project WIN Logic Model for Professional Development Model

The Situation: Student outcomes, especially those related to the SPP performance indicators, are lower than desired.
Proposed Solution: Develop and provide a network of targeted and individualized TA/PD in order to increase the capacities of educational agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators.

INPUTS	OUTPUTS		OUTCOMES		
What We Invest	**Activities- What We Do**	**Participants – Who We Reach**	**Short Term – What We Achieve: Learning**	**Medium Term – What We Achieve: Actions**	**Long Term – What We Achieve: Conditions**
SPDG Providers: Implementation Coaches, Division Staff and Supervisors, Part C Director, PIC, UPLIFT, UW-WIND, Community Colleges	WDE: Provide cross-training workshops T/A, coaching to SPDG Providers (1.1)	SPDG Providers (1.1)	SPDG Partners experience increased collaboration (1.1)	SPDG Partners, particularly Implementation Coaches, implement new skills when training others	Student achievement improves (SPP3 and 7)
Money	WDE: Increase networking among SPDG providers (1.1, 2.2)	General Ed and Special Ed Teachers at LEAs/other educational agencies (1.2, 1.3, 2.1, 2.2)	SPDG Partners, particularly Implementation Coaches, learn new knowledge/skills (1.1)	Teachers/staff implement new skills in the classroom/on the job	Student graduation rate increases (SPP1) and drop-out rate decreases (SPP2)
Time	WDE: collects, reports out on, and drills down into SPP data (1.2, 1.3, 2.1)	Staff Members/Service Providers/Administrators at LEAs/other (1.2, 1.3, 2.1)	Teachers/staff acquire new knowledge and skills (1.2, 1.3, 2.1)	Parent involvement increases (SPP8)	Students have improved post-secondary outcomes (SPP14)
Materials	SPDG Providers: Develop and provide workshops/ webinars/large-scale TA/ communities of practice (1.2)	Families/Students (1.2, 1.3, 2.1, 2.2)	Family members acquire new knowledge (1.2, 1.3, 2.1, 2.2)	Percentage of students with disabilities in the regular classroom/with typical peers increases (SPP5 and 6)	Lower percentage of students who are removed from the learning environment due to disciplinary reasons
Equipment	SPDG Providers: Develop and provide individualized TA/ coaching (1.3)	Preschool Teachers, Beginning K-12 Teachers (1.2, 1.3, 2.1, 2.2)		Students will be receiving the assistive technology they need.	Higher percentage of LEAs meeting SPP targets
	SPDG Providers: develop materials, resources, and workshops for educators working with students with low-incidence disabilities including a focus on assistive technology devices and services (1.2)	College/University Faculty Members (1.1, 1.2, 2.1, 2.2)		Increased collaboration in the transition process from Part C to Part B 619.	Higher percentage of LEAs in the Meets Requirements Determinations Category
Note: The number in parentheses in the boxes signify goal and the objective.	WDE: Develop website of online TA/resources for educational agencies and parents (2.1)	Community Members/ Agencies (e.g., Mental Health, Head Start) (1.2, 2.1)			
	SPDG Providers and external partners(e.g., National RtI Center): develop and disseminate materials/ brochures/guidance documents (1.2,2.2)	Districts with a determinations category of "Needs Intervention" (1.2, 1.3, 2.1)			

Goal 1: State and Local Professional Development

Objective 1.1: Creation of a Foundation for Professional Development Delivery

The first goal of Project WIN (*Increase the capacity of educational agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators*) will be achieved through three objectives. The first objective focuses on cross-training of state-level staff and parent agencies (see Table 5). In order to provide up-to-date, research-based PD, the individuals delivering or coordinating the TA and training for districts will receive ongoing PD in both content areas and coaching strategies.

Table 5: Project WIN Activities and Timelines for Objective 1.1

Goal 1: Increase the capacity of educational agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators.					
Objective 1.1 Deliver cross-training to Implementation Coaches, Division Consultants and Supervisors, and parent partners that will allow them to provide research-based professional development and technical assistance to educational agencies.					
Activities	**Quarterly Activity by Year***				
	Y1	*Y2*	*Y3*	*Y4*	*Y5*
A1.1.1: Define grant roles and responsibilities among all SPDG partners under the guidance of the Stakeholder Group	Q1	Q1	Q1	Q1	Q1
A1.1.2: Develop, pilot, and revise a coaching manual for Implementation Coaches	Q4	Q4	Q4	Q4	Q4
A1.1.3: Recruit and train three Implementation Coaches for local training and coaching	Q1-2				

A1.1.4: Provide monthly training to Division staff, Implementation Coaches, Project WIN staff, and other SPDG partners as relevant	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4
A1.1.5: Project WIN staff and Implementation Coaches participate in relevant state and national conferences and collaborative trainings	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4
A1.1.6: Identify or develop implementation fidelity instruments for TA and PD delivered by Project WIN	Q2-3	Q4	Q4	Q4	Q4

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

Upon funding, Project WIN will convene a Stakeholder Group comprised of Division staff, Institutions of Higher Education (IHEs), Part C staff, other agencies, parent partners, district staff, and individuals with disabilities (see Table 13 in Management Plan). The Stakeholder Group will initially discuss the roles and responsibilities of partners. Additional collaborators (including national and regional consultants on RTI, PBIS, and monitoring) will be contacted to discuss their roles in providing PD to state-level TA providers or local districts.

Project WIN will also allow the State to hire and train three Implementation Coaches to provide and coordinate ongoing PD to districts. Their coaching will include intensive TA: building consensus, assisting with processes and protocols, being a conduit to other resources, and facilitating group meetings. Responsibility for hiring these coaches will rest with Wyoming community colleges and coaches will work from these locations. Because these institutions are in strategic geographic locations, on-site assistance will be increased. Greater cultural awareness and knowledge of the community will be a positive by-product of this regional placement. As part of their training, SPDG staff will develop a manual that will include content resources,

information on coaching theory, and background information on special education at the state level. This manual will also be a useful transition tool for new coaches.

As part of the Division's PD model, all SPDG staff, Implementation Coaches, Division staff, parent partners, and other relevant partners will receive training (at least one day per month) in a content or delivery topic. This type of cross-training will: 1) increase knowledge and skills of the PD deliverers, 2) ensure a common message and approach to technical assistance, 3) reduce gaps in services with staff attrition, and 4) promote collaboration with external agencies and partners. Examples of cross-training topics include academic interventions, behavior interventions, assistive technology (AT), preschool transition, learning disability and educational placements, and strategies for working with Native American students. The monthly cross-training meetings will be led by content-specific experts including parent partners, the WY Part C Program Director, the WY Institute for Disabilities (WIND) at the University of Wyoming, WY Children's Tribal Triad (Triad), and Division staff.

Along with the monthly training opportunities, Project WIN staff and Implementation Coaches will participate in relevant national, state, and regional PD. Special education conferences or collaborative trainings will be sources of PD to enhance staff and coaches' ability to deliver quality TA and coaching to districts.

In addition to the cross-training, the Project WIN Management Team will develop or identify fidelity of implementation checklists that will be used by the Implementation Coaches. Once a district receives PD or TA, the Coaches will use one or more of the fidelity instruments to determine the extent to which the TA resulted in evidenced based changes in practice. Using the same checklists for specific content areas will ensure common expectations for districts and assist with measuring improvement across districts.

Objective 1.2: Statewide Professional Development and TA

The second objective focuses on providing PD and TA at the state-level in order to address statewide and regional needs (see Table 6). In collaboration with partners, the Division will offer statewide PD for districts and educational agencies.

Table 6: Project WIN Activities and Timelines for Objective 1.2

Goal 1: Increase the capacity of educational agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators.					
Objective 1.2 Deliver statewide professional development and technical assistance to educational agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.					
Activities	**Quarterly Activity by Year***				
	Y1	*Y2*	*Y3*	*Y4*	*Y5*
A1.2.1: Conduct a data drill-down to determine state and regional TA needs	Q1	Q1	Q1	Q1	Q1
A1.2.2: Identify PD topics and methodology of training and TA delivery	Q1-2	Q1-2	Q1-2	Q1-2	Q1-2
A1.2.3: Conduct a statewide needs assessment through an annual survey of educational agencies	Q4	Q4	Q4	Q4	Q4
A1.2.4: Deliver statewide PD using collaborative partnerships	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4
A1.2.5: Develop and facilitate Communities of Practice that will offer continuing education credits		Q1-4	Q1-4	Q1-4	Q1-4

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

Upon funding, the Division will conduct a data drill-down with Project WIN staff. This data review will examine the root causes of changes in performance. The review will allow the State to determine which areas should be prioritized for state-level technical assistance. The methods for providing technical assistance will be determined next and may include webinars, conference calls, the development of guidance documents, presentations at meetings, or workshops. Collaborators and external experts will be identified to provide training or other assistance.

Currently, the WDE does not conduct an annual needs assessment in Wyoming LEAs regarding PD. Project WIN will assist the WDE in developing an online qualitative and quantitative survey and administering the survey annually to educational agencies. Results from these surveys will supplement SPP data and will enrich the annual data drill-down meetings.

The Division has previously offered monthly conference calls to districts, which have typically focused on areas of common noncompliance. To supplement this PD, Project WIN will offer follow-up coaching and TA to districts. Every month, the Division will offer TA or training on a topic (such as Extended School Year) working with families to ensure successful secondary transitions, assistive technology needs, or accommodations and modifications. This TA will be conducted through webinars, conference calls, and/or the development of printed resources. Some districts may be required to attend and/or access these events based on the district's level of Determination or as a result of an ongoing Corrective Action Plan. However, all districts will be encouraged to attend.

While the method of delivery depends on the topic, the following steps illustrate a typical process:

1) The Division staff will post the topic and corresponding resources and guidance documents on the WDE website, and districts will have 30 days to review the documents.

2) Districts that have determination findings or are below state targets for the particular topic will be contacted by their respective Implementation Coach, who will meet with the district during the 30-day window via conference call to discuss the resources and documents (Activity 1.2.4).

3) After 30 days, the Division will hold a webinar and discuss best practice examples and answer questions from districts.

4) The SPDG Implementation Coaches will provide follow-up TA to individual districts after the webinar. The follow-up coaching may involve content experts or other partners, depending on the type of TA needed (Activity 1.2.4).

Based on observations from Coaches, statewide data drill-down, and on-site fidelity data, Project staff will identify LEA presenters on instructional practices for the WY Leadership Symposium. This annual conference will give Project WIN staff the opportunity to offer in-person PD at a state level. In subsequent years, the Leadership Symposium will give the Communities of Practice (COPs) the opportunity to collaborate, present on their COPs, and hold topical meetings.

In the second year, Project WIN will develop and facilitate Special Education COPs in the areas of New Teachers; Educating Native American Students; Administrators; Preschool; Secondary Education; Assistive Technology; and Parent Interests. These topics were selected purposefully to allow educators, and parents to participate in the group(s) of their choosing. Furthermore, these communities were selected based on state and regional trends in special education data. While the format and topics will be finalized with more input from the SPDG

Stakeholder Group during the first year of the project, these groups will be organized to allow collaborative discussions and learning opportunities for all who attend.

The COPs will be started at the end of the first year of the grant. Subsequently, online forums, list-serves, and/or wikis will allow COP members to continue to communicate and share practices. Additionally, Project WIN will coordinate online PD training related to each topical area with input from the Project WIN Stakeholder Group. In conjunction with the Professional Teaching Standards Board, the training opportunities within these COPs will lead to continuing education credits for teachers as a participation incentive.

The activities in Objective 1.2 offer a comprehensive mechanism for providing PD, TA, and training to educators. An example of how the state-level PD model will be implemented is as follows: After reviewing the identification data, Project WIN staff may determine there is a statewide concern regarding the over-identification of preschool children identified with speech and language disabilities. Project WIN and Division staff would then discuss strategies for providing technical assistance and pinpoint the targeted audiences. Then, Project WIN staff would work in collaboration with the Part C Director to develop webinars or training. The Preschool COP would also address speech and language identification through an online training module following the webinar. Project WIN Implementation Coaches would follow-up with Child Development Centers (CDCs) by providing coaching and TA at the CDC level. Other collaborators (such as EIEP) would assist individual CDCs in coordination with the Implementation Coaches (see Objective 1.3). Finally, Project WIN staff would collect evaluation data, including the annual PD needs assessment, to inform further activities.

Objective 1.3: Local-Level Professional Development and Coaching

The third objective focuses on providing PD and TA/coaching at the local-level in order to address individual district needs (See Table 7). Based on the three fundamental features of successful implementation, Innovation Fluency, Improvement Cycles, and Implementation Practices (MIN, 2011), and the TA delivery model from the previous SPDG, Project WIN will scale-up the Department's local-level assistance.

Table 7: Project WIN Activities and Timelines for Objective 1.3

Goal 1: Increase the capacity of educational agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators.					
Objective 1.3 Deliver local-level professional development and technical assistance for educational agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.					
Activities	**Quarterly Activity by Year***				
	Y1	*Y2*	*Y3*	*Y4*	*Y5*
A1.3.1: Conduct a data drill-down to identify local-level needs in terms of the SPP indicators	Q2	Q2	Q2	Q2	Q2
A1.3.2: LEAs identify a district-level Professional Development Facilitator (PD Facilitator) to work with Coaches		Q1			
A1.3.3: Implementation Coaches consult with PD Facilitators monthly to discuss data-based district needs and priorities		Q2-4	Q2-4	Q2-4	Q2-4
A1.3.4: Implementation Coaches and district staff develop a PD Plan		Q2-4	Q2-4	Q2-4	Q2-4

A1.3.5: Implementation Coaches complete and evaluate the activities in the district's PD Plan		Q2-4	Q2-4	Q2-4	Q2-4
A1.3.6: Implementation Coaches conduct fidelity checks following district-level training and TA		Q3-4	Q1-4	Q1-4	Q1-4
A1.3.7: Implementation Coaches revisit the PD Plan with the district teams at regular intervals		Q3-4	Q1-4	Q1-4	Q1-4
A1.3.8: Project WIN Management Team and the Part C/619 Provider collaboratively develop and evaluate a PD Plan		Q2-3	Q4	Q4	Q4
A1.3.9: SPDG Management Team develops an evaluation plan for Implementation Coaches	Q3-4				
A1.3.10: SPDG Management Team reviews district-level evaluation data from PD Plans		Q4	Q4	Q4	Q4

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

Similar to the state-level data drill-down, the Division and Project WIN staff will review analyses of district-level SPP data, monitoring findings, the SPDG PD needs assessment survey, determination results, and relevant information in the WDE's internal TA database. During the first year, Project WIN staff will develop an evaluation plan and tools for collecting and using feedback from districts on the Implementation Coaches and other Project WIN staff assistance.

During the second year of the project, after the cross-training is underway (Objective 1.1) and districts have been receiving state-level PD and TA (Objective 1.2), the focus will be on local-level coaching *based on local needs*. First, each district and the EIEP (Part C/619 Provider) will be asked to identify a PD Facilitator. For districts, this person will be the point of contact for

the Implementation Coach and will assist with coaching and questions from staff. While PD

Facilitators will not be paid directly, the Division will contract with LEAs that are working with

Implementation Coaches to support the SPDG activities (e.g., payment for substitute teachers,

PD materials, etc.).

Implementation Coaches will meet with the district PD Facilitator, the local Special

Education Director, and/or other administrators to develop a PD Plan. The focus and intensity of

a district's PD Plan will depend upon the district's needs based on SPP indicator results,

Determination data and other indices. While resources will be available to all districts, priority

for intensive TA will be given to those most in need, as determined by the data drill-down

results. Based on the local data drill-down and the district's perceptions of its needs, the PD Plan

will include the targeted audiences, activities, timelines, roles and partnerships, and evaluation

plan. All interventions set forth by the PD Plans will be evidenced-based.

Once the PD Plan is drafted and signed, the Implementation Coach will coordinate the

ensuing activities, including determining the appropriate TA delivery method(s) (e.g. on-site,

telephone, computer assisted, etc). The Implementation Coach may partner with a topical expert,

parent partner, or WDE staff to offer multiple learning opportunities for local staff. Division

staff, parent partners, and external consultants have dedicated time for Objective 1.2 (see

Management section). The Implementation Coach will be responsible for providing

consultations and on-site coaching following the initial planning, although local PD Facilitators

may assist with these consultations.

To help assess practices, WDE will collect process evaluation measures during all

training, TA, and coaching. In addition, Implementation Coaches will conduct regular fidelity

checks, using the fidelity of implementation tools developed or identified by Project WIN staff

and partners (Objective 1.1). These tools will ensure the essential TA concepts are not only being implemented, but that they are being implemented according to research-based practices.

Following the implementation of the PD Plan, the Implementation Coach and district teams will revisit the PD Plan and its effectiveness. Evaluation data, fidelity of implementation data, and district-level data will be used to determine effectiveness. If the identified problem was not solved, or if further improvement is needed, the team will draft a new PD Plan.

Project WIN staff will collect evaluation data on the local PD Plan and the services of the Implementation Coach from districts. Feedback from the districts, in conjunction with the district's PD Plan evaluation data, will be reviewed annually. If state-level assistance or additional assistance from national experts is needed based on the evaluation data, Project WIN will arrange for further supports.

In addition to the district developed PD plan, TA may be requested in other areas. For example, if a district requests TA to improve its graduation rate for students with disabilities--even if that district currently meets the SPP target for graduation rate--the district may submit a request for TA.

The process for requesting TA will be done through an online TA request website that was developed as part of the 2006 WY SPDG. This PD/TA website allows for efficient tracking and evaluation of TA requests.   The PD Plan process that each Implementation Coach establishes with each district will also be incorporated into this online TA website so that one integrated system for tracking TA will be used.

A similar process will be conducted with the EIEP (WY Part C/619 Provider). The Management Team will meet with the designated PD Facilitator within the EIEP to

collaboratively develop a PD Plan. The EIEP will implement the Plan with guidance from the

Division as needed, and EIEP will provide process and evaluation data to the Project Evaluator.

Goal 2: Information Development and Dissemination

The second goal of Project WIN is: *To develop and disseminate information and*

resources in a variety of formats for parents and educational agencies that will result in

increased knowledge and skills. This goal will be achieved through two objectives.

Objective 2.1: Development of an External Website

In the first objective of Goal 2, Project WIN will develop an external website (see Table

8). This website will be a vehicle for communicating and providing information and resources to

multiple stakeholders that will result in increased knowledge about ways to improve outcomes

for SWD.

Table 8: Project WIN Activities and Timelines for Objective 2.1

Goal 2: Develop and disseminate information and resources in a variety of formats for parents and educational agencies that will result in increased awareness and knowledge.					
Objective 2.1 Create and maintain an external Project WIN website for educational agencies, parents, consumers, and stakeholders that will result in increased awareness and knowledge about education resources, instruction, and events.					
Activities	**Quarterly Activity by Year***				
	Y1	*Y2*	*Y3*	*Y4*	*Y5*
A2.1.1: Assemble resources and information for Project WIN website	Q2-3				
A2.1.2: Partner with a website developer to create a project website	Q4				

A2.1.3: Maintain and add content to project website		Q1-4	Q1-4	Q1-4	Q1-4

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

In order to ensure that stakeholders, districts, and families have direct access to Project WIN materials and resources, WDE will develop and maintain an easily-accessible website. During the first year of Project WIN, project staff, with input from the Stakeholder Group, will assemble materials and resources for the site. Materials for the website will include a PD toolbox (such as researched-based practices on PBIS or tiered instruction and materials from the Division's monthly PD events), announcements of SPDG events, a COP portal, and a Parent Corner with family-friendly information on transitions, the IEP process, the state funding process, and other identified topics of interest to parents.

At the end of the first year, Project WIN will contract with a web developer to create the website. The Project WIN website will be designed to be easily accessible to families of SWD, consumers, stakeholders, and school personnel and will be created in accordance with Web Accessibility Initiative (WAI) guidelines.

In subsequent years, Project WIN staff and stakeholders will review evaluation data regarding the website and make changes as needed. Additional documents, including those developed with partners as outlined in Objective 2.2 below, will be added to the website.

Objective 2.2: Collaboration to Develop Resources

The second objective will focus on collaborating with external agencies and partners to develop and disseminate documents and information for parents and districts (see Table 9). As a result of these activities, parents and educational agencies will have more resources and knowledge to provide services for SWD.

Table 9: Project WIN Activities and Timelines for Objective 2.2

Goal 2: Develop and disseminate information and resources in a variety of formats for parents and educational agencies that will result in increased awareness and knowledge.					
Objective 2.2 Collaborate with the IHE, parent partners, and the National RTI Center to develop and disseminate parent- and teacher-friendly documents that will result in increased awareness and knowledge among parents of SWD and teachers.					
Activities	**Quarterly Activity by Year***				
	Y1	*Y2*	*Y3*	*Y4*	*Y5*
A2.2.1: Collaborate with the National RTI Center to assist with the dissemination of WY RTI document	Q1				
A2.2.2: Collaborate with PIC/PEN& WIND to review SPP Indicator 8 data and identify topics for documents	Q2	Q2	Q2	Q2	Q2
A2.2.3: Collaborate with PIC/PEN to create parent-friendly documents on Parts B & C topics		Q3	Q3	Q3	Q3
A2.2.4: Collaborate with WIND to create documents on relevant topics for agencies and families		Q2-3	Q2-3	Q2-3	Q2-3
A2.2.5: Collaborate with UPLIFT to develop a PSA to market SPDG resources for families	Q3	Q3	Q3		
A2.2.6: Collaborate with UW-WIND's Early Childhood Division and Part C partners to develop a Part C to Part B guidance document	Q4				

***Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30**

In the prior SPDG, the WDE, in partnership with the National Center on RTI, developed a guidance document on tiered instruction for educators: *A Model Response to Intervention (RTI) Framework to Identify Students with Specific Learning Disabilities*. Project WIN will collaborate with the National Center on RTI to create a communication plan for dissemination of this document. Through this activity, WDE will ensure districts choosing to use RTI as a means of identifying students with specific learning disabilities will have access to Wyoming-specific guidance and information. As a result, some districts may opt to implement RTI as part of their local PD Plans.

Project WIN will also require the WDE to collaborate with other state organizations to develop and disseminate documents for families and educational agencies. PIC/PEN, the WY Parent Training and Information center (PTI), will develop parent-friendly documents on secondary transitions and other relevant parent topics as indicated by SPP Indicator 8 data. UW-WIND will create documents on AT, accessible materials, and other topics for families of SWD and educational agencies. UPLIFT, another WY parent group, will develop public service announcements to market SPDG resources and the Project WIN website for families of students with disabilities.

C. THE INTEGRATION OF NEEDS WITH THE PROJECT DESIGN

Together, the goals, objectives, and activities will lead to increased awareness, knowledge, skills, and ultimately changes in practice that will better educational outcomes for SWD. Table 10 illustrates how the elements described in the Needs section of this proposal relate to the Project WIN goals and objectives.

Table 10: A Crosswalk of Project Needs and Project Objectives

NEED	OBJECTIVE
Rural and demographic state factors make centralized PD challenging.	Obj. 1.2, 1.3, 2.1. TA will be offered through a combination of distance education (webinars and calls) and on-site TA. A website will be developed for distance learning opportunities.
WY State Board of Education and WDE strategic plans and goals lay a framework for PD.	Obj. 1.1, 1.2, 1.3. The project's PD model will work toward improving student performance (local TA), safety (through PBIS as needed), and improving efficiency of operations (cross-training of staff)
SPP Indicators demonstrate data-based need for the Indicators 1-8 and 14.	Obj. 1.2, 1.3, 2.1, 2.2. TA will be offered statewide and to local districts with specific needs. Partnerships will be formed. A website with resources and updates will be created. Documents will be developed on issues related to the SPP Indicators.
Replicate the model of PD developed in the prior SPDG.	Obj. 1.1, 1.2, 1.3. Project WIN takes the model developed in the prior SPDG and expands its scope and services.
Align model with research-based strategies.	Obj. 1.1, 1.2, 1.3, 2.1, 2.2. Project WIN is grounded in the research on implementation science and adult learning.

IV: QUALITY OF PROJECT PERSONNEL

Staff within the WDE Special Programs Division will lead the Project WIN activities. Project WIN staff will be supported by several key contractors and consultants. Vitae for key

staff and consultants can be found in Appendix E. A personnel loading chart and a responsibility chart by activity are located in the Management Plan.

With the exception of Implementation Coaches, Project WIN is fully staffed and ready to launch upon funding. In seeking to secure Implementation Coaches and staff for any future vacancy, the Project WIN Management Team will make every effort to hire individuals from traditionally underrepresented groups, including individuals with a disability. The WDE is an equal opportunity employer and actively supports the ADA. Upon funding, Implementation Coaches will be hired by WY Community Colleges with active input from the Project WIN Management Team. An outline of the steps that will be taken to ensure that the positions are promoted to traditionally underrepresented groups is included below.

A. KEY PROJECT PERSONNEL

Stephanie Weaver (.10 FTE *in-kind*) will serve as the Principal Investigator. Ms. Stephanie Weaver will serve as the Principal Investigator for Project WIN. Ms. Weaver has an M.B.A and is currently the Deputy Director of Special Education for the Wyoming Department of Education. She has very strong management, policy and fiscal development, and presentation skills. Ms. Weaver brings a diversity of experience in program supervision, fiscal analysis, special education law, report writing, and regulation and policy. Due to her various responsibilities and experiences within the state's education system, Ms. Weaver is familiar with all levels of the Wyoming public education, including preschool programs, the K-12 system, and higher education.

Susan Shipley (.40 FTE) will serve as the Grant Supervisor. Ms. Shipley is a former Special Education Consultant and current Supervisor of the Professional Development and State Initiatives Section of the WDE Special Program Division. Her

responsibilities involve oversight of the Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) projects. In addition, Susan is a team-lead for on-site Continuous Improvement Focused Monitoring visits, which ensure LEAs comply with the federal regulations pertaining to the Individuals with Disabilities Education Act (IDEA). Since 2009, she has been the Project Director for the State Personnel Development Grant (SPDG). Susan had the primary responsibility of the grant oversight and has carried out the goals, objectives, and activities of the 2006 WY SPDG. During her time with the Department, Susan has been a member of the State Literacy Taskforce, the Wyoming Striving Readers workgroup, the Wyoming Professional Development Alignment Oversight Team, the Instructional Technology and Integration Resource Team, and the TeamCenter Taskforce. In addition, she coordinates two large annual professional development events, the Teton Institute in Jackson Hole, WY and the Educational Leadership Symposium in Lander, WY.

Stacie McFadden (.50 FTE) will serve as the Grant Co-Coordinator. Stacie McFadden recently joined the Wyoming Department of Education Special Programs Division. She was recruited because Stacie is known as an individual who continually educates herself on best practices, offers support and assistance to both teachers and students, and ensures that student growth is occurring and valued. Prior to serving the Division, Stacie was an educator for twelve years in a public school district and a private home preschool. She is considered a literacy expert and one of the State's foremost reading coaches. As an educator, it was her goal to create a learning environment where every child was free to reach his/her fullest potential. In order to achieve this, she ensured that three very important elements were established in her learning environments: A positive rapport with each student to serve as the foundation for a successful year; educational opportunities that were purposeful, stimulating and differentiated in

to ensure student engagement, and fostering a passion for learning. Stacie brings an extensive knowledge of instructional literacy strategies, progress monitoring, and data-based decision making for continued student reading success.

Christine Revere (.50 FTE) will serve as the Grant Co-Coordinator. Christine Revere is an Educational Consultant for the Wyoming Department of Education in coordinating Positive Behavior Interventions and Supports (PBIS). She was part of the team that developed the implementation structure for the State's WySIS initiative, which addresses both academics and behavior. In her current position, she has provided training and technical assistance to over fifty schools implementing a systemic preventive approach to student behavior and acted as the co-lead on the At-Risk Legislative Project Oversight Team (ARPLOT).

Christine brings extensive experience to this project. In addition to her work with the current State Personnel Development Grant, she has also worked as a classroom teacher, school health consultant, and a coordinator of Federal Title IVA – Safe and Drug Free Schools. Her work in both education and health care with Native American students allow her to provide the State with highly valued expertise.

B. PROJECT CONSULTANTS

Dr. Susan Wagner (9 days per month/108 days annually) will serve as the Project Evaluator. Dr. Wagner has a Ph.D. in Industrial/Organizational Psychology and is the President of Data Driven Enterprises, an educational consulting company. She has very strong program evaluation, data collection, statistical, presentation, and report-writing skills. Dr. Wagner brings a wealth of experience in program evaluation, longitudinal databases, statistical analyses, reliability and validity issues, online data collection, and report writing. Dr. Wagner is familiar with the Wyoming preschool programs, K-12 system, and higher education system due to her

roles as the external evaluator for the Wyoming Department of Education State Personnel Development Grant from 2006-2011, the Wyoming State Improvement Grant (WySIG) from 2002 to 2006, the evaluator for the Wyoming TANF Preschool program, and the external statistician on the Wyoming State Performance Plan (SPP) indicators and monitoring system. Dr. Wagner also serves as an expert statistician for several states on their SPP indicators and special education monitoring systems.

Three Implementation Coaches (1.0 FTE each) will be hired to serve as regional coaches. The Division will contract with Wyoming Community Colleges, including the Central WY Community College (See letter of support in Appendix F), to hire Implementation Coaches. These coaches will be located across the state to ensure regionalized TA. Efforts will be made to hire individuals with disabilities and/or other underrepresented groups, and since TA will be provided to districts near the Wind River Indian Reservation, Project WIN will actively seek Native American candidates. These strategies will include: 1) seeking guidance from the Stakeholder Group about ways to attract traditionally underrepresented candidates, 2) encouraging members of the Stakeholder Group to promote the opportunity to their constituencies, 3) advertising in diverse publications such as *Hispanic Outlook*, and 4) including diverse representation on hiring committees. Qualifications for the Implementation Coaches are below:

Minimum Qualification for the Implementation Coaches
A Master's degree with special education certification and licensed to teach in WY
At least 5 years of teaching experience and at least 2 years of administrative experience
Demonstrated knowledge of IDEA, special education content area &educational outcome data
Experience with coaching, training, and/or adult education is preferred

Demonstrated awareness of strategies for working with traditionally underrepresented groups

Wyoming Part C. **Sara Mofield** (.05 FTE *in-kind*) will serve as a member of the Management Team, Stakeholder Group, and liaison to Part C/Bart B619 services. Sara has an extensive background in many aspects of education. She has been a classroom teacher, early childhood educator, family outreach specialist, college instructor, and an administrator. She is currently the Early Intervention and Educational Program Manager for the Wyoming Department of Health. In this capacity she oversees the implementation of Part B and Part C of IDEA for children ages birth to five. She supervises the provision of technical assistance and professional development to fourteen regional preschool programs, ensuring not only compliance with federal and state regulations, but implementation of research based best practices. Sara works closely with the Wyoming Department of Education to maintain consistent Part B services in the State of Wyoming and to improve transition from Part C to Part B. She has been instrumental in coordinating professional development and technical assistance opportunities for early interventionists and early childhood special educators across Wyoming

University of Wyoming. **Sandra Root-Elledge** (.05 FTE) will serve as a member of the Management Team, and liaison to the University of Wyoming-WIND (UW-WIND). Sandy is the Associate Director of UW-WIND and is also the Director of Interdisciplinary Training and Coordinator of Community Education for WIND. Sandy is the Past President of the National Association of Assistive Technology Projects, a member of the Board of Directors for Wyoming UPLIFT, the Past-Chair of the Wyoming Advisory Panel for Students with Disabilities, a member of the Wyoming Child Mental Health Waiver Quality Assurance Committee, and a member of the Association of University Centers for Disability Community Education Directors,

among others. As a parent of two children with disabilities, Sandy has extensive personal,

research, and teaching experience in a wide variety of areas related to supporting people who

have disabilities. Through her efforts, projects have been initiated in the State of Wyoming

which addresses: increased knowledge of available assistive technology, greater availability and

information about accessible instructional materials, supports for individuals with disabilities in

agricultural professions, support to grandparents raising grandchildren who have disabilities, and

abuse of elders and individuals with disabilities to name a few. Sandy brings a wealth of

experience to the Project WIN management team, in both her knowledge of the needs of

individuals with disabilities and in implementing successful programs throughout the state to

address these needs.

WY Parent Group. **Peggy Nikkel** (.05 FTE) will serve as a member of the Stakeholder

Group and liaison to the parent partner UPLIFT. Peggy Nikkel is the Executive Director of

UPLIFT and the parent of a son with a disability. UPLIFT provides support to children from

birth to age 26 and their families, through resource provision, advocacy, training and referrals.

 She supervises regional outreach staff and oversees a wide variety of programs designed for the

unique needs of children who have disabilities and their families. She is a member of the

Wyoming Advisory Panel for Students with Disabilities, the Wyoming Governor's Mental

Health Planning Council, the National Federation of Families for Children's Mental Health

Board of Directors and the Center for Mental Health Services Statewide Family Network Expert

Advisory Panel. Peggy not only brings her experience as a parent, advocate and agency director

to the panel, but also has a personal understanding of the needs of families across the State of

Wyoming.

V: ADEQUACY OF RESOURCES

A. ADEQUATE SUPPORT OF THE LEAD AGENCY

The WDE has adequate facilities, equipment, supplies, and resources to support Project WIN over the next five years and beyond the grant period. The WDE has made significant financial and personnel investment in the delivery of services to Wyoming educators who work with SWD, as well as to the proposed project.

The WDE's Special Programs Division will implement the Project WIN activities. Centrally located in Riverton, WY, the Division currently manages state and federal resources to serve approximately 14,000 Wyoming students with disabilities under IDEA Part B. The Division will provide office space for Project WIN, and the WDE will provide the necessary equipment, supplies, and resources to implement the project, including fiscal, accounting, contract, human resources, and IT support. The Division has the necessary teleconferencing and videoconferencing capabilities to implement the project's goals and objectives.

The WDE is connected to all 48 school districts, the EIEP, the University of Wyoming, the seven community colleges, and all WDE Offices through the Wyoming Equality Network (WEN). This high-speed videoconferencing network allows all districts access to 103 connected sites. Due to geographic and demographic factors described in the Need section, this remote conferencing capability is a critical component of Project WIN. The WEN system allows for Project WIN staff to offer TA to districts much more conveniently, especially when distances and/or weather are factors (Objectives 1.2 and 1.3). While project Implementation Coaches will conduct the majority of their training and coaching on-site in districts, the WEN system will allow for discussions with Project WIN staff between in-person meetings (Objective 1.1). This

conferencing system also allows for meetings with several districts in a region (Objective 1.2)

and follow-up consultations with districts (Objective 1.3).

WDE will provide the necessary equipment for Project WIN to create documents in

accessible formats and ensure that physical space is accessible for individuals with disabilities.

The Project WIN website will be developed in accordance with WAI standards (Objective 2.1).

Additionally, all of the guidance documents (Objective 1.2), FAQ documents (Objective 2.2),

and any materials for districts (Objectives 1.2 and 1.3) will be available in alternate formats

including large print, audio, or Braille as needed. Materials for parents of SWDs will be

translated into Spanish. Interpreters or other services will be provided as needed for meetings.

Any conference or meeting spaces for Project WIN will be accessible in accordance with the

ADA to ensure full participation of individuals with disabilities.

Since 2001, Wyoming has successfully administered a SIG/SPDG, and therefore has

demonstrated its capacity to execute a SPDG project. In implementing the proposed SPDG,

Wyoming will use at least 90% of the funds received for PD and the infrastructure to deliver the

PD. The WDE will continue to provide significant in-kind support using Part B discretionary

funds to build the capacity to sustain the PD model after SPDG funding ends.

B. COMMITMENT OF PARTNERS

Project WIN will strategically use its partnerships throughout the state and nation in order

to provide up-to-date PD and technical assistance to districts and other education agencies. These

collaborations include other WDE divisions, the Part C agency, two parent organizations, the

University of Wyoming-WIND, WY Community Colleges, LEAs, and other state and national

partners. Through these partnerships, Project WIN will ensure that the perspectives of SWD,

their families, and other individuals with disabilities are included in the project's activities. Appendix F includes the letters of support for partners listed below.

WDE Partners

The Division has strong linkages with other WDE divisions, including the Quality Instruction and Learning Team, the Federal Programs Division, and the Information Management Division. Together, these collaborations allow a focus on improving outcomes for Wyoming students that is complementary and not duplicative. These WDE divisions have provided assistance and consultations for the prior WY SPDG and will continue to serve as partners in the assistance to districts. Close collaboration will enable Project WIN partners to work in tandem across various statewide initiatives and ensure wide dissemination of the results across WDE and the state.

EIEP: The Part C Agency

As described in the Needs section, the EIEP (Wyoming's Part C agency) oversees services for children with disabilities ages 0 through 5. Therefore, the EIEP is an integral partner in developing resources for parents and providing TA regarding Part C to Part B transition and preschool services for SWD. The Part C Director will serve on the Management Team and Stakeholder Group, provide cross-training assistance (Objective 1.1), provide expertise to statewide TA as needed (Objective 1.2), and review and advise on FAQ documents developed by the project (Objective 2.2).

Parent Partners

Two parent organizations will collaborate with Project WIN to develop resources for families of SWD and for districts (Objective 2.2) and provide training and support for local-level

PD (Objectives 1.2 and 1.3). Additionally, representatives from both parent organizations will serve on the Stakeholder Group.

UPLIFT is part of the Wyoming Federation of Families for Children's Mental Health and provides support to families of SWD through regional offices located throughout the state. In addition, the Wyoming PTI (PIC/PEN) offers support to families about their rights under IDEA and assists parents in partnering with schools to ensure appropriate services and positive outcomes for SWD. Together, these parent partners will provide their expertise and perspectives to Project WIN's resource development and TA to educational agencies.

University of Wyoming-WIND

Wyoming has one four-year university, the University of Wyoming (UW), which will partner with Project WIN. Specifically, a representative from UW's Wyoming Institute for Disabilities (WIND) will serve on the Management Team and Stakeholder Group, provide support to districts (Objective 1.3), and develop resources to be disseminated statewide (Objective 2.2). WIND is the University Center for Excellence for Developmental Disabilities (UCEDD) for the State of Wyoming and has the capacity and expertise in special education and disability services to fully support Project WIN.

Wyoming Community Colleges

The Division will collaborate with Wyoming Community Colleges (WY CC) to hire and staff three Implementation Coaches at three different sites. This partnership was formed because Implementation Coaches: 1) will have access to the facilities needed to complete their work (including the WEN system for videoconferencing), 2) will be able to collaborate with Disability Services and faculty on campus to better serve districts, 3) will be located in close proximity to

the LEAs within their regions, and 4) will receive the employee benefits of the WY CC, which are not provided to WDE contractors.

Local Education Agencies (LEAs)

During the five-year funding period, it is anticipated that all 49 Wyoming LEAs will participate in Project WIN, either through statewide TA, or, for those LEAs with state-determined or self-identified needs, local-level training and/or coaching. As part of Objective 1.3, Project WIN will provide subcontracts to LEAs that develop PD Plans to provide support for substitute teachers, PD materials, or stipends for PD Facilitators. In addition, district level staff, including a superintendent, principal, local Special Education Director, teacher, para-educator, and District Coach will be included on the Stakeholder Group.

Other State Partners

The Division has strong working partnerships with districts and state organizations, including the Wyoming Association of Special Education Administrators (WASEA) and the Wyoming Advisory Panel for Students with Disabilities (WAPSD). Another state partner, the Wyoming Tribal Children's Triad, will assist Project WIN with the development of and expertise for the Educating Native American Students COP (Objective 1.2). The Project will also provide support to Wyoming's annual Native American Education Conference. Members of WASEA, the State Advisory Panel, and Triad will serve on the Stakeholder Group.

National Partners

Project WIN will partner with national consultants for expertise in a variety of content areas. These experts will assist with both cross-training of staff (Objective 1.1) as well as state-level PD to education agencies (Objective 1.2).

- Wayne Callender from Partners for Learning will provide TA in the area of RTI.

- Jeff Sprague, Co-Director of the University of Oregon Institute on Violence and Destructive Behavior, will provide Project WIN and districts assistance in the area of PBIS.

- Heather Robbins, from Heather's Behavior Support Services, is an expert on PBIS (particularly on Native American reservations), and will assist Project WIN with the Educating Native American Students Community of Practice and cross-training the Division and Project WIN staff.

- The National Center for RTI will assist Project WIN staff with disseminating the tiered instruction model document developed during the prior WY SPDG (Objective 2.2).

- Mark Mlawer, an expert on special education monitoring, will be contracted to provide TA to districts on webinars/calls.

Together, these partners will work with project and partners to provide PD to districts and disseminate resources and information to families, education agencies, and communities. As a result of these partnerships, Project WIN will increase the knowledge and skills of educators and families, and ultimately improve outcomes for SWD.

C. ADEQUACY OF THE BUDGET

Project WIN is in a position to take advantage of significant WDE resources and support. Key WDE divisions and partners, as described above, support Project WIN. This support streamlines the process of developing a model of PD for education agencies, ultimately reducing duplication of effort and increasing effectiveness and efficiency of service.

Using prior fiscal experience, the WDE has determined the estimated costs to implement Project WIN in terms of salaries, benefits, and other direct costs. The Budget Justification in this

application details the allocation of SPDG funds, as well as the in-kind support. The WDE will carry out the project using general accounting and fiscal accountability standards.

Additionally, the WDE has agreed to provide a significant financial commitment to Project WIN, including in-kind FTE for Division Consultants, supervisors, and external consultants. The Division will also provide funding for the two Grant Co-Coordinators as well as the Principal Investigator (PI's) time and part of the SPDG Supervisor's salary and benefits. This level of commitment to Project WIN is because the Division recognizes: 1) the success of the prior WY SPDG project, 2) the need to provide proactive PD, and 3) the critical need to develop a research-based PD model that can be used now as well as in the future. Based on the support from partners and the Division's current resources and financial commitment, the funds requested are adequate for implementing Project WIN.

D. REASONABLENESS OF THE BUDGET

The WDE is requesting $3,320,776.43 for Project WIN. This amount, with a large match from the WDE, will provide adequate funds for staff, travel, subcontracts, national consultants, website development, and project operational costs. Table 11 below demonstrates the approximate cost per goal, with a brief explanation of the associated costs. The application Budget and Budget Narrative detail the breakdown of costs by expense category and the justification of costs.

E. SUSTAINABILITY BEYOND SPDG FUNDING

The concept of the PD model was designed to provide a mechanism for PD after SPDG funding. The Division is making a large initial investment in personnel and resources to ensure that the model is developed, implemented, and evaluated over the next five years. When SPDG

funding ends, the Division will have a model that can be used for delivering proactive PD in a variety of content areas.

Furthermore, the SPDG will build capacity and knowledge at every level. The capacity begins at the Division, Project WIN, and parent partner levels. As the coordinators and providers of TA to educational agencies, it is essential that all coordinators and providers have strong foundational knowledge. Since Objective 1.1 addresses cross-training, all consultants and project staff will have the knowledge and skills to provide effective TA to districts, even with staff attrition.

Objectives 1.2 and 1.3 will build capacity among education agencies that will be sustained following funding of the proposal. The implementation model with built-in feedback loops creates a model of communication and support between districts and the state that can be continued after the SPDG. The COPs will also foster collaboration among education agencies, and this collaboration will be essential to sustainability.

Objectives 2.1 and 2.2 will allow the WDE to create new resources and a centralized location for accessing resources in order to promote knowledge and awareness among families of SWD, education agencies, and stakeholders. The development of these resources, which will continue to be available after the SPDG, will also foster collaborative activity among the Division and its partners. The collaborative interactions will lay the groundwork for post-SPDG work.

Collectively, this PD model is designed to enhance the skills, knowledge, and practices of state-level staff, education agencies, families, and stakeholders through information, training, coaching, and collaboration. With the support of the Division and other partners, Project WIN's model of PD can continue to provide support to educators after the grant period.

VI: MANAGEMENT PLAN

The WDE's management approach, comprised of stakeholder representation, reporting strategies, communication mechanisms, clear roles and responsibilities of staff and partners, and project timelines, is essential for completing the proposed objectives and activities. Receiving input from and informing stakeholders, individuals with disabilities, families of SWD, districts, and the community is central to this approach. A description of the communication and reporting system are described below. Charts detailing the involvement of partners, as well as timelines and milestones, are also included in this section. Together, the proposed management approach will assist Project WIN's evaluator in tracking process measures and evaluating the overall progress toward the projects' goals.

A. OVERALL STRUCTURE OF PROJECT WIN

Project WIN will be led by a Management Team, with support from families, community stakeholder groups, and national consultants. The Project WIN Team will be responsible for implementing much of the project work, managing communication among the Department and stakeholders, meeting reporting requirements to OSEP, evaluating both the processes and outcomes of the grant activities, and ensuring fiscal responsibility of the grant. The Principal Investigator, Project Supervisor, and Project Evaluator will participate in SPDG webinars and attend the OSEP Project Directors SPDG Conference and any regional SPDG meetings. In addition, all partners will be encouraged to access SIGNetwork website resources.

<u>SPDG Staff</u>

WDE Special Programs Division staff will conduct the daily operations of Project WIN. Supported primarily through in-kind contributions, Project WIN staff will be responsible for hands-on implementation of the proposed goals, objectives, and activities. Project WIN staff will include:

- Stephanie Weaver, *Project WIN Principal Investigator* (.10 FTE, 100% in-kind)

- Susan Shipley, *Project WIN Grant Supervisor* (.40 FTE, 37.5% in-kind)

- Stacie McFadden, *Project WIN Grant Co-Coordinator* (.50 FTE, 100% in-kind)

- Christine Revere, *Project WIN Grant Co-Coordinator* (.50 FTE, 100% in-kind)

- Rick Hunter, *Project WIN Administrative Assistant* (.75 FTE, 100% in-kind)

Project WIN staff will meet monthly to communicate: 1) project updates; 2) needs and concerns of staff, consultants, or districts; and 3) administrative messages. While these meetings will be short, they will help all project staff remain up-to-date and aware of the grant's progress.

The Project WIN Grant Co-Coordinators will also have weekly conference calls with the three Implementation Coaches to provide feedback, receive input, and discuss district-level issues. During these weekly meetings, the Co-Coordinators will also be able to share with the Implementation Coaches specific information from stakeholders, national consultants, parent partners, and the community. These frequent project staff meetings will allow potential problems to be addressed quickly and ensure that the proposed objectives and activities are completed in a timely manner.

The Project WIN Grant Supervisor will monitor daily operations of the grant, and the Principal Investigator (PI) will have the ultimate responsibility for the project's completion. To

maintain the specified timelines, the PI will conduct grant monitoring activities consisting of data reviews and monthly meetings with the Project Grant Supervisor and Project WIN Evaluator. These meetings will include implementation updates but also fiscal, reporting, personnel, evaluation, and federal SPDG updates.

Table 15 demonstrates the responsibilities of Project WIN staff and their partners. In addition to these activities, Project WIN staff will be responsible for the operational aspects of the grant. Specifically:

- The Project WIN Supervisor and PI will work with the WDE Finance Division to manage the SPDG budget. All fiscal activities for the grant will be performed in accordance with the fiscal guidelines set forth by the WDE. All accounting procedures will be conducted in accordance with federal and state regulations.

- The Supervisor and PI will also work with the WDE Finance Division to establish formal Memoranda of Understanding (MOUs) and contracts with partners. For contracts over $20,000, requests for proposals will be issued and reviewed by the WDE Finance Division.

- The hiring of the Implementation Coaches will be directed by WY Community Colleges (WY CC); however, the Project WIN Supervisor and PI will work with WY CC hiring committees to find the best candidates. The Stakeholder Group will offer guidance to Project WIN staff about how to attract individuals with disabilities, particularly for Implementation Coach positions. Other staffing vacancies will be advertised and filled by WDE Human Resources.

- Reports to OSEP will be the responsibility of the Project WIN Supervisor and Evaluator, with input from Project WIN staff and partners. An overview of other reporting is addressed under "*Reporting & Communication*" in this section.

By establishing clear roles for putting grant activities into action, Project WIN can increase its efficiency and maintain its timelines. The roles of the oversight teams and project staff, and how they contribute to the management of the grant, are discussed in the sections below.

B. PROJECT OVERSIGHT TEAMS

Table 11: Responsibilities of the Project WIN Management Team and Stakeholder Group

Management Team	Stakeholder Group
1. Make decisions regarding the implementation of grant goals, objectives, and activities 2. Generate updates for stakeholders 3. Review feedback from stakeholders 4. Review alignment between the Division performance development model and Project WIN activities 5. Discuss grant operational concerns (e.g., personnel, budget, reporting)	1. Advise, guide, and provide expertise that will assist the Management Team & staff 2. Receive updates & information to pass onto stakeholder groups 3. Provide suggestions for, and review, FAQ and guidance documents (Obj. 2.2) 4. Provide ideas and support for COPs 5. Review and provide feedback on SPP data and other Project WIN reports 6. Discuss the needs of their stakeholders

Project WIN will utilize both a Management Team and an advisory Stakeholder Group to implement the project goals, objectives, and activities. Table 11 demonstrates the responsibilities and functions of both groups.

Management Team

The Project WIN Management Team will provide oversight for the operationalization of the grant objectives and activities (See Table 11). The Management Team is purposefully designed to be a small group that can meet frequently and make decisions regarding implementation. The Management Team will consist of: Susan Shipley (Project WIN Supervisor), Stephanie Weaver (Project WIN PI), Michael Harris (the Division's Supervisor of

Monitoring), Susan Wagner (Project WIN Evaluator), Sandy Root-Elledge (University of WY-

WIND and parent of a SWD), and Sara Mofield (Part C Supervisor). While decisions will be

advised by the SPDG Stakeholder Group, the Management Team will have the ultimate authority

to make programmatic decisions regarding the grant.

Stakeholder Group

The Management Team and Project WIN staff will receive guidance from the Project

WIN Stakeholder Group. Led by the Project WIN Supervisor, the Stakeholder Group will meet

no less than annually. Due to the size of the state, travel costs, and schedules of members, the

Stakeholder Group will convene via technology when appropriate. Besides the annual meetings,

the Project Supervisor will seek additional guidance and input from individual Stakeholder

Group members as needed throughout the grant. Together, these representatives will provide

their expertise and knowledge to Project WIN Staff, and will disseminate information to their

respective constituencies.

The Stakeholder Group (Table 12) will have diverse representation to ensure that all

stakeholders (including partners, consumers, families of SWD, individuals with disabilities, and

the business community) are involved in the planning, implementation, and review of the project.

Table 12: Members of the Project WIN Stakeholder Group

Susan Shipley, Project WIN Supervisor	Peggy Nikkel, Executive Director of UPLIFT
Peg Brown-Clark, WDE State Director of Special Education	Sandy Root-Elledge, Associate Supervisor at University of WY-WIND & parent of a SWD
Susan Wagner, Project Evaluator	Christine Revere, Grant Co-Coordinator

Sara Mofield, Part C Director	WDE Instructional Facilitator
Central Wyoming Community College Provost	WDEs Statewide System of Support coach
Parent from the Wyoming Advisory Panel for Students with Disabilities	Representative from the WY Vocational Rehabilitation Services
Terri Dawson, Director of the WY PTI & parent of a SWD	Representative from Community Entry Services
Representative of the Wyoming Tribal Children's Triad	Member of the Wyoming Special Education Advisory Panel
Special Education Teacher	District Coach
Para-educator	District Superintendent
Local Special Education Director	Principal

C. ROLES OF STAFF AND CONSULTANTS

To implement the activities of Project WIN, the Division will enter into formal partnerships with: 1) PIC/PEN (the WY PTI); 2) the Wyoming Institute for Disabilities (WIND) at the University of Wyoming; 3) the EIEP Program at the WY Department of Health (Part C Agency); 4) UPLIFT; and 5) Wyoming Community Colleges. Upon funding, Memoranda of Understandings (MOUs) will be drafted and signed.

In addition to the formal partnerships, the Division will issue contracts to state and federal partners. The following organizations and consultants will receive contracts to implement

the SPDG work: 1) PIC/PEN; 2) UPLIFT; 3) UW-WIND; 4) WY Community Colleges; 5) Data-

Driven Enterprises (evaluation); 6) Mark Mlawer (monitoring consultant); 7) Wayne Callender

(RTI consultant); 8) Jeffrey Sprague (PBIS consultant); 9) Heather Robbins (PBIS consultant);

10) LEAs; and 11) an external website developer. These contracts, issued by the WDE Finance

Division, will specify the activities, deliverables, and timelines. The Project WIN Supervisor and

PI will monitor the status of these contracts. Letters of support from these external contractors

and consultants are located in Appendix F.

Project WIN will work closely with other partners to provide assistance and input on

grant activities. The National Center for RTI will assist Project WIN with disseminating an RTI

document. Project WIN will also work with the Mountain Plains Regional Resource Center to

create other linkages within the Technical Assistance and Dissemination Network as state or

district-level needs dictate.

Table 13 demonstrates the personnel loading chart for years one and two of Project WIN

for each objective. In-kind funding support by the Division is noted. Only FTE for Years 1 and 2

are presented as the personnel loads for Years 3-5 are expected to be the same as Year 2 (see

Table 14 for five year timelines).

Table 13: Project WIN Personnel Loading Chart: Days by Objective for Years 1 and 2*

Personnel	Year 1 (FTE by Objective)					Year 2 (FTE by Objective)				
	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2
Stephanie Weaver, *SPDG PI (.10 FTE)*	7	7	3	4	4	5	7	6	3	4
Susan Shipley, *SPDG Supervisor (.40 FTE)*	24	24	15	24	13	19	29	29	8	15
Stacie McFadden, *Co-Coordinator (1.0 FTE)*	24	226				17	125	108		
Christine Revere, *Co-Coordinator (1.0 FTE)*	24	226				17	125	108		
Implementation Coach-West (1.0 FTE)	60	160	30			20	85	145		
Implementation Coach-Central (1.0 FTE)	60	160	30			20	85	145		
Implementation Coach-East (1.0 FTE)	60	160	30			20	85	145		
Rick Hunter, *SPDG Support Staff* (.75 FTE)*	47	47	18	55	20	27	50	60	30	20
Susan Wagner, *Evaluator* (108 days per year)	12	48	24	12	12	6	30	48	12	12
Michael Harris, *Mgmt. Team* (x .15 FTE)*	10	25	2							
Sara Mofield, *Part C Supervisor (.05 FTE)*+	2	10		1		1	10			2

Terri Dawson, *PIC/PEN*	10				2	6				6
Peggy Nikkel, *UPLIFT*	10				2	6				6
Sandra Root-Elledge, *UW-WIND* *(24 days/year)*	5	12			8	2	12			10
Mark Mlawer, *Monitoring Consultant* *(17 days/year)**	2	15					14	3		
Wayne Callender, *RTI Consultant* *(8 days/year)*	1	7					6	2		
Jeffrey Sprague, *PBIS Consultant* *(4 days/year)*	1	3					3	1		
Heather Robbins, *PBIS Consultant* *(5 days year)*	1	4					3	2		
National Center for RTI *(5 days/year)+*					5					
Website Developer				24					8	

* Designates 100% in-kind contribution by WDE; + Designates 100% in-kind contribution.

D. SPDG REPORTING & COMMUNICATION

Project WIN Reporting

An online, real-time reporting system will facilitate data collection and reporting by Project WIN staff and consultants. This data system will assist the Project WIN Supervisor and Evaluator with monitoring progress and efforts, particularly for the local-level TA and coaching (Objective 1.3). More details about the data system are included in the Evaluation section.

As a real-time data system, all Project WIN staff will have access to the system and its reporting functions. The data from the online reporting system will be a point of discussion in the bi-weekly Project WIN staff meetings and the weekly Project Co-Coordinator and Implementation Coaches meetings. Reports will be available to the Project WIN PI as part of the monthly monitoring meetings. If changes to project activities are warranted after reviewing the data, corrections can be made in a timely manner. Reports generated from the online data system will also assist the Project WIN Evaluator's formative evaluation. As described in the Evaluation section, formative evaluation reports will be presented twice per year. In sum, the online data system will serve as an accountability measure and a process evaluation mechanism.

The results from the data system together with evaluation and drill-down data will be used to create several reports for stakeholders. The Project WIN Supervisor, with assistance from the Project WIN staff will be responsible for creating and disseminating these reports:

- Project WIN staff will create a *Project WIN Annual Report* for the Stakeholder Group and Division consultants and supervisors. This summary will be adapted from the Evaluator's report and discussed at the Stakeholder Group's meetings.

- Project WIN staff will share a *Summary of the Statewide Data Drill-Down* with the Stakeholder Group, districts (via the Implementation Coaches), and the public at large via

website. Project WIN staff will seek input on the *Summary* through meetings and the website.

- Project WIN will share an *SPP Indicator 8 Report* with the parent partners, PIC/PEN and UPLIFT. This report can be shared by parent partners with families of SWD, and a summary of the SPP indicator data will be posted on the Project WIN website.

- Project WIN staff will share the *Results of the Statewide Needs Assessment* (Objective 1.2) each year with the Stakeholder Group and discuss the results at the group's meetings. Members of the Stakeholder Group will have the opportunity to share the results with their stakeholders and provide feedback to the Project WIN Supervisor directly or through the website.

- A *Special Education Snapshot* will be developed as a community-friendly version of the SPP Indicators. The two-page *Snapshot* will give an overview of the SPP indicator data and what they mean. This report will be posted on the Project WIN website and feedback will be sought through the website.

The Project WIN Management Team will discuss all SPDG reports, feedback from parent partners, the Stakeholder Group, districts, and other stakeholders during monthly meetings. The Team will make any changes/clarifications or provide additional information based on the feedback, thus creating formative feedback loops to inform program upgrades or mid-course corrections.

Project WIN Communication Plan

Aligned with its reporting, Project WIN has a mechanism for communicating with its stakeholders. This approach will facilitate communication with stakeholders. As Figure 10 demonstrates, Project WIN staff will have open communication through four primary routes:

1) *Parent Partners*. Project WIN staff and PIC/PEN and UPLIFT will collaborate to create family-friendly data reports, topical guidance documents and a public service announcement (Objective 2.2). Also, PIC/PEN and WIND will review SPP indicator 8 data with Project WIN staff. These results, as well as the documents created, will be disseminated by the parent partners to families of SWD.

2) *Project WIN Stakeholder Group*. The Stakeholder Group will review documents created as part of the SPDG, assist with developing the Communities of Practice, and provide input and guidance to the SPDG Management Team. Approved documents, COP information, and other Project WIN updates will be disseminated by members of the Stakeholder Group to their respective groups.

3) *Implementation Coaches*. As members of the Project WIN staff, Implementation Coaches will have access to resources and information that will assist districts in implementing their PD Plans (Objective 1.3). Coaches will disseminate state-level and local-level data drill-down results, follow-up information from the monthly state-level PD, FAQ documents, and guidance documents to their respective districts.

4) *Project WIN Website*. The project's external website will be a clearinghouse of documents and reports created by the grant, information for families of SWD, and PD resources for districts. To promote open communication with stakeholders, the Project WIN website will allow individuals to access the information directly and provide feedback to Project WIN staff through the website. The public service announcement created with UPLIFT will promote the website (Objective 2.2).

Figure 10 depicts the communication mechanism with stakeholders. Stakeholders can access information through their representative SPDG members but also through the project's

website. Feedback from these sources will be reviewed by the Project WIN Management Team

on a monthly basis, which will guide further support to stakeholders, families, and districts.

Figure 10 Project WIN's Model of Communicating with Stakeholders
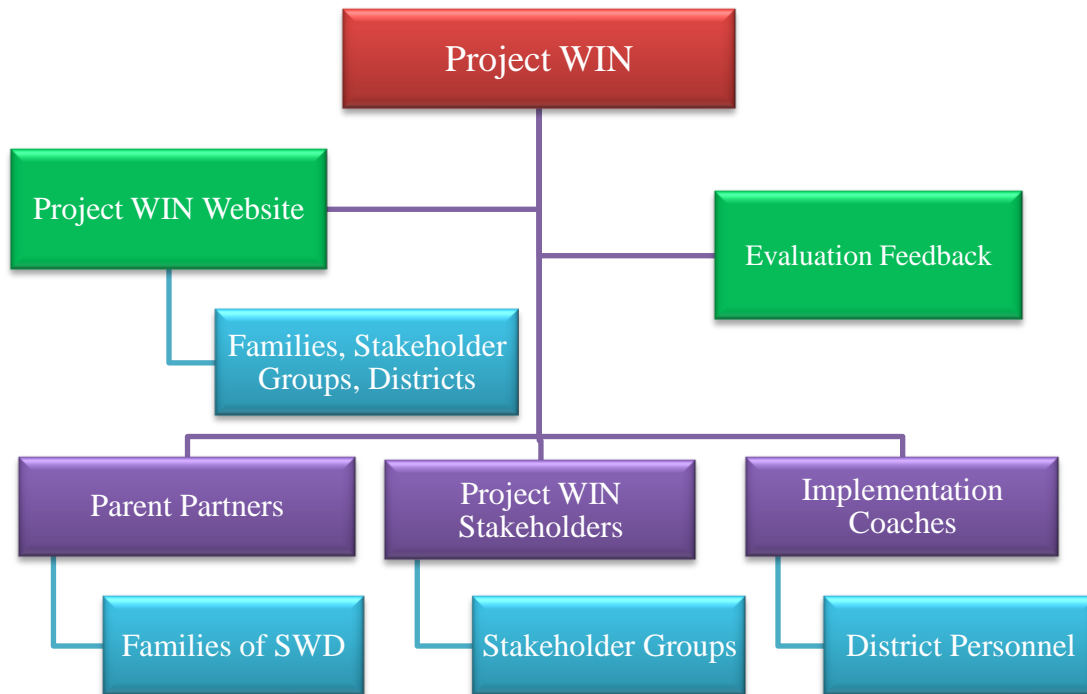
E. TIMELINES, MILESTONES, AND PERSONNEL FOR OBJECTIVES

Using the management approach described above, Project WIN staff, along with partners

and oversight groups, will implement most of the project's work scope. As outlined in Table 14,

the activities, timelines, and milestones are presented. Additionally, the persons or groups

responsible for particular activities are included. This table will be a guiding document for the

Management Team as well as for the Project WIN Evaluator when tracking process measures

and measuring progress toward the project goals.

Table 14: Project WIN Responsible Parties, Milestones, and Timelines for Each Project Activity

Goals, Objectives, Activities	Responsible Staff & Partners[+]	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Goal 1: Increase the capacity of education agencies to implement evidence-based practices that will result in improvement on the SPP performance indicators.							
Objective 1.1 Deliver cross-training to Division staff, Implementation Coaches, and parent partners that will allow them to provide research-based professional development and technical assistance to educational agencies.							
A1.1.1: Define grant roles and responsibilities among all SPDG partners under the guidance of the Stakeholder Group	WIN Staff, Division Consultants, SG,[+] Contractors, Consultants	Meetings with partners and staff; Signed MOUs; Signed contracts	Q1*	Q1	Q1	Q1	Q1
A1.1.2: Develop, pilot, and revise a coaching manual for Coaches	MT,[+] WIN Staff	Coaching manual document; Revised document annually	Q4	Q4	Q4	Q4	Q4
A1.1.3: Recruit and train three Implementation Coaches for local training and coaching	MT, WY CC, Division Consultants, Part C Dir., PIC/PEN,	Contracts with Community Colleges to hire Coaches; Contract with Coaches;	Q1-2				

	UPLIFT	Training evaluations with Coaches					
A1.1.4: Provide monthly training to Division staff, Implementation Coaches, Project WIN staff, and other SPDG partners	MT, Division Consultants, Part C Dir., PIC/PEN, UPLIFT, WIND	Monthly training materials; Evaluation forms from training; Collected materials for coaching manual	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4
A1.1.5: Participate in relevant state and national conferences and trainings	WIN Staff	PD materials from conferences	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4
A1.1.6: Identify or develop implementation fidelity instruments for TA and PD delivered by Project WIN	MT, WIN Staff	Identified fidelity of implementation instruments for research-based activities	Q2-3	Q4	Q4	Q4	Q4
Objective 1.2 Deliver state-level professional development and technical assistance to educational agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.							
A1.2.1: Conduct a data drill-down to determine state and regional TA needs	SPD Supervisors, Division Consultants, WIN Staff	Data drill-down analyses, graphs, charts.	Q1	Q1	Q1	Q1	Q1

A1.2.2: Identify PD topics and methodology of training and TA delivery	SG, MT, Division Consultants	Data drill-down analyses; Identified topics from data; Discussions with consultants; Logic models developed.	Q1-2	Q1-2	Q1-2	Q1-2	Q1-2
A1.2.3: Conduct a statewide needs assessment through an annual survey of educational agencies	MT, WIN Staff	Creation of needs assessment survey; Administration of survey; Survey analyses	Q4	Q4	Q4	Q4	Q4
A1.2.4: Deliver statewide PD using collaborative partnerships	WIN Staff, Division Consultants, Part C Dir., Knudtson, Sprague, Mlawer, Callender, Robbins, WIND staff	Monthly Division calls; PD materials from calls/ webinars; Records of Coaches' follow-up TA; Creation of guidance documents; Identification of topics for Leadership Symposium	Q1-4	Q1-4	Q1-4	Q1-4	Q1-4

A1.2.5: Develop and facilitate Communities of Practice that will offer continuing education credits (CECs)	SG, WIN Staff, Part C Dir., WIND	Identify participants for COPs; Market COPs; Online forum for communication; Establish CECs through WY PTSB Board.		Q1-4	Q1-4	Q1-4	Q1-4
Objective 1.3 Deliver local-level professional development and technical assistance for education agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.							
A1.3.1: Conduct a data drill-down to identify local-level needs in terms of the SPP indicators	Division Consultants & Supervisors, WIN Staff	Data drill-down analyses, graphs, charts for local districts and Part C	Q2	Q2	Q2	Q2	Q2
A1.3.2: Identify a district-level PD Facilitator	Districts, Part C Dir., MT	Identified PD Facilitators for LEAs		Q1			
A1.3.3: Implementation Coaches consult with PD Facilitators monthly to discuss district needs and priorities	Implementation Coaches, Districts,	Meeting records for Coaches and districts; Online TA records		Q2-4	Q2-4	Q2-4	Q2-4
A1.3.4: Implementation Coaches and	MT, Implementation	Development of PD Plans		Q2-4	Q2-4	Q2-4	Q2-4

district staff will develop a PD Plan	Coaches, Districts	with PERT chart		4			
A1.3.5: Implementation Coaches complete and evaluate the activities in the district's PD Plan	Implementation Coaches, Districts, MT, Division Consultants	Development of TA and training materials; Online TA records; Event satisfaction forms		Q2-4	Q2-4	Q2-4	Q2-4
A1.3.6: Implementation Coaches conduct fidelity checks following district-level training and TA	Implementation Coaches	Results from fidelity observation checklists		Q3-4	Q1-4	Q1-4	Q1-4
A1.3.7: Implementation Coaches revisit the PD Plan with the district teams at regular intervals	Implementation Coaches, LEAs	Meetings with Coaches and district staff; Evaluation data review; Fidelity results review		Q3-4	Q1-4	Q1-4	Q1-4
A1.3.8: Project WIN Management Team and the Part C/619 Provider develop and evaluate a PD Plan	MT, Part C Supervisor	Developed PD Plan; Evaluation data from Part C		Q2-3	Q1-4	Q1-4	Q1-4
A1.3.9: SPDG MT develop an	MT	Developed evaluation forms	Q3-				

evaluation plan for Implementation Coaches		for districts regarding Coaches and TA provided	4				
A1.3.10: SPDG MT will review district evaluation data from PD Plans	MT, SG	Meeting minutes; Evaluation data from PD Plans		Q4	Q4	Q4	Q4
Goal 2: Develop and disseminate information and resources in a variety of formats for parents and educational agencies that will result in increased knowledge and skills.							
Objective 2.1 Create and maintain an external Project WIN website for education agencies, parents, consumers, and stakeholders that will result in increased knowledge about special education resources, instruction, and events.							
A2.1.1: Assemble resources and information for Project WIN website	SG, WIN Staff, Division Consultants, Web Developer	Meeting minutes; Review of website design; Materials for website	Q2-3				
A2.1.2: Partner with a website developer to create a project website	MT, Web Developer	Development of a website	Q4				
A2.1.3: Maintain and add content to project website	WIN Staff, Web Developer	Website evaluation; Materials for website		Q1-4	Q1-4	Q1-4	Q1-4

Objective 2.2 Partner with the IHE, parent partners, and the National RtI Center to develop and disseminate parent- and teacher-friendly documents that will result in increased knowledge and skills among parents of SWD and teachers.							
A2.2.1: Collaborate with the National RTI Center to assist with the dissemination of WY RTI document	MT, National Center on RTI	Development of a communication plan for RTI document dissemination	Q1				
A2.2.2: Collaborate with PIC/PEN & WIND to review SPP Indicator 8 data and identify topics for documents	MT, PIC/PEN, WIND	SPP Indicator 8 results; Meeting minutes; Identified document topics	Q2	Q2	Q2	Q2	Q2
A2.2.3: Collaborate with PIC/PEN to create parent-friendly documents on Parts B & C topics	MT, SG, PIC/PEN	Development of resources on secondary transition and SPP Indicator 8 topics		Q3	Q3	Q3	Q3
A2.2.4: Collaborate with WIND to create documents on relevant topics for agencies and families	MT, SG, WIND	Development of resources on AT, accessible materials, and other SPP Indicator 8 topics		Q2-3	Q2-3	Q2-3	Q2-3
A2.2.5: Collaborate with UPLIFT to develop a PSA to market SPDG	MT, SG, UPLIFT	Development of a PSA; Developed marketing	Q3	Q3	Q3		

resources for families		strategy for PSA						
A2.2.6: Collaborate with UW-WIND's Early Childhood Division and Part C partners to develop a Part C to Part B guidance document	MT, WIND, Part C, Division Staff	Meeting minutes; Development of early childhood transition document	Q4					

[+]**MT= Project WIN Management Team, SG= Project WIN Stakeholder Group**
* Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

VII: QUALITY OF THE PROJECT EVALUATION

The evaluation will provide objective measures of the extent to which the project achieves its vision: students with disabilities realizing improved academic and behavioral outcomes through the implementation of research-based practices and systems at the district level. More specifically, the evaluation will determine (1) the extent to which project outputs have been met (whether the two project goals and their corresponding objectives and activities are successfully carried out and implemented with fidelity) and (2) the extent to which the project outcomes related to students, SPDG Partners, and district personnel have been achieved.

As described in the Personnel section, Dr. Susan Wagner, the external evaluator for Project WIN, has been the SIG/SPDG evaluator for the past nine years; in addition she analyzes the Wyoming SPP indicator data for indicators 1-14 and 20. Dr. Wagner has extensive experience with longitudinal databases of these indicators and other Wyoming special-education-related data. Furthermore, Dr. Wagner has conducted numerous drill-downs of statewide data, district-level data, and school-level data; as such, she has the expertise necessary to carry out the evaluation of this project successfully.

A. Extent to which Evaluation Methods are Thorough, Feasible, and Appropriate.

The evaluation effort will primarily serve to evaluate current activities and products and inform in a timely and ongoing basis any needed revisions in activities and products. The Evaluator will collect quantitative, qualitative, formative, and summative data, and these will be reported to regularly key personnel. Attitudinal (e.g., how satisfied are participants), knowledge-based (e.g., how much did participants learn), and behavioral (e.g., how have participants changed their behaviors) data will be collected. Evaluation methods will include written questionnaires, focus groups, interviews, observational tools, fidelity of implementation

checklists, and "tracking" systems of participants and outcomes. Data on students' behaviors, achievement, and outcomes will also be collected. Lastly, student trend data (e.g., retention, graduation, least restrictive environment) will be analyzed.

Grant personnel will collect formative data on an ongoing basis (e.g., after each PD activity) to determine the quality of the activity, aspects that worked well, and areas for improvement. In addition, Project WIN staff will collect summary evaluations annually, and results will be used to determine intermediate and long-term impact on teachers, students, districts, parents, and others.

At two of the regularly scheduled Management Team meetings (one in fall and one in spring), the evaluator will present formative evaluation data, (i.e., the number and quality of project activities that have been carried out to date). The team will discuss which activities and processes are working well and which aspects might need to change. Any available summative data on the objectives and outcomes will also be shared. The Evaluator will provide a summative evaluation in July of each year (a draft version will be written in April and turned into OSEP for its annual report requirement).

The extent to which program activities are implemented with fidelity will be a crucial component of the evaluation. If district staff members receive training on RTI and PBIS, for example, but do not fully and/or appropriately implement the training, then positive outcomes for students and teachers are less likely to occur. Thus, Project WIN will include regular fidelity checks on implementation and follow-up coaching and TA.

The Project WIN Evaluator will follow a general evaluation model based on the University of Wisconsin Extension Office's logic model (2003). A logic model describes the inputs, outputs, and outcomes of a program. The evaluation plan should flow from this logic

model: the evaluation component of the logic model identifies the critical questions that should be asked about the inputs, outputs, and outcomes, identifies the indicators that will be used to answer these questions, and specifies the sources and methods that will be used to collect the indicator data (see Appendix G for the Project WIN evaluation logic model).

The proposed evaluation plan is presented in Table 15. Please note that the evaluation plan will be further refined by the Evaluator and the SPDG Management Team as various components of the SPDG are implemented. This plan is split into seven sections:

- o Sections 1-5: Indicate the short-term and medium-term measurable outcomes for each of the five objectives.

- o Section 6: Indicates the medium-term and long-term measurable outcomes that will occur as a result of all five objectives being implemented together as a system. For example, graduation rate is more likely to increase if a district participates in statewide PD activities related to graduation, receives local level TA on graduation, and encourages parents to learn about how they can help their child succeed. Thus, all five of the objectives are part of an overall system that will increase positive outcomes for students.

- o Section 7: Indicates the four performance measures that must be evaluated as specified by the U.S. Department of Education. These measures are currently being revised. Once they are finalized, Project staff will ensure that the necessary data is collected and accurately reported.

Description of SPDG-Specific Evaluation Tools

In this section, the WDE is providing a description of the tools developed and used specifically for the SPDG. They are identified with a letter for easy identification within the logic model.

Project WIN Implementation, Request, and Evaluation Web Site (WINWEB) (A).A key component of the evaluation process will be an online site for Implementation Coaches to document and track PD plans, for districts to request TA, and for evaluation data to be collected.

An earlier version of this system was developed as part of the prior SPDG. The site allowed for: (1) districts to request TA, (2) WDE staff to enter TA conducted with RTI and PBIS schools, and (3) workshop information/notifications to be entered and evaluations to be completed. For Project WIN, this site will continue to track RTI and PBIS research-based practices and will be expanded to track additional research-based practices. When a coaching session, workshop, webinar, or PD plan is entered into WINWEB (the website's working title), several pieces of information are collected: (1) a description of the evidence-based practice being implemented, (2) the appropriate fidelity of implementation checklist for that practice, (3) the date(s) of the activity, (4) who the activity is targeting (a particular district, some districts, all districts, a certain individuals (administrator, service providers, etc.), and (5) the SPP indicator(s) targeted by the activity. When a district makes a TA request via WINWEB, that TA request is e-mailed to the WINWEB coordinator who assigns the request to the appropriate SPDG Provider/Coach, indicates which SPP indicator(s) it concerns, and which fidelity of implementation checklist is appropriate.

WINWEB will include the following built-in evaluation tools: collaborative questionnaire, fidelity of implementation checklists, training evaluation questionnaire, three-

month follow-up questionnaires, and TA request evaluations. This will allow district personnel and others to complete the evaluations online and allow Implementation Coaches and other WDE staff members to view real-time reports of the completed evaluations.

The following describes the WINWEB evaluation tools.

Collaborative Questionnaire (B). This is a short questionnaire completed by SPDG Partners every May. It consists of questions about the degree of collaboration the partners have experienced with each other as a result of the cross-training activities.

End-of-Training Questionnaire (C). This is a short questionnaire completed by participants at the end of each PD activity. It consists of questions about participant satisfaction with the training, what was learned, and what they plan to implement. This questionnaire was used with great success following prior SIG/SPDG events (i.e., high response rate; provided useful information to presenters on participant learning and changes needed for future training events).

Three-Month Follow-Up Questionnaires (D). These are short questionnaires completed by participants three months after the PD activity. Each questionnaire consists of questions on the behaviors, knowledge, and skills participants have implemented since the training and how the training has affected the participants and their work. The Follow-Up Questionnaire has three versions – one for cross-training, one for statewide training, and one for local training. The local version of this questionnaire also includes questions about the Implementation Coach (e.g., did the coach address the district's concerns? Did the coach provide useful information in a professional manner? Was the coach responsive to the district?).

Coaching Competency Questionnaire (E). This questionnaire will be completed by a random sample of district individuals who have worked with the Implementation Coach. It

consists of questions about the coach's skills as an implementation coach (e.g., How well did the coach work with district and school personnel? How knowledgeable was the coach about evidence-based practices and implementation issues?).

Fidelity of Implementation Checklists (F). Fidelity of Implementation Checklists will be developed for each PD/TA activity in which fidelity is a critical component. Some of these checklists were developed in the prior SPDG (e.g., for RTI and PBIS) and will continue to be used for Project WIN. Input on these and newly-developed checklists will be gathered from SPDG Stakeholders. Project WIN will also incorporate the State's Implementation of Scaling-up Evidence-based Practices (SISEP's) *Installation Stage Assessment Items* (2010) into the fidelity of implementation measurement. This document consists of checklists on key installation components related to training, selection, data systems, and leadership. This process of measuring fidelity ties into the Innovation feature of effective implementation (MIN, 2011).

TA Request Evaluation (G). This is a short questionnaire to be completed by participants after an Implementation Coach has addressed a district-initiated TA request. It consists of questions about the timeliness of the response to their request, whether their request was satisfactorily addressed, and whether the district changed anything as a result of the TA.

Site Evaluation Questionnaire (H). This is a short questionnaire that will be in a pop-up window on the external website. A random selection of visitors to the external website will be asked to complete this questionnaire. It consists of questions about how easy it is to find information on the website, the usefulness of the materials on the website, and what additional information users would like to see on the website.

The End-of-Training Questionnaire, the Follow-Up Questionnaires, the TA Request Evaluation, and the Fidelity of Implementation Checklists will be completed online, but will also

be available on paper or other accessible formats. Paper-completed copies will be entered into WINWEB to maintain a complete database and for online report accessibility. Completed evaluations will be confidential.

Materials Evaluation Questionnaire (I). This is a short questionnaire to be completed by focus group participants (e.g., parents, teachers) who are brought together to review Project WIN-developed materials for the external website of resources. This questionnaire will consist of questions about the clarity of the materials and the perceived usefulness of the materials.

Observation Tools (J), Office Discipline Referrals (K), and Focus Groups (L). Additional measurement tools, besides the self-report questionnaires, will be used to ensure complete and representative feedback about how the training has impacted the participants and their students. For example, to further assess fidelity of implementation and whether new skills are being implemented in the classroom, we will use observational tools appropriate to the content area and/or skill being evaluated (e.g. classroom walkthroughs, principal surveys, the Schoolwide Evaluation Tool, and others). WDE will also collect Office Discipline Referral (ODR) information from those districts receiving PBIS. The Evaluator will conduct focus groups with statewide PD/TA participants and with local PD/TA participants in order to gather qualitative information on training activities, Implementation Coaches, and implementation of research-based practices in schools. Focus groups with parents and teachers for purposes of reviewing materials placed on the external website will also be conducted. All of these different types of data will be used to verify and augment the self-report measures. These additional measures will be collected on an annual basis.

The following describes the specific SPP measurement tools that the WDE already uses and that will be used for Project WIN.

Performance Assessment for Wyoming Students (PAWS). This is the annual statewide assessment for students in grades 3-8 and 11 which measures students' reading, writing, and math skills. The PAWS assessment is used for SPP indicator 3.

State-Approved Child Outcomes Assessments. The WDE requires the CDCs to use one or more state-approved assessments annually to track child progress with respect to positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. The data collected from these assessments are used for SPP indicator 7. A similar process is used to collect outcomes data on Part C children. For collaborative work conducted with Part C, Project WIN staff will use Part C child outcomes data.

WDE Parent Survey. The WDE surveys a sample of parents of students with disabilities from every district each year regarding the extent to which their child's school has facilitated parent involvement. The State has achieved ≥20% response rate each year. The data collected is used for SPP indicator 8.

Postsecondary Outcomes Survey. The WDE attempts to interview every student with a disability a year after exiting high school about their postsecondary outcomes. Response rates have been ≥35% each year. These data are used to assess SPP indicator 14.

WDE Data Collections. The annual WDE collections related to graduation, drop-out, discipline, child count, and special education cumulative exit will be used to assess SPP Indicators 1, 2, 4, 5, and 6.

Table 15: Proposed Project WIN Evaluation Plan

Section 1	
Objective 1.1 Deliver cross-training to Implementation Coaches, Division Consultants and Supervisors, and parent partners that will allow them to provide research-based professional development and technical assistance to educational agencies.	
Measureable Indicators	**Methods and Sources**
M1.1.1 (Output Tracking): Track the completion of each Objective 1.1 activity, the number of cross-training activities, the number of participants, and who participated	WINWEB site (A). Each cross-training activity will be entered into the site. Implementation Coaches and WDE staff who participate will be indicated. Timeline: Ongoing.
M1.1.2 (Collaboration): 80% of the SPDG partners will report increased collaboration among participants of the cross-training activities	Collaborative Questionnaire (B). This questionnaire will be administered to SPDG Partners who attend the cross-training and will ask participants to rate various aspects of collaboration among each other. Timeline: Annually in April.
M1.1.3 (Satisfaction): 80% of the participants of the cross-training will express satisfaction with the training and will state that the training was useful	End-Of-Training Questionnaire (C) (see Appendix H). Immediately after the training activity, the participants will be emailed a URL for completing this questionnaire. Timeline: Ongoing
M1.1.4 (Outcomes): 100% of	End-Of-Training Questionnaire (C) (see Appendix

Implementation Coaches will learn new knowledge and skills as a result of the cross-training; 80% of other participants will learn new knowledge and skills	H). Immediately after the training activity, the participants will be emailed a URL for completing this questionnaire. Timeline: Ongoing.
M1.1.5 (Outcomes): 100% of Implementation Coaches will implement new skills that relate to the specific evidence-based practice; 80% of other participants will implement new skills that relate to the specific evidence-based practice	Follow-Up Questionnaire (D). Three months after a given cross-training activity, the Implementation Coaches and other participants will be asked to complete this questionnaire to indicate the extent to which they have implemented various skills that they were taught. Timeline: Ongoing
M1.1.6 (Outcomes): 100% of the Implementation Coaches will demonstrate competency in coaching strategies	Coaching Competency Questionnaire (E). A random sample of individuals to whom a particular Implementation Coach provided PA/TD will be asked to complete this questionnaire about the coach's coaching skills. The SPDG Supervisor or co-coordinators will also be asked to complete it. Timeline: Annually in May.

Section 2	
Objective 1.2 Deliver statewide professional development and technical assistance to educational agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.	
Measureable Indicators	**Methods and Sources**
M1.2.1 (Output Tracking): We will track the completion of each Objective 1.2 activity, number of statewide training activities, number of communities of practice, number of participants, type of participants	WINWEB site (A). Each statewide training activity and community of practice will be entered into the site. Participant sign-in sheets will be collected and participant emails will be entered into the system for evaluation purposes. Timeline: Ongoing.
M1.2.2 (Satisfaction): 80% of the participants of the statewide training will express satisfaction with the training and will state that the training was useful	End-Of-Training Questionnaire (C) (see Appendix H). Immediately after the training activity, the participants will be emailed a URL for completing this questionnaire. Timeline: Ongoing
M1.2.3 (Outcomes): 80% of participants will learn new knowledge and skills that relate to the specific evidence-based practice	End-Of-Training Questionnaire (C) (see Appendix H). Immediately after the training activity, the participants will be emailed a URL for completing this questionnaire. Timeline: Ongoing
M1.2.4 (Outcomes): 80% of participants will implement new skills that relate to the	Statewide Follow-Up Questionnaire (D). Three months after a statewide training activity,

	participants will be emailed a URL for completing this questionnaire to indicate the extent to which they have implemented various skills that they were taught. Participants will receive up to three emails as reminders to complete the questionnaire.
specific evidence-based practice	Timeline: Ongoing

Section 3	

Objective 1.3 Deliver local-level professional development and technical assistance for educational agencies that will result in increased knowledge and skills of individuals providing services to children and youth with disabilities.

Measureable Indicators	**Methods and Sources**
M1.3.1 (Output Tracking): Track the completion of each Objective 3.1 activity, the number of local level training/TA activities, number of PD plans developed, number of participants, type of participants, number of districts involved	WINWEB site (A). Each local training/TA activity and Community of Practice will be entered into the site. Participant sign-in sheets will be collected and participant emails will be entered into the system for evaluation purposes. Timeline: Ongoing
M1.3.2 (Satisfaction): 80% of the participants of the local-level training will express satisfaction with the training and	End-Of-Training Questionnaire (C) (see Appendix H). Immediately after the training activity, the participants will be emailed a URL for completing

will state that the training was useful	this questionnaire. Timeline: Ongoing
M1.3.3 (Fidelity of Implementation): 80% of the districts with a PD Plan will implement the activities in their plan with fidelity after working on their plan for 9-12 months	Fidelity of Implementation Checklists (F). 9-12 months after the start of a given PD plan, the Implementation Coach will complete the checklist and the key individuals at the given district will complete the checklist. Timeline: Ongoing
M1.3.4 (Outcomes): 80% of participants will learn new knowledge and skills that relate to the specific evidence-based practice	End-Of-Training Questionnaire (C) (see Appendix H). Immediately after the training activity, the participants will be emailed a URL for completing this questionnaire. Timeline: Ongoing
M1.3.5 (Outcomes): 80% of district-level and school-level participants will implement new skills that relate to the specific evidence-based practice	Local Follow-Up Questionnaire (D). Three months after a local training/TA activity, participants will be emailed a URL for completing this questionnaire to indicate the extent to which they have implemented various skills that they were taught. Participants will receive up to three emails as reminders to complete the questionnaire. Timeline: Ongoing
M1.3.6 (Satisfaction with Coach): 80% of district-level and school-level participants will express satisfaction with the	Local Follow-Up Questionnaire (D). Three months after a local training/TA activity, participants will be emailed a URL for the Follow-Up Questionnaire

Implementation Coach	to indicate their satisfaction with the Implementation Coach. Participants will receive up to three emails as reminders to complete the questionnaire. Timeline: Ongoing
M1.3.7 (Satisfaction): 80% of the persons who requested district-initiated TA will express satisfaction with the TA they received	TA Request Questionnaire (G) (see Appendix H). Three weeks after the TA activity, the participants will be emailed a URL for the questionnaire. Timeline: Ongoing
M1.3.8 (Satisfaction): 80% of the persons who requested district-initiated TA will indicate that they changed something at their school as a result of the TA	TA Request Questionnaire (G) (see Appendix H). Three weeks after the TA activity, the participants will be emailed a URL for the questionnaire. Timeline: Ongoing

Please note that as part of Objective 1.3, Project WIN staff will collect additional measures (observational tools, principal surveys, ODRs, and focus groups) as appropriate for the given evidence-based practice implemented at that district. These additional measures will be collected annually and will augment the standardized questionnaire data collected above.

Section 4	
Objective 2.1 Create and maintain an external Project WIN website for educational agencies, parents, consumers, and stakeholders that will increase awareness and knowledge about education resources, instruction, and events.	
Measureable Indicators	**Methods and Sources**
M2.1.1 (Output Tracking): Track the completion of each Objective 2.1 activity	Internal monitoring. Timeline: Ongoing
M2.1.2 (Output Tracking): At least one document per indicator will be developed and placed on the website the first year of the grant; at least two documents per indicator will be developed in years 2 through 5	We will track the number of materials developed for the website. Timeline: Ongoing
M2.1.3 (Output Tracking): In years 2-5 of the grant, the percentage of unique visitors visiting the website will increase by 10% when compared to the previous year	We will install a site meter on the site to keep track of visitors and page views. Timeline: Ongoing
M2.1.4 (Satisfaction): 80% of the users of the site will express satisfaction with the site	Site Evaluation Questionnaire (H). We will ask a random sample of visitors to the site to complete an evaluation of the site. Timeline: Ongoing

M2.1.5 (Satisfaction): 80% of the users of the materials will express satisfaction	Focus Group (L)/Materials Evaluation Questionnaire (I). We will conduct focus groups of the applicable audience (e.g., parents, teachers) to review a sample of materials and ask for feedback. Participants will first review the materials, then complete a Materials Evaluation Questionnaire, and then provide feedback in a focus group setting. Timeline: Annually in March and April
M2.1.5 (Satisfaction): 80% of the users of the materials will express that the materials increased their knowledge about a particular educational topic	Focus Group (L)/Materials Evaluation Questionnaire (I). We will conduct focus groups of the applicable audience (e.g., parents, teachers) to review a sample of materials and ask for feedback. Participants will first review the materials, then complete a Materials Evaluation Questionnaire, and then provide feedback in a focus group setting. Timeline: Annually in March and April

Section 5

Objective 2.2 Collaborate with the IHE, parent partners, and the National RTI Center to develop and disseminate parent- and teacher-friendly documents that will result in increased awareness and knowledge among parents of SWD and teachers.

Measureable Indicators	Methods and Sources
M2.2.1 (Output Tracking): Track the completion of each Objective 2.2 activity	Internal tracking. Timeline: Ongoing
M2.2.2 (Output Tracking): At least five documents per year will be developed	We will track the number of materials developed for the website. Timeline: Ongoing
M2.2.3 (Output Tracking): In years 2 -5 of the grant, the percentage of unique visitors visiting the website will increase by 10% when compared to the previous year	We will install a site meter on the site to keep track of visitors and page views. Timeline: Ongoing
M2.1.4 (Satisfaction): 80% of the users of the materials will express satisfaction	Focus Group(X)/Materials Evaluation Questionnaire (I). We will conduct focus groups of the applicable audience (e.g., parents, teachers) to review a sample of materials and ask for feedback. Participants will first review the materials, then complete a Materials Evaluation Questionnaire, and then provide feedback in a focus group setting. Timeline: Annually in March and April
M2.1.5 (Satisfaction): 80% of the users of the materials will express that the materials increased their knowledge about	Focus Group(X)/Materials Evaluation Questionnaire (I). We will conduct focus groups of the applicable audience (e.g., parents, teachers) to

a particular educational topic	review a sample of materials and ask for feedback. Participants will first review the materials, then complete a Materials Evaluation Questionnaire, and then provide feedback in a focus group setting. Timeline: Annually in March and April

Section 6: *Outcomes relating to all five objectives*	
Measureable Indicators	**Methods and Sources**
M3.1 (SPP8): In years 3 -5 of the grant, the percent of parents who report increased parent involvement will increase by 5% for those districts implementing their PD plan with fidelity	The Parent Involvement percent is calculated by Indicator 8 Parent Survey. Timeline: Annually in July
M3.2 (SPP5): In years 3-5 of the grant, the percentage of students with disabilities in the regular classroom will increase by 5% for those districts implementing their PD plan with fidelity	The Least Restrictive Environment percentages are calculated by the WDE 425 (official child count file). Timeline: Annually in February.
M3.3 (SPP4): In years 3-5 of the grant, the percentage of students removed from the learning environment due to disciplinary	The suspension rates are calculated from the WDE 636 (official suspension/expulsion data file) plus ODR data. Timeline: Annually in December

reasons will decrease by 5% for those districts implementing their PD plan with fidelity	
M3.4 (AT): In years 3-5 of the grant, these indicators related to Assistive Technology (AT) will increase: number of AT materials requested, the number of students registered to utilize NIMAC, and the percentage of students using AT.	These AT-related numbers and percentages are calculated from the AT materials database, NIMAC registration database, WDE 425 child count file. Timeline: Annually in June
M3.5 (SPP3/SPP7): In years 4-5 of the grant student achievement will increase by 5% for those districts implementing their PD plan with fidelity.	The achievement-related results are calculated from the PAWS data and Child Outcome Summary Form (COSF) data. Timeline: Annually in August
M3.6 (SPP1/SPP2): In years 4-5 of the grant, student graduation will increase by 5% and drop-out will decrease by 5% for those districts implementing their PD plan with fidelity.	Graduation and drop-out rates are calculated from official graduation and drop-out data. Timeline: Annually in November
M3.7 (SPP14): In years 2-5 of the grant, the percentage of students with positive post-secondary outcomes will increase by	The outcomes measures are calculated from the WDE Indicator 14 Post-secondary Outcomes Questionnaire. Timeline: Annually in July

5% for those districts implementing their PD plan with fidelity.	
M3.8 (SPP Growth): In years 2-5 of the grant, the number of districts meeting a given SPP indicator (1-8 and 14) will increase by 10%	Each year we tally the number and percentage of districts meeting a given indicator (1-8 and 14) and compare it to the previous year. Timeline: Annually in April
M3.9 (Determinations): In years 2 -5 of the grant, the number of districts in the meets requirement category will increase by 5%	Each year, we run our determinations formula to determine the number and percentage of districts that meet requirements. Timeline: Annually in April

Section 7
US Department of Education Required Performance Measures. WDE looks forward to the finalization of these measures by the US Department of Education so that we can ensure that we are collecting the necessary information.

Measureable Indicators	Methods and Sources
M4.1: Projects use evidence-based professional development practices to support the attainment of identified competencies	PD plans will be entered into the WINWEB site and the type of practices that the coach is providing technical assistance on will be reviewed to determine if they are evidence-based. Timeline:

	Ongoing
M4.2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time	Fidelity Implementation Checklists. Responses on the fidelity of implementation checklists will be analyzed to determine the extent to which implementation has increased. Timeline: Ongoing
M4.3: Projects use SPDG professional development funds to provide activities designed to sustain the use of SPDG-supported practices	WDE will make sure that we track funds used for sustaining SPDG-supported practices. Timeline: Annually in June.
M4.4: Highly qualified special education teachers that have participated in SPDG supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities	One of the Communities of Practice as well as some of the statewide and local TA/PD activities will be targeted at new teacher retention. WDE will track the retention rate of new special education teachers in order to report out on this measure. Timeline: Annually in June.

B. Extent to Which Evaluation Methods Target Effectiveness of Project Implementation Strategies.

As Table 15 shows, the evaluation plan will measure the effectiveness of the project's activities. Goals 1 and 2 will be measured by process measures (completion of workshops, TA, PD Plans, materials) as well as short-term outcomes (increased knowledge), medium-term outcomes (increased skills, students having greater access to the curriculum), and long-term outcomes (students realizing improved achievement, graduation, and post-secondary outcomes).

C. Extent to Which Evaluation Methods Include Use of Objective Performance Measures Clearly Aligned to Intended Outcomes.

Table 15 indicates the measurable outcomes of each objective. These measurable outcomes guided the selection and development of the evaluation tools. These tools will result in quantifiable data, as well as rich qualitative data, which will assist the SPDG Management Team in determining what is working well and what needs to be revised or changed.

D. Extent to Which Evaluation Methods will Provide Performance Feedback and Permit Periodic Assessment of Progress

Much of the short-term and medium-term outcome data will be collected on an ongoing basis which will allow for regular feedback on the progress of Project WIN. In addition, since several of the evaluations are collected online and will allow for online reports, SPDG partners will have real-time access to the data which will enhance the feedback loop. The October and March formative evaluation sessions with the Management Team will ensure that key individuals are apprised of the SPDG and are able to make informed decisions about any changes in the implementation of Project WIN.