

## **PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

**1. Standards, Assessments, and Accountability:** *Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of ESEA.*

### **RESPONSE:**

In June 1997, Vermont submitted evidence, to the U.S. Department of Education that the State had adopted challenging standards in mathematics and reading/language arts based on comparable student performance on NAEP and on the New Standards Reference Examination (NSRE) in mathematics. In November 1997, then Assistant Secretary Gerard Tirozzi accepted the evidence that Vermont submitted to demonstrate that we had in place challenging and aligned standards, with at least three levels of proficiency, in at least mathematics and reading/language arts. Vermont expects to develop or adopt new or additional assessments to meet the Grade 3-8 requirement by school year 2005-2006. Evidence that our standards continue to meet the requirements of Sec. 1111 after any necessary modifications as part of this process will be submitted, as available, no later than the December 2006 requirement.

In September-October 2000, Vermont submitted its assessment system for peer review under Title I. In January 2001, our system was found to be in substantial conformance with the assessment requirements then in effect under ESEA. Our current statewide accountability system will form the basis of an expanded assessment system encompassing grades 3 through 8 and one grade at high school.

To review or download the Vermont *Framework of Standards and Learning Opportunities* in PDF format, go to <http://www.state.vt.us/educ/pdf/framework.pdf>

- a) **Timeline for Content Standards and Grade-Level Expectations in Reading/ELA and Mathematics:** *Provide a timeline of major milestone adopting challenging content standards in reading/language arts and mathematics at each grade-level for grades 3 through 8, consistent with section 1111(b)(1) OR disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade-level.<sup>1</sup>*

### **RESPONSE:**

The following timeline provides evidence that Vermont will develop and disseminate grade-level expectations for the mathematics and reading/ELA components of the *Vermont Framework of Standards and Learning Opportunities*. The Vermont plan is to develop grade-level expectations for all grades, 3 through 12. In addition, grade-level expectations have been developed for K-3 reading as part of the State's Reading First application.

### **Phase I – July 1, 2002 through May 2003**

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<sup>1</sup> Consistent with final regulations, expected to be released in August 2002.

## Development and Dissemination of Grade-level Expectations for Mathematics and Reading/English Language Arts, Grades 3-12

- Develop a Request For Proposals (RFP) and identify contractor for the grade-level expectations document for grades 3-8 mathematics and reading/ELA and grades K-4, 5-8, and 9-12 science by June 30, 2002. Contractor expectations and deliverables will include:
  - Collection, compilation and analysis of all available grade-level expectations from local schools and districts as well as state and national professional organizations and institutions of higher education that have developed expectations based on research findings.
  - A process to ensure opportunity for input, both statewide and regionally, from stakeholder groups.
  - A grade-level expectations document for use in assessment development and/or selection by January 30, 2003.
- Submit grade-level expectations document as well as revisions or refinements of the *Vermont Framework of Standards and Learning Opportunities* to the VT-DOE Policy Advisory Committee (PAC), the VT-DOE Technical Advisory Panel (TAP), and the Assessment subcommittee of the State Board for review and comment and to the State Board for adoption, as necessary, by February 28, 2003.
- Work with other New England states to develop a common set of standards (Super Standards for New England) that could support the development or exchange of local assessments and/or item banks for local assessments.
- Make use of the preliminary set of grade-level expectations for K-3 reading, which were developed by reading experts as part of Vermont's Reading First application. This document and the process by which it was developed will serve to inform the groups charged with developing grade-level expectations for reading/English language arts for grades 4-12 and mathematics 3 -12. A draft copy of the Grade 1 expectations for reading is included in [Appendix Part II –1- a](#).
- Disseminate grade-level expectations to LEA's by May 30, 2003.
- Determine if Vermont can and should purchase SAT 9 items for use by contractor who will develop the Grades 3, 5, 6 and 7 mathematics and reading/English language arts assessments.

<i>Major Milestones</i>	<i>Start Date</i>	<i>Completion Date</i>
<i>Prepare RFP for developing and disseminating grade-level expectations for reading/English language arts, mathematics and science for grades 3-12</i>	<i>6-30-02</i>	<i>8-30-02</i>
<i>Collect, compile and analyze local grade-level expectations</i>	<i>10-30-02</i>	<i>12-30-02</i>
<i>Prepare draft document of grade-level expectations</i>	<i>12-30-02</i>	<i>1-30-03</i>
<i>Submit grade-level expectations to Policy Advisory Committee, Technical Advisory Panel and State Board Assessment subcommittee for feedback</i>	<i>1-30-03</i>	<i>2-28-03</i>
<i>Solicit feedback from all stakeholder groups and make revisions</i>	<i>1-30-03</i>	<i>2-28-03</i>
<i>Complete final draft of grade-level expectations</i>	<i>2-27-03</i>	<i>3-30-03</i>
<i>Inform State Board of Education</i>	<i>3-30-03</i>	<i>4-30-03</i>
<i>Disseminate grade-level expectations state-wide</i>	<i>4-30-03</i>	<i>5-30-03</i>

- b) **Timeline for Content Standards in Science:** *Timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).*

**RESPONSE:**

The *Vermont Framework of Standards and Learning Opportunities* includes content standards for science that are aligned to National Science Education Standards and meet ESEA requirements. Vermont will provide evidence of current content standards in science by fall 2002. The K-4, 5-8, and 9-12 science content standards in their current iteration are included in [Appendix Part II -1 - b](#).

Results from NAEP and Vermont's statewide science assessments will be analyzed beginning in 2003 to determine if Vermont's science standards are sufficiently challenging to meet the requirements of §1111(b)(1). Revisions to the standards will be made as needed.

- c) **Timeline for Assessments:** *Timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the reading/ELA, mathematics, and science for grades 3-8 and one high school grade.*

**RESPONSE:**

Reading/ELA and mathematics assessments: What follows is a description of the in-state development of assessments in mathematics and reading/ELA at Grades 3,5,6 and 7 and national assessment anchors at Grades 4, 8 and 10, which will result in a set of high-quality yearly student academic assessments that:

- Meet all the technical and reporting requirements of Section 1111 (3);
- Will be used to make fair, rational and consistent determinations of the annual progress of schools and LEAs; and
- Are able to be aggregated with confidence so that a determination can be made of whether the state has made adequate yearly progress in reading/ELA and mathematics.

**Background:**

In 1996, the Vermont State Board of Education established the Comprehensive Assessment System to include: the Vermont Developmental Reading Assessment at grade 2 (the VT-DRA), the New Standards Reference Exams in English/language arts and mathematics at grades 4, 8 and 10 and a science assessment, still under development. In addition, the Comprehensive Assessment System included writing and mathematics portfolios, the use of norm referenced standardized tests, and the option of other locally developed assessments in other areas of the Vermont Standards. In 1999, the Board added to the assessment expectations at the local level the school quality standards that require local schools to construct local assessment systems to measure all of the Vermont standards by 2005.

Vermont is choosing to pursue the development of accountability assessments in a combination of assessments developed in state and national anchor assessments at

specific grades (4,8, and 10), which will provide a referent beyond Vermont. Our rationale for this path is that it:

- ❑ Ensures optimal match to standards and grade-level expectations
- ❑ Increases involvement of individuals with classroom expertise at the development stage
- ❑ Increases the credibility and acceptance by Vermont educators of the state assessment and accountability systems
- ❑ Supports the professional development of Vermont educators in assessment literacy to increase the quality of Vermont's Comprehensive Assessment System

Proposed Conceptual Model for the Development of Assessments:

Vermont needs to develop assessments for four grades (3,5,6 and 7) to complement our existing assessments in reading/ELA and mathematics at grades 4, 8 and 10.

We propose to divide the state into four sections: Northeast, Northwest, Southeast and Southwest and assign each region the task of developing mathematics and reading/ELA assessments for a particular grade-level. An outside contractor will assign necessary technical staff to each region. These individuals, with input from local school leaders and state advisors, will convene development teams for assigned content areas and grade levels. One or two districts or schools within each region will be considered primary developers or assessment development centers, although distinguished educators from other schools and districts will also participate, together with higher education faculty, assessment experts, and content specialists in mathematics or reading/English language arts.

The development teams will work on multiple forms (2-4) for each content area and grade. The proposed geographical containment will facilitate a more efficient use of contractor staff and local assessment developers.

The work of each development team will result in varied products. For example, one regions may develop a Grade 3 mathematics assessment with multiple forms, another may develop a Grade 5 Reading/ELA assessment with multiple forms. These development teams also will address the need for alternate assessments, as appropriate and as determined by the contractor.

The contractor or contractors supporting the development staff will be able to move from region to region, as necessary, or convene cross-grade or cross-content collaboration as necessary. Once development is complete, a single contractor responsible for the security, dissemination, scoring and reporting of the assessments in a manner similar to the responsibilities of Harcourt to the New Standards Reference Examination will support the annual administration of these assessments.

## Phase II Developmental Period: November 2002 – January 2004

<i>Major Milestones</i>	<i>Start Date</i>	<i>Completion Date</i>
<p><i>Develop RFP and identify contractor for the development of reading/ELA and mathematics assessments for Grades 3,5,6 and 7. Deliverables for Phase II will include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Analysis of content standards to determine what standards should be assessed at each grade</i></li> <li>▪ <i>A Blueprint for each grade level and content area.</i></li> <li>▪ <i>Plan for assessment development to ensure that assessments are designed to be valid and accessible for use by the widest possible range of students, including students with disabilities and students with limited English proficiency:</i> <ul style="list-style-type: none"> <li>○ <i>Develop parameters about accommodations that must apply to all assessments</i></li> <li>○ <i>Ensure that adapted (out-of-level) choices are available for all assessments</i></li> <li>○ <i>Ensure that the system responds to the need for modified assessments</i></li> </ul> </li> </ul>	<i>11/1/02</i>	<i>1/30/03</i>
<i>Conduct validity analysis of pilot data from VT-PASS - state science assessment -2002 testing</i>	<i>10/1/02</i>	<i>10/30/02</i>
<p><i>Administer state assessment in Spring 2003 (NSRE, VT-DRA, VT-PASS)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Continue standards setting</i></li> <li>▪ <i>Develop new annual performance tasks for the new forms of the NSRE and VT-PASS</i></li> <li>▪ <i>Continuation of the development of alternate assessments to ensure the appropriate participation of all students (including limited-English proficient students and students with disabilities) in science assessments</i></li> <li>▪ <i>Resolve any technical issues</i></li> <li>▪ <i>Administer science assessment (VT-PASS) for grades 5, 9 and 11 for the first time in spring 2003.</i></li> <li>▪ <i>Review data to determine if spring 2003 results can establish a baseline for science assessment in the State accountability system (A TAP assignment)</i></li> </ul>	<i>3/15/03</i>	<i>4/30/03</i>
<i>Compare content standards and assessment (Webb-type analysis by TAP)</i>	<i>4/1/03</i>	<i>4/30/03</i>
<i>Develop assessments for Students with Limited English Proficiency</i>	<i>10/01/02</i>	<i>4/30/03</i>
<i>Evaluate the Communications Portfolio as an alternate for students not yet able to participate in state accountability assessments</i>	<i>10/01/03</i>	<i>11/01/03</i>
<i>Begin development of an Alternate Mathematics Portfolio for students with limited English proficiency</i>	<i>4/1/03</i>	<i>6/01/03</i>
<p><i>Evaluate continuation of NSRE as state anchor assessment beyond 2003</i></p> <ul style="list-style-type: none"> <li>• <i>Review of grade-level expectations</i></li> <li>• <i>Compare test blueprints of NSRE, VT-PASS with other emerging assessments</i></li> </ul>	<i>1/30/03</i>	<i>6/01/03</i>

## Phase III – July 2003 – August 2004

Continuation of RFP for Grade 3,5, 6 and 7 assessment development. Deliverables for Phase III will include:

- Field testing of Grade 3, 5, 6 and 7 items in early 2004

- ❑ RFP for contractor to support administration for pilot year and beyond. This will include an administrator’s manual and all materials to support the administration, scoring, and reporting in schools of the Grade 3, 5, 6, and 7 mathematics and reading/English language arts assessments.

**Phase IV – September 2004 – August 2005**

Continuation of RFP for Pilot of Grade 3, 5, 6 and 7 mathematics and reading/English language arts assessments:

- ❑ Assessments with multiple forms for mathematics and reading/English language arts at Grades 3, 5, 6, and 7
- ❑ Technical Manual for the assessments to be reviewed by VT-TAP to ensure that the assessments meet the technical requirements of ESEA, including the appropriate achievement levels, descriptors and cut scores.

Technical Review Panels to review all assessments to ensure that they:

- ❑ Are equivalent to one another and to state assessments in their content coverage, difficulty, and quality
- ❑ Have comparable validity and reliability with respect to groups of students described in Section 1111 (b) (2) (C) (v) of ESEA
- ❑ Meet or exceed the state’s technical criteria (established to meet requirements of Section 1111 (3)).

Technical Advisory Panel reviews and ensures that the System of State and Local Accountability Assessments:

- ❑ Provides unbiased, rational and consistent determinations of the annual progress of schools and LEAs
- ❑ Allows data from local assessments to be aggregated (with state assessments), with confidence, to determine whether the state has made adequate yearly progress.

Vermont State Board of Education adopts assessments for Grades 3-8 and Grade 10 to meet ESEA requirements.

**Phase V – September 2005 – August 2006**

First full implementation of Grades 3-8 mathematics and reading/English language arts assessments in Grades 3-8 and Grade 10

<i>Assessments</i>			
<i>Subject</i>	<i>Grades</i>	<i>Implement By</i>	<i>Submit Evidence By</i>
<i>Math</i>	<i>3-8</i>	<i>2005-2006</i>	<i>December 2006</i>
<i>Rdg/LA</i>	<i>3-8</i>	<i>2005-2006</i>	<i>December 2006</i>
<i>Science</i>	<i>Elem (3-5), Middle (6-9); &amp; High School (10-12)</i>	<i>2007-2008</i>	<i>December 2008</i>

No later than indicated in the **following schedule**, but as soon as available, provide evidence that the State has developed and implemented, in consultation with LEAs, assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade-levels.

Assessments			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

If the State has already implemented some or all of these assessments, so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

- d. **Timeline for Academic Achievement Standards:** Provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

No later than indicated in the **following schedule**, but as soon as available, provide evidence that the State, in consultation with LEAs, has set academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

Academic Achievement Standards			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

If the State has already set some or all of these academic achievement standards, so state in the June 2002 submission and provide evidence when it is requested, which will be in the fall of 2002, after the Department issues final regulations and guidance.

**RESPONSE:**

The Vermont Developmental Reading Assessment (VT-DRA), administered at Grade 2, and the New Standards Reference Exams (NSRE) for English language arts and mathematics, administered at Grades 4, 8, and 10, report student performance in keeping with five academic achievement standards:

- Achieved the standards with honors
- Achieved the standard
- Nearly achieved the standard

- ❑ Below standard
- ❑ Little evidence

Department staff, the Policy Advisory Committee (PAC), and the Technical Advisory Panel (TAP) assist in advising our assessment contractors (Harcourt Educational Measurement for NSRE, CTB McGraw Hill for the VT-DRA) on setting cut scores for various instrument forms of the assessments listed above. We anticipate that these five academic achievement standards will continue to be used in any assessments that we purchase or develop for Grades 3, 5, 6, and 7.

**e. AYP Starting Point:** To be submitted by January 31, 2003.

**f. AYP Definition:** To be submitted by January 31, 2003.

**g. Minimum “Cell” Size:** To be submitted by January 31, 2003.

**h. Single Accountability System:** *Provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.*

**RESPONSE:**

Vermont’s current *School Accountability System Based on Student Performance* was adopted by the State Board of Education in July 2000. This was the system that Vermont submitted as part of its approved 2001 Ed-Flex application.

A comparison of Vermont’s current accountability system to the statutory requirements in Sec. 1111 of Title I indicates that we will need to make significant changes to the current system in order to meet the ESEA requirements for Adequate Yearly Progress with a single statewide State accountability system.

Vermont’s current system is based on two-year indexes (combination of all assessments and all performance levels, assigned a weighted point value). One index (Status) looks at the most recent two years and another index (Baseline/Change) tracks change from one two-year period to another two-year period. Only state assessments are included in the Status Index, while schools can optionally include “local” assessments in the Baseline/Change Index.

This index structure will need to be changed to a subject specific, conjunctive model that utilizes a single year of data or two or more years of data in a rolling average that is applied to schools and LEAs annually. Under the 1994 accountability requirements, Vermont had a waiver to combine two years of data into a single decision point. This is a key feature of alignment to our state requirements that we will need to change. In the new model, we will also need to track the percentage of students meeting or exceeding the standard rather than including the performance of all students in a weighted

calculation. We will also need to add the subgroup requirement, once we have determined appropriate minimum "cell" size.

Vermont's system was based solely on assessments; however, we had intended to add other indicators when we had the necessary student level data system to include drop-out or graduation rate. As we modify our system to meet ESEA, we will address the requirement for other indicators, but will continue to base accountability primarily on assessments.

#### Vermont's Timeline for Redesigning Its State Accountability System to Meet ESEA Requirements:

- June 2002: Continue data modeling with available data to develop initial recommendations around cell size, use of rolling average, setting intermediate targets and annual measurable objectives, graduation rate indicator; choice of elementary indicator
- June 2002: Draft key issues/decisions paper for VT-DOE TAP, VT-DOE PAC, and the Vermont State Board of Education
- Key Issues paper will also be shared with other stakeholder groups such as the Vermont Superintendent's Association, Education Coalition, Business Roundtable, and key disability groups
- July 2002: Begin redrafts of State Board *Rules and Operations Manual* for the *Vermont School Accountability System Based on Student Performance*
- Sept 2002: Validate 2001-2002 assessment results and student participation
- Oct 2002: Model starting point and all aspects of ESEA requirements with the 2001-2002 Assessment data
- Nov 2002: VT-DOE TAP, VT-DOE PAC and the Vermont State Board of Education will review Baseline Reports after modeling is completed  
Report Baseline information to schools and LEAs
- Jan 2003: Submit required information to USDE
- Starting point value
  - Intermediate goals
  - Timeline
  - Annual measurable objectives
  - Definition of graduation rate
  - Selection of academic indicator for elementary and middle schools
  - Any optional indicators
  - Minimum number of students required for disaggregating data

Jan 2003-

May 2003: Take all necessary actions, including rulemaking with opportunity for public comment and statutory changes to EEO, as necessary, to result in a single statewide accountability system that meets EEO and ESEA requirements and is applied to every public school in the state.

This system will include:

- Identification of sanctions and rewards for all schools
- Resources and capacity to support all identified schools

May 2003: Submit evidence (Final Rules and Operations Manual for the Vermont School Accountability System Based on Student Performance) that Vermont has implemented a single accountability system consistent with Section 1111(b) and 1116

*By May 2003, provide evidence that the State has implemented a single accountability system consistent with section 1111(b) and 1116.*

*i. **Languages to be Assessed:** Identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.*

**RESPONSE:**

According to the State of Vermont's recently compiled 2000-2001 Annual Survey of LEP Students, 997 students (out of a total enrollment of 102,049) were identified as having limited English proficiency. These students spoke approximately 50 different languages. See [Appendix Part II - 1 - I](#) for a breakdown of all languages by grade level and codes used for languages spoken by LEP students.

LEP students in Vermont are served in grade-level academic classes for most of the day. Many students now receive English as a Second Language services, as well. There are no bilingual instructional programs that provide instruction in students' native languages, although a few LEAs do provide native language *support* in academic areas through bilingual/bicultural school liaisons.

With the exception of a Spanish version of the New Standards Reference Exam, there are currently no assessments administered in the native languages of the students. Due to the lack of a critical mass of any one language group and also the fact that LEP students here are not being instructed in the content areas in their native languages, the Vermont Department of Education has no plans to develop native language assessments. There are also other issues such as validity of translated versions of tests and the lack of native language resources that would be needed for administering tests in the 50 languages spoken in Vermont in an equitable manner.

In summary, since it is not practicable in our situation to administer tests of academic achievement in the native languages of students, the most viable option in Vermont is to

use alternative assessments in English, aligned with state standards, to assess how well LEP students are acquiring the academic language proficiency required to meet state content and achievement standards in reading and math, at a minimum.

*j. **Annual Assessments of English Proficiency:** Provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.*

**RESPONSE:**

As part of the average daily membership count under the Equal Opportunity Act of 1997, pursuant to 16 V.S.A. §4010(e) and State Board Rule 9500, *all* LEAs must identify and report students with limited English proficiency (LEP). In order to identify students as LEP, LEAs must submit a primary home language survey form, have students assessed at least annually by a licensed ESL teacher, use an approved ESL proficiency instrument, and determine the student's language proficiency classification in the domains of listening, speaking, reading, and writing for academic purposes.

The State of Vermont has never mandated that schools use *one* specific assessment instrument. LEAs have been allowed to choose from a number of ESL proficiency tests, as long as they assess all domains of language proficiency. The ESL proficiency instruments that are most widely used in Vermont at this time are the IDEA Proficiency Test (IPT), the Language Assessment Scales (LAS), and the Woodcock- Munoz. LEP students remain eligible for weighted funding as long as annual language proficiency assessments indicate that they have not acquired English proficiency in all of the skill areas and still require ESL services. In order to be reclassified as fluent English proficient (FEP) and exit ESL services, students must demonstrate academic language proficiency on multiple measures, as well as demonstrate grade-appropriate academic achievement in content area subjects.

While the VT-DOE requires use of standardized ESL proficiency tests for the purposes of initial placement and as one criterion for making reclassification decisions, it also recognizes their limitations. These tests measure discrete language skills. By themselves, they cannot be considered valid and reliable measures of students' ability to apply language for academic success in the classroom. The tests are not adequate for measuring language proficiency growth over time or readiness to exit ESL services (reclassification).

There is no currently available commercial ESL proficiency test that has been aligned with Vermont state language arts/reading content or academic achievement standards. Neither is there one that assesses the kind of *applied language* English Language Learners (ELLs) need to succeed in content area classes. The Vermont DOE has invested considerable time in working with a group of ESL teachers in the state, assessment and literacy specialists, and university-level consultants to develop and pilot performance assessments that are aligned with the Vermont Vital Results and English language standards.

We will continue to work on standardizing and field-testing the performance assessments, aligned with the Vermont Vital Results and the English Language Arts standards, for LEAs to use in collecting valid and reliable evidence that programs are preparing students to speak, read, write, and comprehend the English language in order to meet challenging State academic content and achievement standards. One of the main goals will be to establish reliability. All LEAs will be required to administer an annual proficiency assessment and field-test the performance assessments during the 2002-2003 school year, as well.

In order to meet Title I requirements for assessing LEP students "to the extent practicable in a language or form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency", LEA's will also be asked to field-test the performance assessments as an alternative for students who have been in U.S. schools for less than three full academic years and are not yet proficient enough in English to participate in state assessments.

In summary, the performance assessments will serve multiple purposes including making decisions about inclusion and accommodations in the state assessment system, gathering information needed to reclassify or exit students from ESL services, and providing schools alternative assessments (aligned with state standards) for students whose proficiency is still too limited to participate in the standard administrations of state tests.

*k. **Standards of English Proficiency:** Describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.*

**RESPONSE:**

**Plan for Development of ESL Standards & Objectives -**

In our work to develop, pilot, and field-test performance assessments, the Vermont ESL Assessment Project developed an ESL Standards Framework to facilitate assessment construction and aligned assessment tasks with the Vermont language arts/reading standards and Vital Results. We have begun to identify performance benchmarks (standards) for students at varying levels of English language proficiency. In order to reach the level of English language proficiency required to participate meaningfully in grade-level academic classes, students must demonstrate their listening, speaking, comprehension, reading, and writing skills on assessments of dictation, oral retell, written retell, and reading which are aligned with the Vermont reading/language arts standards. In addition, the Vermont Department of Education is using national TESOL Standards and exemplary standards developed by other school districts (e.g., Denver Colorado School District) to create and refine our own Vermont standards.

The goal of the Vermont Department of Education during the summer and 2002-2003 school year is to work with a committee of ESL teachers, assessment and literacy specialists, and university-level consultants to finish drafting a set of ESL standards and to begin establishing objectives that can be used to annually measure the achievement of these standards. We will collaborate with other states with similar demographics as we begin to conceptualize how to set performance targets for achievement of these measurable objectives by cohorts organized according to such factors as language proficiency and length of time in program.

**Timeline -**

During the 2002-2003 school year, the Vermont Department of Education will continue to meet on a regular basis with Vermont educators to further flesh out ESL standards, benchmark tasks and annual measurable objectives. We will begin the process of collecting baseline data for cohort groups based on length of time in the program and language proficiency/educational background, in order to inform our efforts to set State performance targets or annual measurable objectives for LEP students.

The Vermont Department of Education will submit its annual measurable achievement objectives in May 2003.

**2. Competitive Subgrants:** *Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:*

- a. *timelines*
  - b. *selection criteria and how they promote improved academic achievement*
  - c. *priorities and how they promote improved academic achievement.*
- (In lieu of this description, the State may submit its RFP for the program.)*

Nine programs are included under the competitive subgrants component. The process for awarding subgrants is similar in nature across the nine programs, yet each program has unique requirements. Hence, we have chosen to not provide a generic response to this CFA item. Instead, we have included RFPs for certain programs, as noted in this section. For those programs that have yet to develop RFPs, we have addressed the timelines, selection criteria, and priorities as required.

**1) *Even Start Family Literacy (Title I, Part B).***

**RESPONSE:**

[See Appendix Part II-2-1](#)

**2) *Education of Migrant Children (Title I, Part C).***

**RESPONSE:**

[See Appendix Part II-2-2](#)

**3) *Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).***

**RESPONSE:**

The State of Vermont has only one school that meets the definition and eligibility criteria for Title I, Part D, Subpart 2 funds, thus the subgrant process for this money is NOT a competitive one. Title I, Part D, Subpart 2 funds are awarded to the school in question, after receipt of an approvable plan and after a prorated portion for administration, school improvement and rewards have been set aside. The Grant Application, including timeline, for these funds can be found in [Appendix Part II - 2 - 3](#).

**4) *Comprehensive School Reform (Title I, Part F).***

**RESPONSE:**

The purpose of the Comprehensive School Reform (CSR) in Vermont is to improve student performance by supporting the implementation of comprehensive school reforms that meet standards of scientifically based research and effective practices.

*a. Timeline*

The Vermont Department of Education will award CSR grants via a competitive process.

- November – December, 2002 - At least two technical assistance workshops will be provided prior to the RFP issue. The focus of these workshops, one in the north and one in the south, will be on the history, purpose, structure, components and approach of CSR.
- January 2003 - A Request for Proposals will be issued.
- March 1, 2003 – At least two technical assistance workshops will be provided for districts developing proposals using integrated needs assessments and the eleven components of CSR. Again, one workshop will be offered in the north and one in the south.
- April 1, 2003 - All prospective applicants must file a “Letter of Intent”
- April 30, 2003 – Proposal readers workshop will be held
- May 15, 2003 - Selected grants will be funded for the period July 1, 2003 – June 30, 2006.
- Annually 2004 – 2007 - The Vermont Department of Education will require each school to submit a Local Progress Report Form at the end of each implementation year pending additional funding.

*Key procedures:*

The Vermont Department of Education in accordance with Section 1603(b) will ensure the following process and selection criteria in funding CSR grants:

To be considered “comprehensive”, a reform program must:

- Be supported by high quality technical assistance providers that have a successful track record, financial stability, and the capacity to deliver high quality materials, professional development for school personnel, and on-site support during the full implementation period of the reforms;

- ❑ Be grounded in scientifically based research, to improve significantly the academic achievement of participating students, or that the program be found to have strong evidence that it will accomplish this goal;
- ❑ Include each of the eleven specific components outlined in section 1606 (a);
- ❑ Have the capacity to improve the academic achievement of all students in core academic subjects.

To be considered for CSR funds a district or school must indicate how it has begun to foster whole-school change to enable all students to meet challenging state learning and performance standards. Schools identified as Priority Schools on the date of signing of the NCBLA will be specifically contacted and encouraged to submit applications under this grant program.

*b. Selection criteria and how they promote improved academic achievement:*

**RESPONSE:**

All schools will be invited to apply for CSR competitive funds. Priority will be given to schools most in need, such as schools with:

- ❑ Schoolwide programs
- ❑ High poverty
- ❑ High dropout rates
- ❑ Poor attendance
- ❑ Low student achievement

Schools will be encouraged to apply through the VT-DOE web-site, mailings, and presentations to school leadership groups. Some of the steps that schools will follow in applying for CSR funds and the support they will receive from the VT-DOE are outlined below:

- ❑ School districts will file “letters of intent,” which will be reviewed by department staff for the purpose of inviting schools to submit CSR grant applications.
- ❑ Applicants must describe how they intend to implement the eleven components of a SCR program.
- ❑ Schools applying for funds must have an active Action Planning team and a Title I Schoolwide plan or ESEA school improvement plan.
- ❑ LEAs will provide ongoing support to schools that choose to apply for CSR funding.
- ❑ Regional collaboration will be encouraged through the State-wide System of Support.

*c. Priorities and how they promote improved academic achievement*

The Vermont Department of Education will use the following priorities as CSR grant selection criteria:

- ❑ Identification as a Priority School; that is, having been identified as in need of technical assistance by the Vermont Accountability System on the day that the ESEA was signed
- ❑ Having a poverty level over 40% based on free and reduced lunch data.
- ❑ Demonstration of commitment to a comprehensive and systemic change process

- ❑ Clear and present support from the district central office
- ❑ A budgeting and planning approach that links all developmental initiatives in support of improved academic achievement
- ❑ Evaluations of existing programs that include disaggregated outcome results and provide analysis of the interrelationships needed to support improved academic achievement that account for the eleven components of CSR
- ❑ Regional collaboration to maximize the use of technical assistance and evaluation services in a wide geographical area.

Each proposal will be read and scored using a scoring rubric, by at least three grant reviewers comprised of persons from the Vermont Department of Education and local educators, each of whom have significant experience and expertise in CSR and grant reviewing. Proposals will be double-blind scored by trained grant readers.

*Grant Readers Workshop* – A grant readers’ workshop will be conducted reviewing the Request for Proposal and explaining the scoring

**5) *Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).***

**RESPONSE:**

The Vermont Department of Education will create a RFP for competitive subgrants to eligible partnerships for Title II funds to support Teacher Training and Recruitment.

*a. Timeline:*

July 2002	Finalize Selection Criteria and Priorities for Awarding Subgrants to Eligible Partnerships
September 2002	Develop RFP and Grant Application
October 2002	Solicit Applications from Eligible Partnerships
December 2002	Review Applications Submitted for Consideration
January 2003	Award Subgrants

*b. Selection criteria and how they promote improved academic achievement:*

**RESPONSE:**

Proposals will be reviewed and rated by a panel of Vermonters representing higher education, non-profit organizations, State Department of Education, and LEA(s). The review panel will rate the proposals according to the degree to which they meet the following criteria:

- ❑ Cooperative Planning among the eligible partnership and the LEA, and, if appropriate, other partners such as private industry;
- ❑ Those who will benefit from the proposed project are involved in the planning, implementation, and evaluation of the program effectiveness;
- ❑ The proposed professional development activities meet the criteria for high quality as defined by 9101(34) of the ESEA Act and align with the LEA(s) Action Plan for improvement of instruction for quality student performance;

- ❑ The proposal shows joint effort in the planning and implementation of activities between the education department and the IHE departments for specific disciplines;
- ❑ The proposed programs are sustained, intensive, reflect up-to-date scientifically based research that will have a measurable impact on classroom instruction or building administration;
- ❑ The proposal addresses the need for participation by teachers from independent schools and teachers or principals of students from historically under-represented and under-served groups;
- ❑ The qualifications and responsibilities of the staff are appropriate for the proposed project;
- ❑ The applicant has demonstrated experience in providing high-quality professional development related to the proposed program;
- ❑ The application includes an estimated number of teachers or principals to be served by the program and the number of students impacted; and
- ❑ The evaluation plan is clearly related to the assessment of the anticipated outcomes and the assessment of the effectiveness and impact of the project. The evaluation will include gathering data on the growth of teachers' or principals' knowledge, skills and classroom practices and the impact on students.

In awarding subgrants, consideration will be given to ensure that all regions of the state benefit. We presently have Teacher Quality Networks in each geographic region, and our state college system and independent colleges are located in all regions; hence we are confident that the resources to be awarded through this competitive process will benefit all geographical areas of Vermont.

*c. Priorities and how they promote improved academic achievement*

**RESPONSE:**

The purpose of the subgrants to eligible partnerships will be to promote teacher and principal training and recruiting. Priority will be given to eligible partnerships that can provide high-quality, scientifically based professional development as defined by 9101(34) of the ESEA in the areas of reading/ English language arts, mathematics or science instruction or that promote the development and recruitment of highly qualified teachers and principals. Successful applications will:

- ❑ Align with the requirements of the ESEA;
- ❑ Promote the achievement of Vermont's student performance standards and the ESEA performance goals and indicators;
- ❑ Focus on strong academic content and pedagogical components;
- ❑ Include effective strategies, techniques, methods and practices for meeting the educational needs of all students in achieving rigorous State and local standards in reading/ELA, mathematics, and science;
- ❑ Be grounded in scientifically based research
- ❑ Be of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom or principals' performance as school leaders; and
- ❑ Have an orientation toward continuous improvement.

Eligible partnerships must be willing to enter into an agreement with one or more local educational agencies or a consortium of LEAs to provide the professional development programs funded under the RFP. Grant applicants must show concrete evidence of cooperative planning with schools and LEAs. A strong link must be demonstrated between the proposed professional development model and strategies and between local Action Plans or School Improvement Plans as required by ESEA.

Awards will be contingent upon eligible partnerships demonstrating that the proposed professional development activities for teachers and principals reflect up-to-date scientifically based research in teaching and learning and include integrated content and pedagogical components appropriate for students with diverse learning needs.

The application will require that the cooperating LEA(s) submit letters of support that clearly show how the cooperating LEA(s) agree to participate in the program, if funded. And, the LEA(s) must demonstrate how they intend to use local Title II funds and other local funds to enhance and broaden the scope of the proposed program.

Proposals must assure that professional development programs will provide opportunity for equitable participation of teachers from independent schools and take into account the need for greater access to and participation in the academic areas (reading/language arts, mathematics or science) for teachers of students from historically under-represented and under-served groups including females, minorities, migrants, individuals with disabilities, individuals with limited English proficiency, economically disadvantaged individuals, and geographically isolated and gifted and talented students.

**6) *Enhanced Education Through Technology (Title II, Part D).***

**RESPONSE:**

See draft Request for Proposals: [Appendix Part II - 2 - 6](http://www.state.vt.us/educ/ESEA/titleiid/local_tile_2_part_d_rfp.pdf). Also see: [http://www.state.vt.us/educ/ESEA/titleiid/local\\_tile\\_2\\_part\\_d\\_rfp.pdf](http://www.state.vt.us/educ/ESEA/titleiid/local_tile_2_part_d_rfp.pdf)

**7) *Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).***

**RESPONSE:**

The Safe and Drug-Free Schools and Communities (SDFSC) –reservation for the Governor (Title IV, Part A, section 4112) will be administered by Vermont’s Agency of Human Services (AHS) Planning Division. The majority of the Governor’s SDFSCA funds will be used to serve populations are not adequately served by educational institutions, either because they are not attending school or because adequate resources for these initiatives are not available through school programs. A request for proposals for discretionary grants will go out to organizations that have exhibited the capacity to reduce delinquency, substance abuse, truancy, drop-out rates and teen pregnancy in high-risk communities. Grants to support mentoring programs for out-of-school youth will be similarly awarded. The SDFSC Advisory Committee, including parents, community

members, AHS, SEA and other relevant state agency staff, will conduct a review process for applications and will ensure principles of effectiveness are employed. The Secretary of AHS will make final funding decisions.

In addition to discretionary and mentoring grants, funding will support AHS administration (3%), the SDFSC Consultation Team, the Governor's Prevention Conference, evaluation of out of school youth programs and Community Youth Councils. Most programs will be funded for a period of three years. Information gained through program experiences (including development and programmatic insights, successful continuing funding strategies, and program evaluation findings) will be disseminated widely during the third year. In the fourth and fifth years, funding will be used to build similar programs in other communities. A brief description of non-grant initiatives will follow the information provided below on the grant timeline, criteria and priorities.

*a. Timelines*

**RESPONSE:**

The Agency of Human Services proposes the following time line for community organizations to submit grant applications, and a plan and implement programs.

- ❑ July – September: Develop guidance for grantee applications and offer for review by the Advisory Committee of the SDFSCA.
- ❑ September – October: SDFSCA Advisory Committee and the Secretary of Agency of Human Services make funding decisions on grants.
- ❑ October – December: Initiate implementation of program efforts. Training and technical assistance (T& TA) will be provided to grantees in the use of the AHS logic model and reporting requirements.
- ❑ January – March: First quarterly reports due to AHS. Follow up T&TA will be made available to those grantees and contractors who demonstrate need.
- ❑ April – June: Site visits will be carried out by the AHS program officer of SDFSC program as well as making use of other resources that reside within AHS and Department of Education. Also, this period of time will allow us to make mid point corrections in programs if needed.
- ❑ July – September: Program reviews will be conducted to determine if a second year of funding is warranted. Provide additional T& TA. The advisory Committee of SDFSCA will be informed of significant developments that take place within funded programs. In addition, the advisory committee will provide oversight as to best practices for these grantees and contractors that are carrying out the scope of work as described above.

*b. Selection Criteria*

**RESPONSE:**

The following selection criteria will be used to award grants to community organizations. Community organizations will be selected for funding based on the organization's:

- ❑ Capacity to successfully address delinquency, substance abuse, truancy, drop-out and teen pregnancy rates among high-risk youth.
- ❑ Willingness to implement programs that meet the principles of effectiveness using the AHS logic model
- ❑ Capacity to improve academic engagement and achievement among high risk youth

*How Community Organizations will promote improved academic achievement.*

Academic achievement for high-risk youth is often hindered by student delinquency, substance abuse, truancy and dropping out. Funding community organizations that show a capacity to reduce these factors for youth is essential in the effort to increase students' readiness to learn. When youth are consistently attending school, supported by mentors and unimpeded by substance abuse, chances for improved academic achievement increase.

*c. Priorities and how they will promote improved academic achievement:*

**RESPONSE:**

Priority will be given to grantees that best meet the following selection criteria:

- ❑ Successful utilization of the AHS logic model including how outcome-based measures and indicators are written to provide for a comprehensive community-based drug and violence free life style for out of school youth
- ❑ Commitment to collect and report program data as required by AHS and NCLBA
- ❑ Commitment to include youth, parent and community input in program design and implementation.

Community organizations that demonstrate a capacity to reduce factors that hinder learning for youth, maintain a commitment to the Principles of Effectiveness and focus on academic engagement will encourage improved academic achievement for those youth at highest risk of academic failure.

*A brief description of non-grant programs supported with Governor's SDFSC funds follows:*

- ❑ AHS administration of programs and funds (3%)  
Funds will be used for preparation and review of proposals, program evaluation and site monitoring of funded projects, travel and preparation of financial and program reports.
- ❑ Safe and Drug Free Schools and Communities Consultation Team:  
Members of both the SDFSCA Consultation Team and the SDFSC Advisory Committee are trained to provide assistance to communities in a number of areas including strategic planning for prevention programming and developing community-wide comprehensive approaches to the prevention of alcohol, tobacco and other drug abuse and of violence.

- ❑ Funds will be used to disseminate information about drug and violence prevention, and facilitate community planning around prevention issues. The Consultation Team will train parents, health service providers and community leaders about drug and violence prevention, comprehensive health education, and early intervention practices. It will support planning activities to coordinate the efforts of state agencies with efforts of the local educational agencies, community-based organizations and youth. It will also support community-wide violence and safety assessments and surveys. Funds will be used to evaluate programs and activities carried out under the Governor's SDFSC program.
- ❑ Governor's Prevention Conference:  
Funds provide sponsorship for an annual conference where attendees and presenters from all parts of Vermont take part in workshops and other activities, which focus on fostering community wellness and discouraging high-risk behaviors.
- ❑ Evaluation of Out of School Youth Programs:  
Currently, the Youth Risk Behavior Survey (YRBS) is not administered to out-of-school students. AHS will contract with Youth Service Bureaus throughout the state to administer the YRBS survey to out-of-school youth. This will provide for base line data and a more comprehensive understanding of the needs of out-of-school youth.
- ❑ Community Youth Councils:  
The goal of these youth councils will be to develop activities and experiences that provide out-of-school youth with the opportunities to develop skills in group decision-making and leadership. Youth will develop skills and abilities to work with adults in their communities as well as skills in awarding grants to other youth for youth development work.

The basis for this plan is the work that has been carried out in the State of Michigan and the Kellogg Foundation.

**8) *Community Service Grants (Title IV, Part A, section 4126).***

**RESPONSE:**

Title IV, Part A, Subpart b, Community Service funds will be contracted to at least four LEAs to pilot programs to require community service for suspended and expelled students. Additionally, a contract will be awarded to at least one non-profit organization to increase LEA capacity to meet the needs of these students. The SEA in collaboration with Agency of Human Services staff member, John Bloch, (Coordinator of Governor's portion of the Title IV funds) will oversee the Contractors to ensure all federal requirements are met and program success is achieved. Additionally, contractors will receive guidance regarding program implementation from the Safe and Drug Free

Schools and Community Advisory Committee, which includes parents, community members and staff from relevant state agencies.

*a. Timelines*

The SEA proposes the following time line to plan and implement required community service programs for suspended and expelled students:

August 31, 2002:

- ❑ The SEA will select and award a contract to a non-profit organization to identify LEAs that meet the selection criteria provided below. A partial disbursement of funds will allow this organization to initiate a capacity building and planning process for identified LEA's that will establish required community service programs for suspended and expelled students.
- ❑ At least four pilot sites will be chosen to implement programs.

October 31, 2002:

- ❑ The SEA will award contracts to identified LEAs.
- ❑ The non-profit contractor will collaborate with the SEA and the SDFSC Advisory Council to establish an evaluation plan that includes rigorous data collection methods and sound evaluation protocols.
- ❑ The contractor will initiate technical service and training to LEAs.

November 15, 2002

- ❑ The selected LEA's will plan and implement programs for suspended and expelled students to complete required community service.

November 15, 2002 – November 15, 2003:

- ❑ The selected LEAs will continue to implement and refine programs for suspended and expelled students to complete required community service. The contractor will continue to provide technical assistance and training to the LEAs. The LEAs will provide quarterly reports to the SEA to track program progress and expenditures.
- ❑ The LEAs will receive site visits from the SEA and AHS staff.

December 30, 2003 – January 31, 2004:

- ❑ LEAs will provide a final report to the SEA.
- ❑ Contractor will review evaluation data and make recommendations for possible dissemination of successful programs to other LEAs.

*b. Selection criteria and how LEAs promote improved academic achievement.*

The following selection criteria will be used to award contracts to at least four LEAs to establish pilot programs for suspended and expelled students to perform required community service:

- ❑ LEAs will propose programs in accordance with the Principles of Effectiveness.
- ❑ LEAs will indicate how programs will promote improved academic achievement among suspended and expelled students.
- ❑ LEAs will specify how they will collaborate closely with community agencies, parents and the SEA in the planning, implementation and evaluation of programs.

- ❑ LEAs will commit to collecting program data as required by the SEA and the NCLBA.
- ❑ LEAs will indicate a willingness to update LEA policies and procedures as necessary to implement successful programs.
- ❑ LEAs will demonstrate previous success in addressing in collaboration with community organizations the needs of high-risk students.
- ❑ Selection of LEAs will be partly based on how an individual LEA's demographic characteristics will contribute to a pilot group that is collectively representative of Vermont Schools as a whole.

*c. Program priorities and how they promote improved academic achievement.*

- ❑ Priority will be given to contractors that best meet the following selection criteria:
- ❑ LEAs will propose programs in accordance with the Principles of Effectiveness.
- ❑ LEAs will indicate how programs will promote improved academic achievement among suspended and expelled students.
- ❑ LEAs will demonstrate previous success in addressing in collaboration with community organizations the needs of high-risk students.
- ❑ LEAs that base their program plan on sound research with a focus on improving academic achievement will be more likely to produce positive academic outcomes for suspended and expelled students. A prior successful track record with high-risk students will indicate LEA capacity and willingness to effectively address these student needs.

Budget: None of the Community Service funds for will be used for administration or technical assistance at the SEA level. The entire \$250,000 will be contracted out to support the work described above.

**9) 21<sup>st</sup> Century Community Learning Centers (Title IV, Part B).**

**RESPONSE:**

See draft RFP: [Appendix Part II – 2 – 9](#)

*a. Timelines*

**RESPONSE:**

These are outlined in the RFP

*b. Selection criteria and how they promote improved academic achievement*

**RESPONSE:**

This information is included in the RFP. However, the following information may assist application reviewers to understand even more fully our intention to make effective use of 21<sup>st</sup> CCLC funds to improve academic achievement in under-achieving schools.

Using demographic and student performance data, we have created an Excel file that includes poverty factors (e.g., free and reduced lunch), limited English proficiency, disabilities, and student achievement for all State assessments (the two lowest performance categories combined, nearly met the standard, and the two highest performance categories). This Excel file can be sorted by any demographic or

performance factor. We have ranked schools by poverty and performance in order to determine those that are most in need of extra support. Schools most in need will be strongly encouraged to take advantage of this grant opportunity and further encouraged to develop proposals that will result in highly effective extra support in reading, mathematics, and other academic enrichment initiatives during out-of-school time.

*c. Priorities and how they promote improve academic achievement –*

**RESPONSE:**

These are described in the RFP. Other questions posed in the Reviewer Guides are answered in the “Q & As” that follow:

- ❑ *Does the timeline include estimated date of request for application/proposal, due date of application, date funds will be awarded? Are the timelines realistic?*

**RESPONSE:**

RFP timelines are included in the RFP in [Appendix Part II-2-9](#). Our goal is to have a draft RFP in schools prior to the end of the school year so that teachers, school leaders, CBO leaders, and others can have conversations about developing CLC programs this summer, prior to the release of the formal RFP in September.

- ❑ *Will all funds be awarded competitively? Does the selection criteria accurately reflect eligibility? Are there sufficient points allocated to address academic improvement, quality, and need of the program proposed?*

**RESPONSE:**

Except for the allowable two percent for administration and three percent for technical assistance at the state level, all funds will be awarded competitively. The RFP addresses the remaining items listed above.

- ❑ *Are the statutory priorities included? (Absolute Priority: CLCs will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% qualify for free/reduced lunch) or schools that serve a high percentage of students from low-income families. Competitive Priorities: services are targeted at students who attend schools that have been identified as in need of improvement under Title 1 Section 1116 ; and applications that are submitted jointly between one LEA receiving funds under Part A of Title I and a community based organization or other public or private entity.) Does the State describe any other priorities? Are they consistent with the intent of the statute?*

**RESPONSE:**

The CLC draft RFP has a strong focus on supporting students in Title I schools where 40% or more of the students qualify for free and reduced lunch. We have prepared an Excel file that includes performance results for all state assessments, percent of students who qualify for free and reduced lunch, and number of students who are limited-English proficient. Our intent is to strongly encourage schools with the highest poverty, lowest performance in reading and mathematics, largest numbers of limited English proficient students, and highest percent of students with disabilities to apply for 21<sup>st</sup> CCLC grants

and to invest in scientifically based or highly promising programs for improving students' academic performance and increasing their interest in learning, including lifelong interests such as the arts and recreation.

- *Does the State adequately describe an acceptable review process and include how the SEA will solicit reviewers and train reviewers?*

**RESPONSE:**

The RFP explains the review process and briefly describes the process we will use to solicit reviewers. Our plans at this point are to request experienced CLC directors and lead staff to assist in reviewing grants. However, we intend to expand this group considerably by including experts in reading and mathematics, CBO leaders, and others who have had success in engaging students in learning, both in traditional subject areas, the arts, and other areas that lead to lifelong interests.

- *What type of professional development, technical assistance, and training will the SEA provide? Will any of it be contracted out? Will the local grantee be required to participate? How frequently will the services be offered?*

**RESPONSE:**

The Vermont Department of Education has an informal group of CLC advisers, which we intend to expand to a broad-based CLC advisory panel. These advisers have repeatedly stressed the importance of providing ongoing technical assistance and professional development for new CLC leaders. Our intent is to implement a mentoring program for new CLC leaders in addition to the professional development that we provide through regional or statewide technical assistance sessions. The focus will be on both grant administration (e.g., setting goals, budget management, program evaluation, personnel supervision) and effective programs and strategies for improving students' academic achievement and interest in learning.

We expect to hire a part-time 21<sup>st</sup> CCLC program administrator to perform necessary administrative duties and to provide ongoing mentoring and support to CLC leaders. In addition, we plan to contract with groups such as the Vermont Out of School Time (VOOST) Network and the Washington County Youth Services Bureau to provide technical assistance and professional development. We also hope to draw upon the expertise of leaders within the Vermont Mathematics Initiative and the Vermont Reads Institute to provide professional development in scientifically based approaches to enriching students' understanding of reading and mathematics.

- *Will the strategies lead to effective practices supported by scientific research?*

**RESPONSE:**

The person currently overseeing the 21<sup>st</sup> CLC program was formerly the co-director of the Vermont Mathematics Initiative and director of research for the Vermont Reads Institute. This individual (Marc Hull, Ph.D.) fully intends to bring the understandings promulgated by the National Reading Panel, the National Research Council (reading and math), and other research groups to bear on the program. We have read the CLC draft

guidance with great interest and will share the modest amount of scientifically based research cited in the draft guidance with CLC leaders through trainings, mentoring, and ongoing technical assistance.

One of the challenges that we foresee is that of balancing the “old” vision of the 21<sup>st</sup> CCLC program with the “new” more academically focused vision that targets students and families from schools with the highest percent of students from low-income families. To the extent that we can, we plan to insist that CLC programs complement our overall state effort to significantly improve student academic achievement.

- *How will the SEA monitor its local grantees?*

**RESPONSE:**

In part, we will contract with the same outside organizations that provide technical assistance. We will collect annual evaluation data, analyze them, and target our monitoring and technical assistance where it is most needed. We also will develop a plan for monitoring all programs on a rotating basis. Whenever possible, we will attempt to focus on technical assistance while, at the same time, paying ample attention to necessary compliance monitoring.

- *Is 21<sup>st</sup> CCLC mentioned as a strategy the State will use to promote parental and community participation in schools?*

**RESPONSE:**

Yes.

- *How will the State assess substantial progress? Will the local program undergo periodic evaluation?*

**RESPONSE:**

Programs will be evaluated annually and continuation of funding will be contingent on making substantial progress in meeting the goals and objectives as stated in the grant application.

One of the purposes of establishing a 21<sup>st</sup> CCLC advisory panel will be to assist in developing and implementing 21<sup>st</sup> CCLC program evaluation strategies. The Burlington School District has developed an extensive evaluation plan, parts of which we will use in developing an evaluation plan for new programs. Our RFP includes a project evaluation section that requires subgrantees to identify strategies they will follow, including the Principles of Effectiveness, in evaluating program impact on improving academic achievement and student interest in learning.

The evaluation resources outlined in the Non-Regulatory *Draft* Guidance for 21<sup>st</sup> CCLC will help to fashion our evaluation plans as will the resources presented at the Houston conference in March 2002.

- ❑ *Does the State describe the performance indicators and measures it will use to evaluate local grantees? Are they reasonable? Do they allow the State to assess progress in meeting State goals and targets?*

**RESPONSE:**

Yes, these are stated in part in the draft RFP. The final RFP will be more explicit.

- ❑ *What interventions or actions will the State take for local grantees who are not making progress?*

**RESPONSE:**

Our proposed mentoring system, among other things, is designed to assist CLC leaders whose programs are not making substantial progress in meeting program goals and objectives. The schools most likely to be involved in 21<sup>st</sup> CCLC will have continuous access to content experts who will be available to assist CLC leaders as well as teachers, principals, and other school leaders. Though CBO's, including faith-based organizations, may take a lead role in operating 21<sup>st</sup> CCLC programs, we will expect everyone associated with this program to consider themselves an integral part of school and community efforts to assure every child high quality learning opportunities during school and *non-school* hours.

- ❑ *How will the State collect data from local grantees? How often?*

**RESPONSE:**

At minimum, there will be an annual evaluation. Decisions about the data to be collected will be made in conjunction with the 21<sup>st</sup> CCLC advisory panel. Attendance data (both at in CLC activities and daily school attendance) may be collected along with other measures of academic performance or improved interest in learning.

**3) Program Monitoring and Technical Assistance:** *Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.*

**RESPONSE:**

***Monitoring:***

Vermont follows a multi-tiered monitoring process that includes several components, all of which are designed to ensure that students receive high-quality instruction daily and extra help as needed:

- ❑ Technical assistance to LEAs in preparing Consolidated Federal (CFP) applications
- ❑ Individual and team reviews of LEA CFP applications for:
  - Technical completeness
  - Program effectiveness
  - Fiscal accuracy and soundness

- ❑ CFP application approval
- ❑ Review of transition reports (requests for additional draw-downs on awarded state or federal funds / S.D.E. 1.1 reports)
- ❑ Cyclical monitoring team site visits
- ❑ Single Audit Act reviews

Each of these monitoring components will be continued under ESEA and will be improved, as needed, to achieve compliance with the requirements of P.L. 107-110.

Technical assistance in CFP application preparation :

A considerable amount of technical assistance and “monitoring” takes place through the State’s efforts to help LEAs prepare effective CFP applications. Because of our small size and long standing relationships, school leaders feel free to call on department staff for assistance in writing CFP applications and often avoid going down unsound or improper paths as a result of the assistance provided. Technical assistance is provided through regional grant information meetings, phone calls, e-mails, and on-site visits.

CFP reviews:

Each LEA CFP application undergoes a thorough review by program consultants and CFP team administrative assistants. A member of the CFP team checks each application to ensure that all required components, signatures, assurances, and such have been submitted properly. Members of the department finance team complete a fiscal review of the applications against information they have on file about LEA carryover and audit information. Finally, program consultants review the applications holistically and then focus on specific areas such as migrant students, neglected and delinquent, or safe and drug-free schools and communities. Compliance issues are noted, follow-up calls are made to LEA leaders, and changes are made as needed to achieve congruence between CFP applications and applicable requirements.

CFP application approval:

CFP team members spend a considerable amount of time each year reviewing CFP applications. The approval process includes crosswalks between needs and strategies stated in applications and the results of recent and longitudinal State assessments in early reading, English language arts, and mathematics as well as information gathered annually through the School Quality Standards reports. The department’s School Improvement Coordinators for Title I schools, identified as in need of technical assistance, are asked to participate in this phase of the state’s monitoring process.

Review of transition reports:

When districts submit reports to draw down state or federal funds, personnel in the finance division monitor spending patterns, carryovers, and field audits, as needed. These analysts check for discrepancies between CFP applications and actual expenditures. Discrepancies are then discussed with business managers, program managers, and department consultants. These ongoing conversations often help LEAs and the state to avoid non-compliance issues.

### On-site monitoring:

On-site monitoring visits take place regularly by such program teams as Title I, Even Start, and Safe and Drug-Free Schools and Communities. Each team follows fairly uniform monitoring procedures. An effort is made by monitoring teams to conduct monitoring as “critical friends” who understand the requirements of ESEA and who can offer valuable support to schools in achieving compliance. In preparing this application, the CFP team noted that schools could benefit from cross-team visits on occasion. We will develop a cross-team monitoring calendar with the intent of visiting all LEAs over a five-year period, meaning that about 12 to 13 monitoring visits would be made each year (63 LEAs or “public” independent schools in total).

### Single Audit Act reviews:

Private audit firms are contracted by the LEAs to conduct audits in all LEAs and schools that expend more than \$300,000 in state or federal funds including lunch program commodities. The department's audit manager, who maintains an extensive database of audit information, reviews the outcomes of these audits. When audit findings are made, the information is forwarded to the appropriate program consultants and coordinators for follow-up.

### ***Professional Development and Technical Assistance:***

The Vermont Department of Education comprises three major divisions, two headed by deputy commissioners of education and one by a chief financial officer. Two divisions focus heavily on professional development and technical assistance as described throughout this application (e.g., *Part II*: #1., standards, assessments, and accountability; #2., competitive subgrants; #4., statewide system for support under §1117; #5. support for Title I schools; *Part III*: #6., teacher and principal training and recruiting fund; #7., enhanced education through technology; #8., English language acquisition and enhancement; #12. 21<sup>st</sup> CCLCs).

Professional development is provided to LEAs, schools and subgrantees in a variety of ways, including day-to-day advisement on legal, programmatic, fiscal, and instructional matters related to ESEA programs (e.g., Title I schoolwide programs, Even Start, Technology Enhancement, 21<sup>st</sup> CCLC, SADFS), school leadership, local assessment systems, using data to improve instruction, action planning, and more. The department sponsors numerous statewide conferences, some of which are targeted to specific groups (e.g., technology coordinators, reading specialists, mathematics portfolio network leaders) and others targeted to broad audiences (e.g., assessment conferences, annual teacher forum, action planning). The department, since about 1989, has attempted to be increasingly systematic in providing professional development and technical assistance. While just-in-time, needs-based professional development and technical assistance remain as part of the department's approach to assisting schools, systems have been put into place to deliver well-planned, systemic support. A few of these support networks are illustrated in Chart 1 on the next page. One of the primary goals of the department's technical assistance and professional development is to develop local capacity; that is, to help schools (Box #1) and LEAs (#2) help themselves. Often, the professional development that has the greatest impact on student achievement is the coaching and

modeling that principals, curriculum leaders and teachers provide within their own schools and local districts.

## CHART 1

### Professional Development and Technical Assistance Networks Responsible for Providing or Brokering High-Quality Support for Students, Parents, Schools, Local Education Agencies, and Communities

#### 5. Vermont State Board of Education

Establishes regulations for school quality standards, licensing, and such.

Advocates for resources with Governor, General Assembly, and the public.

#### 6. Department of Education

Establishes a vision of high expectations for all students and educators.

Provides technical assistance for grant programs (e.g., Even Start), assessment networks, identified schools, curriculum & instruction, assessments, action planning, etc.

Enforces regulations through technical assistance.

Collaborates with and seeks funding for staff development partners (Box #4).

Agency of Human Services provides TA and staff development in many areas (SADFSC, students in custody, mental health, etc.)

Department of Employment and Training assists schools with drop-outs, etc.

2. LEAs/Supervisory districts Superintendents, & directors of curriculum/instruction, Title 1, special education, & fiscal operations provide/broker staff development and technical assistance for schools.

#### 1. Schools

Principals, curriculum coordinators, teacher leaders, mentors, & distinguished educators provide teacher coaching, mentoring, focus groups, etc.

Teachers model, coach, exchange ideas & support other teachers. Teachers oversee local licensing boards.

Principals, curriculum leaders, and teachers support paraprofessionals in preparing to meet new ESEA qualification requirements and to carry out job responsibilities effectively.

Principals and teachers support parents & community members.

#### 3. Regional collaboratives

Teacher Quality Networks provide or broker staff dev. and technical assistance, convene leadership groups, offer courses & seminars.

Staff Development Academies provide and broker courses, seminars, mentoring.

#### 4. Staff development and technical assistance networks

##### Vermont Mathematics Initiative

Three-year graduate degree program with classroom mentoring and teacher leadership components. Staffed by mathematicians and master teachers. Beginning its 4<sup>th</sup> year.

##### Vermont Science Initiative

Similar program, beginning its first year of operation.

##### Vermont Reads Institute

Supports REA (soon to be Reading First) & State Improvement Grant schools with weekly support from Early Literacy Improvement Specialists. Offers courses & seminars in word study (PA & phonics), vocabulary development, fluency, & text comprehension. Brings specialists together to plan high-quality statewide professional development. Beginning its 3<sup>rd</sup> year.

##### Vermont Institute of Science, Math & Technology

provides content-specific staff development as well as support in equity, school leadership, school & program evaluation, distance learning networks and more.

Colleges and Universities offer degree programs in school leadership, curriculum and instruction, & content areas. Conduct and disseminate scientifically based research. Form school development partnerships.

MORE see narrative

In providing technical assistance, the department often showcases schools that have made noteworthy progress in raising the percentage of students who meet or exceed the State's academic achievement standards. Distinguished teachers are recognized annually by the University of Vermont (#4) and by the department (#6) through its annual teacher forums, where distinguished teachers exchange insights on critical issues in education, share resources, and advise department leaders and staff.

The VT-DOE also supports school improvement through the department's school support teams (school improvement coordinators), curriculum specialists, and program consultants as well as by contracting for services through professional development networks (#4) in reading, mathematics, and science. Various institutes along with colleges and universities assist schools in understand scientifically based research and the implications such research has for classroom practice. The Vermont Reads Institute, for example, has provided or brokered extensive training aligned with the findings of the National Reading Panel and the National Research Council (*Preventing Reading Difficulties in Young Children*, 2000). The Vermont Mathematics Initiative has done the same in helping teachers, principals, and mathematics coordinators understand and implement the findings of the National Research Council (*Adding It Up*, 2001; *Improving Mathematics Education: Resources for Decision Making*, 2001)

Other staff development and technical assistance systems are described in Part II - , State Activities – System of Support.

***Title IV-specific information related to Part II # 3:***

The VT-DOE assists schools in addressing activities that comply with the SDFSC Principles of Effectiveness.

As part of the CFP's ongoing monitoring and technical assistance, attention will be given by the SDFSC Program Coordinator to:

- ❑ The annual SDFSC Evaluation Report
- ❑ Quarterly program reports
- ❑ YRBS (Youth Risk Behavior Survey), YTS (Youth Tobacco Survey,) Truancy rates, Dropout rates, Safe Schools Data Collection, SDFSC Final Report, Gun Possession Report, and data from the Agency of Human Services

The SDFSC Program Coordinator will utilize the Title IV, Part A, Subpart A Monitoring Form during CFP monitoring visits. The coordinator will provide or arrange high-quality professional development for individuals who share responsibility for safe and drug-free schools and communities:

- ❑ LEAs will be notified of regional and national training in research-based strategies.
- ❑ Vermont schools will be assisted in their implementation of a variety of research-based curricula (Life Skills, Second Step, Project Alert, Project Northland, Reconnecting Youth and others).

- ❑ Information will be shared about programs that have proven effective, including Student Assistance Programs, Freemasons' CARE Student Assistant Model, peer leadership, home-school coordinators, peer mediation, and mentoring.
- ❑ The SEA will work with GMTC (Green Mountain Training Center) and other partners in providing training in research-based programs and curricula.

Staff within the Agency of Human Services will provide technical assistance for grantees for the Governor's Program. In an effort to help LEAs effectively implement the SDFSC Principles of Effectiveness, the SDE and AHS will continue to conduct regional trainings for school/community teams focused on:

- ❑ Analyzing Local Data
- ❑ Writing Goals and Measurable Objectives
- ❑ Reviewing and Selecting "What Works" in the Research
- ❑ Developing Local Capacity to Evaluate Programs

The Vermont School Quality Standards require each school to offer research-based alcohol, tobacco and other drug prevention programs that align with the *Vermont Framework of Standards and Learning Opportunities*. Vermont Department of Education consultants will work with the Office of Alcohol and Drug Abuse Programs, the Agency of Human Services, and others to offer trainings around a variety of research-based alcohol, tobacco, and other drug and violence prevention programs (e.g. Life Skills Training, Reconnecting Youth, Project Alert, Project Northland).

Other means of supporting the efforts of schools to comply with state and federal requirements related to safe and drug-free schools and communities include:

- ❑ Maintain an ESEA Web site with links to other sites;
- ❑ Conduct on-site visits to schools;
- ❑ Help schools meet the public reporting requirements of Title IV, Part A.
- ❑ Encourage use of ESEA funds to support Student Assistance Programs (SAPs).
- ❑ Coordinate in-service and pre-service programs for Alcohol, Tobacco and Other Drug (ATOD) and Violence Prevention Programs.

**4) Statewide System of Support under Section 1117:** *Describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.*

**RESPONSE:**

Vermont is in the process of establishing a Statewide System of Support that will serve all schools, including LEAs and schools receiving Title I funds, in order to increase opportunities for students to meet the *Vermont's Framework of Standards and Learning Opportunities*. The top priority of Vermont's Statewide System of Support will be to:

- ❑ Provide support and assistance to local educational agencies with schools subject to corrective action under §1116 and assist those schools, in accordance with §1116(b)(11), for which a local educational agency has failed to carry out its responsibilities under paragraphs (7) and (8) of §1116(b);

- ❑ Provide support and assistance to other local educational agencies with schools identified as in need of improvement under §1116(b); and,
- ❑ Provide assistance to other local educational agencies and schools to achieve the purposes of Title I.

Vermont's Statewide System of Support will be established by the Vermont Department of Education in partnership with higher education institutions and other statewide education organizations that provide technical assistance and professional development to schools and educators. The partnership will be guided by an agreement that defines the purpose and operating principles of the system.

The Statewide System of Support will include five regional Education Service Agencies (ESAs) that serve the LEAs and schools within a prescribed region. Each regional ESA will be directed by a board made up of the superintendents, or their designees, of the LEAs within the region. The regional ESAs will provide assistance to schools and educators by:

- ❑ Establishing school support teams to work with schools in the region that are in need of assistance;
- ❑ Providing such support as the State educational agency determines necessary and available in order to ensure the effectiveness of the school support teams;
- ❑ Designating and using distinguished teachers and principals who have been especially successful in improving academic achievement; and,
- ❑ Devising additional approaches to providing assistance through institutions of higher education or other local consortia, and private providers of scientifically based technical assistance.

The Statewide System of Support will be directed by a board made up of the Commissioner of the Vermont Department of Education, or his or her designee, one representative from each of the participating partnership organizations, and one representative from each of the five regional ESAs. The board will be responsible for establishing the operating procedures of the system and employing sufficient staff to support schools in the ways needed and requested. The central system will provide support to each of the five regional ESAs, as well as provide those statewide technical assistance services that cannot be effectively provided at a regional or LEA level. The services provided to support the regional ESAs will include, but not be limited to:

- ❑ Planning, evaluation and reporting services;
- ❑ Financial and accounting services;
- ❑ State-level coordination of services;
- ❑ Employment services for regional ESAs upon request;
- ❑ Grant writing support;

Each regional ESA will coordinate school support teams to work with Title I schools identified as in need of technical assistance to develop and carry out an improvement plan that meets ESEA requirements. Each school support team will be composed of persons knowledgeable about scientifically based research in the areas of teaching and learning

and about successful models, programs, and practices for improving educational opportunities for low-achieving students.

Support teams will include:

- ❑ Highly qualified or distinguished teachers and principals;
- ❑ Pupil services personnel;
- ❑ Parents;
- ❑ Representatives of institutions of higher education;
- ❑ Representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- ❑ Representatives of other consultant groups; or,
- ❑ Other individuals as the Vermont Department of Education, in consultation with the LEAs, may determine appropriate.

Each school support team assigned to a school will:

- ❑ Be provided facilitation and leadership by an assigned School Improvement Coordinator from the Vermont Department of Education;
- ❑ Review and analyze student performance results, the design and implementation of the school's instructional program, and assist the school in developing recommendations for improving student achievement;
- ❑ Collaborate with school staff and parents in the design, implementation, and monitoring of a plan that, when fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under §1111(b)(2)(B);
- ❑ Evaluate in some meaningful way, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the LEA, and, where appropriate, the SEA; and,
- ❑ Make additional recommendations to the LEA and the Vermont Department of Education concerning additional assistance that is needed by the school or the school support team.

After one school year of school improvement activities, each school support team, in consultation with the LEA, may recommend that the team continue to provide assistance to the school, or that the LEA or the SEA, as appropriate, take alternative actions to improve the identified school.

Each regional ESA, working with the Vermont Department of Education and the Statewide System of Support, will identify and help to develop a cadre of highly qualified and distinguished teachers and principals who will provide technical assistance and professional development to identified schools. The Vermont Department of Education, working closely with the Statewide System of Support and the Vermont Standards Board for Professional Educators, will establish criteria and procedures for identifying and recognizing distinguished teachers and principals.

Possible existing pathways to qualify as a distinguished teacher include completing advanced degrees through such programs as the Vermont Mathematics Initiative or the Vermont Science Initiative, earning national board certification, or receiving highly specialized professional development through the Vermont Reads Institute. The Vermont Leadership Development Consortium and other organizations focused on leadership development will be consulted to identify criteria and possible resources for identifying and supporting distinguished principals.

The Vermont Department of Education, working with the Statewide System of Support, will establish a program for granting academic achievement awards to recognize outstanding achievement of identified schools that significantly close the achievement gap among the groups of students described in Title I §1111(b)(2), or schools that exceed their AYP targets for two or more consecutive years.

The Vermont DOE, working with the Statewide System of Support, will designate as distinguished schools those schools that have made the greatest gains in closing the achievement gaps or exceeding adequate yearly progress. Such distinguished schools may serve as models for and provide support to other schools, especially schools identified for improvement under §1116, to assist such schools in meeting Vermont's *Framework of Standards and Learning Opportunities*.

**5) Support for Title I Schools:** *Describe the activities the State will conduct to --*

*a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers to that schools can easily consolidate federal, State, and local funds for schoolwide programs*

**RESPONSE:**

The Vermont Department of Education, working closely with the Statewide System of Support and the five regional ESAs, will assist LEAs to use schoolwide programs to improve student success by providing technical assistance in collecting, organizing, analyzing, communicating and using student and teacher data. A primary focus will be on using data to guide the creation of local school action plans, including the professional development needs of staff. Guidance will be provided on using data for:

- Monitoring student progress on a frequent basis and conducting trend analyses;
- Identifying the strongest and weakest areas of student learning;
- Identifying disconnects between the school curriculum and *Vermont's Framework of Standards and Learning Opportunities*;
- Identifying student subgroups which need additional support to meet the state standards;
- Identifying programs, strategies or activities that are successful in helping students achieve high standards;
- Identifying programs, strategies or activities that are *not* successful in helping students achieve high standards and helping school leaders see the need for abandoning such programs or modifying them so that are successful;

- ❑ Informing LEA and school-level planners about staff professional development needs;
- ❑ Bringing scientifically-based research practices into the classroom.

The VT-DOE has worked with local business managers and instructional leaders to assess the extent to which the department has imposed barriers to the creation of Title I schoolwide programs. The principal barrier has been our requirements to track the expenditure of funds by CFDA numbers and by VT-DOE revenue codes as mandated by federal laws and regulations. We are cognizant of this barrier and will talk with business managers, who meet regularly with leaders of our finance team about the steps we can take to make consolidation of funds less onerous. REAP, transferability, and other provisions of ESEA will require the department to work out accounting procedures that carry out the intent of ESEA while continuing to meet federal auditing rules.

*b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State’s will provide to LEAs and schools to –*

- i. Conduct effective professional development activities;*

**RESPONSE:**

The Vermont Department of Education, working closely with the Statewide System of Support and the five regional ESAs will provide training to LEA school leaders on processes and models for planning, implementing, and evaluating high-quality professional development at the district and school level that are aligned with the expectations set out in Title IX, Part A, Section 9101 (34) of ESEA. The Statewide System of Support and the regional ESAs will assist LEAs and schools, especially in high poverty areas, in the identification of resources for high-quality professional development, and will provide leadership in facilitating collaboration among LEAs, schools, institutions of higher education, and other agencies in selecting, planning, and implementing high-quality professional development aligned with scientific research and best practices for educators.

- ii. Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes;*

**RESPONSE:**

The Vermont Department of Education, working closely with the Vermont Standards Board for Professional Educators, will continue to analyze its teacher education and licensure standards for the purpose of making revisions needed to ensure better alignment among State academic standards for students, pedagogy for teachers, and instructional leadership skills for principals. The VT-DOE is exploring a number of alternative routes to educator licensure in addition to the current provisions in state regulations. The department also is working with other New England states to more effectively align educator licenses among the northeastern states and enhance transferability.

The VT-DOE supports a Governor's Institute on Education to encourage outstanding high school students to consider a career in education. The department, working closely with a number of higher education institutions, is using federal funds as incentives for current teachers and para-educators who are willing to retrain to teach in high poverty schools, urban and rural remote areas of the state, and fields of education for which waiver requests are high (e.g., special education, mathematics, science). Our current collaboration has focused specifically on preparing highly qualified special education teachers using a model that the state plans to extend to other high-need areas.

The VT-DOE, working closely with the Vermont School Boards Association, has developed a web-based placement bureau (a statewide clearinghouse) that links a broader pool of educator candidates from within the state and across the country with LEAs seeking highly qualified teachers. The system, known as Vermont Regional Educator Application and Placement Program (VT REAP), is supported with state funds.

*iii. Retain highly qualified teachers.*

**RESPONSE:**

The VT-DOE, working closely with the Statewide System of Support and the regional ESAs, will expand training and support for the statewide induction and mentoring program established for beginning teachers. Assistance will also be provided as LEAs develop ongoing teacher mentoring programs that acknowledge the different stages and needs of teacher development across the "life-cycles" of teachers.

The Vermont Department of Education, working closely with the Statewide System of Support, will provide support for teachers preparing for National Board of Professional Teaching Standards Certification and other emerging advanced certification opportunities. Efforts also will continue to link nationally certified teachers to regional ESAs and programs to use distinguished teachers to provide assistance to identified LEAs. The same holds for teachers who complete rigorous professional development programs such as the Vermont Mathematic Initiative and Vermont Science Initiative, which lead to advanced degrees in deep math and science content, effective pedagogy, and teacher leadership.

*c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.*

**RESPONSE:**

The Vermont Department of Education is working with a Para-educator Task Force with representatives from 14 different educational groups. The Task Force representatives include the Vermont Standards Board for Professional Educators, the Vermont-National Education Association, the Vermont Superintendents Association, Vermont School Boards Association, Vermont Principals Association, Vermont State Colleges, the University of Vermont Center on Disability and Community Inclusion, and the Vermont Council of Special Education Administrators. The purpose of the Task Force is to make members of the education community familiar with regulations surrounding

paraprofessional qualifications and training and to encourage school districts to develop and adopt effective practices to support paraprofessionals in the delivery of quality services to students.

This Task Force serves as a resource to schools on paraprofessional employment and training issues. There are many resources within Vermont and around the country to assist school districts in supporting the professional development of paraprofessionals. The Task Force has created a list of these known resources in clearinghouse fashion and made it available to all public and approved independent schools in the state.

The VT-DOE requires all LEAs that intend to use ESEA funds for the employment of paraprofessionals to demonstrate that they will comply with the certification requirements for paraprofessionals. Information on the qualifications of paraprofessionals will be part of the annual data collection the department conducts in the fall of each school year. The department will ask any LEA using a locally developed assessment of skills for paraprofessionals to submit it to the department for review. All new paraprofessional staff hired with ESEA funds will need to meet the qualifications stated in §1119 (c) and (d) and all paraprofessionals will meet the credential requirements by the 2005-2006 school year.

*d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.*

**RESPONSE:**

The local competitive RFP gives priority to schools that do not receive adequate support under the Title II, Part D block grant. Additional priority is given to those schools with the highest percentage of children in poverty.

Bonus points on the RFP are given for applications that incorporate specific strategies that overcome “digital divide” inequities. Specific examples include efforts to increase access to and use of educational technology by:

- Girls as well as boys
- Students from all economic levels
- Students from all races and ethnicities
- Students with limited English proficiency
- Students with and without disabilities

In addition, bonus points are also awarded for “partnership” proposals that develop, enhance, or support regionally based systems that address any of the allowable uses of Title II, Part D funds.

Finally, a separate RFP will be developed specifically to support the formation (and/or continuation) of partnerships that offer a broad range of resources, professional development, and technical support for high-need LEAs.

*e. Promote parental and community participation in schools.*

**RESPONSE:**

The Vermont Department of Education has long recognized the important role played by parents in supporting their children's education and in enriching the climate of public schools. We fully support the findings of Wherry (2001):

- ❑ Parent involvement is most effective when it is comprehensive, long lasting, and well planned.
- ❑ The benefits are not confined to early childhood or the elementary level; there are strong effects from involving parents continuously throughout high school.
- ❑ Involving parents in their own children's education at home is not enough. To ensure the quality of schools, as institutions serving the community, parents must be involved at all levels in the school.
- ❑ Children from low-income and minority families have the most to gain when schools involve parents. Parents do not have to be well educated to help.

School climate and students' learning opportunities also are enriched when schools tap into the intellectual capital and collective talents and experience of community members. Educational organizations such as the Vermont Rural Partnership, the Vermont Business Roundtable, Everybody Wins–Vermont, and more have been particularly effective in promoting active parent and community involvement in schools. The Vermont PTA, member of the Vermont Education Coalition, has been an effective policy advocate and has expressed a strong interest in co-sponsoring workshops with the Vermont Department of Education to help parents understand the key provisions of the No Child Left Behind Act. We intend to take advantage of the PTA's offer.

The VT-DOE sponsored two regional ESEA/NCLBA rollout meetings (May 6<sup>th</sup> and 8<sup>th</sup>), which were attended by more than 425 educational leaders from virtually every LEA in Vermont. At these meetings, we highlighted the importance of parental involvement and reviewed the key provisions of P.L. 107-110 that pertain to parental and community participation. We also highlighted the provisions of the reauthorized ESEA at the annual spring conference of the Vermont Superintendents' Association (VSA) and Vermont Council of Administrators of Special Education (VT-CASE). Responsibilities of LEAs for involving parents, offering school choice, supplemental services, and more were emphasized through each of these technical assistance opportunities.

Three key documents that we have prepared for LEAs speak to LEA responsibilities to parents. These include: *FY 2003 LEA CONSOLIDATED FEDERAL APPLICATION; INSTRUCTIONS FOR COMPLETING LEA CF APPLICATIONS* and *SUPPLEMENTAL MATERIALS FOR FY2003 CFP APPLICATIONS*.

These documents include numerous references to LEA responsibilities to parents, which can be viewed at the VT-DOE Web site [http://www.state.vt.us/educ/nclba/nclba\\_index.html](http://www.state.vt.us/educ/nclba/nclba_index.html) Among the responsibilities highlighted in these documents are the following:

## **Parent Involvement**

All the Titles contained in this application require that parents be afforded substantial and meaningful opportunities to participate in the education of their children. While requirements for parental involvement existed in the previous authorization, NCLBA strengthens the requirements for both the LEA and individual schools. In developing the LEA's parental involvement strategies, keep in mind the following requirements:

- If the LEA receives \$500,000 or more in Title I - Part A funds, not less than 1% must be reserved for parental involvement strategies. Not less than 95% of the 1% must be distributed to schools in the LEA. Parents of participating children must be involved in deciding how the reserved funds will be allotted for parental involvement activities.
- A written parental involvement policy must be developed jointly with, agreed to, and distributed to parents of participating children. The policy must describe how the LEA will:
  - Involve parents in the joint development of the annual application/plan and in the process of school review & improvement;
  - Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning & implementing effective parent involvement activities to improve student academic achievement and school performance;
  - Build the schools' and parents' capacity for strong parental involvement;
  - Coordinate and integrate parental involvement strategies with those of other programs such as Head Start, Reading First, Even Start;
  - Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the policy for improving the academic quality of the schools, including identifying barriers to greater participation by parents in activities authorized by ESEA (with particular attention to parents that are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the results of the evaluation to revise the strategies in the policy to be more effective; and
  - Involve parents in the activities of the school.

Each school in a LEA must jointly develop and distribute to parents of participating children, a written parent involvement policy. The policy should mirror the LEA parental involvement policy requirements. In addition to the policy, each school receiving funds must:

- Convene an annual meeting, at a convenient time and place, for all parents of participating children to inform them of the school's participation in Title I, Part A and their right to be involved;
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with the reserved funds, transportation, child care, or home visits;
- Provide to each individual parent information on the level of achievement of the parent's child on each of the State's academic assessments;

- ❑ Involve parents, in an organized, ongoing, and timely way in the planning, review, and improvement of programs funded with Title I, Part A including schoolwide programs;
- ❑ Provide parents of participating children timely information about funded programs; a description and explanation of the curriculum used at the school and the forms of academic assessment and proficiency levels; and
- ❑ If the schoolwide plan is not satisfactory to parents of participating children, their comments should be submitted when the school plan is submitted to the LEA for approval.

Each school receiving funds must jointly develop with parents a school-parent compact that:

- ❑ Describes school and parental responsibilities in helping children meet the State's student academic achievement standards; and
- ❑ Addresses the importance and manner of ongoing communication between parents and teachers.

*NOTE: All information to parents must be provided in an understandable and uniform format and, to the extent practicable, provided in a language that limited-English speaking parents can understand. It will also be collected and disseminated in a manner that protects the privacy of individuals.*

Obligations of Title I identified schools with respect to providing school choice and supplemental services have been articulated in our LEA CFP application materials, statewide and regional technical assistance meetings, and through the ongoing one-on-one technical assistance that the department provides for LEA leaders. A special meeting with superintendents and principals of identified schools took place on June 6, 2002 at which school choice and supplemental services responsibilities were reviewed in depth.

Application materials, statewide and regional technical assistance meetings, and ongoing technical assistance have also focused on ensuring that ESEA provisions concerning the individual and school report cards provisions are implemented. Much of the student performance information required under P.L. 107-110 for LEA's and schools is available to parents and community members through the department's Web site at two locations:

- ❑ Vermont School Report, <http://crs.uvm.edu/schlrpt>;
- ❑ School Improvement Guide, <http://data.ed.state.vt.us/apg>

VT-DOE has an extensive collection of effective parental involvement practices that is available to school leaders upon request. We also work closely with the RMC Research Corporation (Portsmouth, NH office), which makes parent and community involvement materials available. We will add links to our web-site that feature parent involvement information as an additional strategy for ensuring that teachers, principals, and other school officials have access to appropriate information.

Information about the State's standards, assessments, and accountability system, including AYP, is made available to parents and community members in a variety

formats, including Press Conferences (generally involving the Governor), televised State Board of Education meetings, the VT DOE Web site, and news releases and reports.

Parental rights information will be made available at our Web site, which has a section geared to families and communities. In addition, LEAs and schools have obligations to notify parents about their rights.

The VT DOE is obligated to compile a list of approved supplemental services providers. After this list has been compiled, it will be made available to LEA and school leaders as well as parents. LEAs and the VT-DOE will share responsibility for ensuring that parents are notified about the supplemental services provision and the approved providers. This will be accomplished through notifications sent to all parents by LEAs and schools and by postings on our web-site. News coverage also will help to ensure that parents are appropriately notified.

*f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.*

**RESPONSE:**

The timeline for the development of the single statewide state system of accountability included in Part II will secure the necessary data for Goals 1, 2 and 5.

The licensing team annually collects data on the number of teachers who have been granted waivers for teaching without full certification. Hence, we will have baseline data for determining how well the state is progressing toward all teachers being highly qualified (ESEA Goal 3). Also, beginning in the fall, the department will begin collecting information from schools on paraprofessionals who are appropriately qualified (Part I - 5 - C). There are multiple annual data collections about safe and drug-free schools. These will provide the necessary baseline and continuous data to assess progress in meeting the indicator for ESEA Goal 4, safe school and healthy learning environments.

**6) Consultation and Coordination:**

Describe how:

- a. SEA officials and staff consulted with the Governor's office in the development of the State plan;*

**RESPONSE:**

The Commissioner of Education and other department leaders met on several occasions with Governor Howard Dean, M.D., to discuss the State's opportunities and responsibilities under ESEA. The Governor strongly supports the provisions that are aligned with Vermont's Equal Educational Opportunity Act, which he signed into law in 1997. Certain provisions of ESEA are of serious concern to the Governor. He has voiced these concerns to superintendents, the Vermont State Board of Education, and members of the public. After consulting with educational leaders and informed citizens, he has consented to having Vermont participate in ESEA and will advocate for changes in the Act as he deems necessary. He also believes Vermont should continue to review its participation in the future.

*b. State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers*

**RESPONSE:**

The VT DOE has formed a Consolidated Federal Programs cross-division team. This CFP team has met weekly since the reauthorization of ESEA and will continue meeting for the foreseeable future. The team’s first order of business has been to understand the law (something that continues), prepare the LEA CFP applications, prepare for statewide rollout meetings, collaborate in writing this CFA, and finally to hold a full-day orientation for Title I identified schools to discuss supplemental educational services, technical assistance, school choice, and other critical issues. Another cross-department task has been to provide technical assistance to LEAs as they prepare their CFP applications and prepare to meet the new ESEA requirements. Throughout the summer, the CFP team will focus intensely on approving CFP applications and coordinating the scores of activities that must be carried out to implement ESEA successfully.

The Commissioner of Education and two Deputy Commissioners assume overall responsibility for coordinating the ESEA-funded programs, assisted by the Federal Programs Administrator (a former education commissioner, state director of special education, and superintendent of schools). We are fortunate to have several highly qualified and experienced consultants and program leaders who oversee the various ESEA programs. At times, we hinder the field’s understanding of the law by offering differing views of how the law is to be implemented. We are aware of this issue and are providing professional development and technical assistance to VT-DOE staff to ensure that program officers convey clear and consistent messages about the law. (Some of our inconsistencies have been attributed to mixed messages coming from the USDE program officers; hence, we see a need to strive for improved coordination at all levels of ESEA implementation.)

*c. State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations;*

**RESPONSE:**

Numerous agencies and organizations will be involved in the implementation of ESEA and in providing the learning opportunities needed to ensure that all students and subgroups achieve the NCBLA performance goals and indicators. The department has long-standing collaborative relationships with businesses, institutions of higher education, and nonprofit organizations, a few of which are listed in the table below. Several of these groups have actively participated in various rollout meetings or have requested department staff to make presentations on ESEA. Each will be involved with the implementation of ESEA.

Business groups	Institutions of Higher Education	Nonprofit Organizations
<ul style="list-style-type: none"> <li>• Vermont Business Education Partnership</li> <li>• Vermont Business</li> </ul>	<ul style="list-style-type: none"> <li>• University of Vermont</li> <li>• Vermont State Colleges (Castleton, Lyndon, Johnson,</li> </ul>	<ul style="list-style-type: none"> <li>• Vermont Institutes</li> <li>• Vermont Mathematics Initiative</li> </ul>

<p>Roundtable</p> <ul style="list-style-type: none"> <li>• Vermont Chamber of Commerce</li> <li>• Human Resources Investment Council</li> <li>• Regional Workforce Investment Councils</li> <li>• Technical Center Advisory Boards</li> <li>• IBM Reinventing Education Project</li> <li>• Local businesses</li> </ul>	<p>Vermont Technical Center, Community College of VT</p> <ul style="list-style-type: none"> <li>• Independent colleges (e.g., Norwich University, St. Michael's, Middlebury, Champlain College, Landmark College)</li> <li>• Vermont Public Education Partnership (college presidents)</li> <li>• Vermont Council of Teacher Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Vermont Reads Institute</li> <li>• Vermont Science Initiative</li> <li>• Vermont Institute for Science, Math, and Technology</li> <li>• Head Start</li> <li>• Family Literacy</li> <li>• Vermont Education Coalition</li> <li>• Vermont Parent Teacher Association</li> <li>• Vermont Parent Information Center</li> </ul>
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*d. State officials and staff will coordinate with other agencies, including the Governor’s office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).*

**RESPONSE:**

The VT DOE collaborates at many levels with the Governor’s Office, Agency of Human Services, Corrections Department, Department of Employment and Training, and other agencies that will contribute to the attainment of ESEA goals and regulatory provisions. The Children’s Cabinet, comprising the heads of all state agencies that provide services for children and youth, provides an excellent forum for discussing cross-agency interests. The Cabinet, for example, discussed the 21<sup>st</sup> Century Community Learning Centers program and the roles that various agencies might play in helping to implement this important school-community program. Considerable interest has been expressed in ESEA by other agencies and, over time, the department will enlist many agency partners in helping to implement the Act.

One of the purposes of the weekly CFP meetings within the VT DOE is to ensure that all teams across the department are informed about ESEA and how it meshes with other federal programs (IDEA, Perkins, Head Start, Adult Education/Family Literacy, and McKinney Vento). The two deputy commissioners responsible for ESEA also have oversight of other federal programs and program staff and are in positions to ensure cross-program coordination. Bi-weekly VT-DOE leadership team meetings are held for the purpose of coordinating programs, activities, and staff commitments. In several instances, ESEA program leaders serve as leaders for other federal programs, thereby promoting appropriate coordination.

**7) Progress Monitoring:** *Describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so,*

*the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.*

**RESPONSE:** (ALSO, SEE PART II, 3: PROGRAM MONITORING AND TECHNICAL ASSISTANCE)

Types of data collected and how such data are used

The State will use a variety of strategies to determine whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In preparing LEA CFP applications, LEAs complete a comprehensive Consolidated Federal Programs application. Among the CFP components are program narrative summary sheets that:

- Provide overarching program goals
- List critical needs
- Identify data sources (state and local assessments, Youth Risk Behavior Survey data, Student Assistance Program data, and such)
- State annual performance targets or measurable objectives
- Identify research-based strategies to be used in reaching performance targets
- Indicate costs for each strategy and sources of funds

One of the ways in which we monitor progress is to check information provided in the CFP applications against information that we have in our State databases and assessment systems: <http://data.ed.state.vt.us/apg/index.html>; <http://crs.uvm.edu/schlrpt>; <http://www.state.vt.us/educ/Cses/alt/main.htm>; <http://www.state.vt.us/educ/schfin/grad/FY01gradrpt.htm>; <http://www.state.vt.us/educ/schfin/buddata/buddata03.html> . When discrepancies are found, we contact school leaders to discuss and, when necessary, to reconcile differences. We monitor each school's performance targets to see if the scientifically based strategies that districts are following help schools attain the annual measurable performance targets they have established. Among the types of data that districts report are the following:

- Second grade reading (Vermont Developmental Reading Assessment, VT-DRA)
- Basic reading &, Reading analysis and interpretation (Grades 4, 8, & 10)
- Mathematics skills, conceptual understanding, and problem solving (Grades 4, 8, & 10)
- School Report Cards (VT's EEO requirements & ESEA are closely but not exactly aligned, so we will modify the required contents of annual school and LEA report cards to conform to ESEA)
- School Quality Standards Assurances Checklists (a major annual report on curriculum, instruction, and learning opportunities at each school as well as conditions, practices, and resources available to ensure access to a quality basic education for every student)
- Federal CFP Reports (reports that we aggregate in order to submit our CFP report to USDE)
- High school completion annual reports (a new report as of 2001)
- Follow-up studies completed by the Vermont Student Assistance Corporation on a periodic basis plus reports developed by the Vermont State Colleges on the

- number of high school students who require remedial courses in writing, reading, or mathematics before they can take credit-bearing courses
- Case studies of the identified schools that include a comprehensive assessment of school processes and outcomes.

Interventions:

These various data sources are used for many purposes, including determining AYP, targeting technical assistance, awarding discretionary funds, showcasing schools that have made significant progress, and more. The Deputy Commissioner for Standards, Assessments, and Accountability oversees, among other things, the department's school improvement coordinators. These coordinators are assigned to schools that have been determined to be in need of technical assistance because of at least two years of failing to meet the State's interim or transitional AYP targets. These coordinators provide support to schools in developing and implementing school improvement plans (action plans) and brokering professional development.

Under-achieving schools are often assisted by content experts through the Vermont Reads Institute and Vermont Mathematics Initiative. When data indicate that school climate or behavior factors may be negatively impacting academic achievement, specialists in the Safe and Healthy Schools Team are asked to provide technical assistance.

In some cases, the department has assisted under-achieving schools to compete for grant awards: Eisenhower partnership grants, Reading Excellence Act grants, Vermont Mathematics Initiative fellowships, Technology Literacy Challenge grants, and special education professional development grants (SIG grants for early literacy improvement), and more.

Determination of which schools are to be monitored is based in part on our analyses of data. Schools showing the least evidence of achieving annual performance targets are more likely to be monitored.

To date, no schools in Vermont have had serious sanctions applied such as withholding funds, dismissing school leaders, and such. Leadership changes have come about because of school board action or have been prompted by recommendations from superintendents. But, with one exception, the department has not initiated these types of sanctions.

The VT DOE works with the Education Development Corporation (EDC) and the Regional Educational LAB at Brown University on a number of technical assistance initiatives. It is our hope that these groups will assist us, together with the USDE, in bringing information about scientifically based educational programs and resources to the attention of educators and policy makers.

As for specific ESEA programs such as Migrant Education, Even Start, Safe and Drug-Free Schools and Communities and such, each program officer will assist subgrantees to

understand the ESEA's overarching performance goals and indicators and will invite them to take part in setting Vermont's targets that will be aligned with these goals and indicators. Thereafter, everyone will be asked to focus their efforts on helping students and schools achieve ESEA's goals and the corresponding performance indicators and state adopted targets.

For Goals 1, 2 and 5, the single statewide State accountability system will collect Data on the progress of schools and LEAs.

Title IV-Specific Program Monitoring:

As part of the CFP teams progress monitoring, attention will be given by the SDFSC Program Coordinator to:

- ❑ The annual SDFSC Evaluation Report
- ❑ Quarterly program reports
- ❑ Evaluation data sources such as YRBS (Youth Risk Behavior Survey), YTS (Youth Tobacco Survey), Truancy rates, Dropout rates, Safe Schools Data Collection, SDFSC Final Report, Gun Possession Report, AHS data and Opportunities-to-Learn surveys on each State assessment.

In an effort to help LEAs and community agencies that are not reaching their targets, the SEA and Governor's designee will provide technical assistance and offer training to more effectively implement the SDFSC Principles of Effectiveness. Interventions will include:

- ❑ Technical assistance
- ❑ Site visits
- ❑ Reviews of evaluation data
- ❑ Withholding of funds

The Governor's Designee and the Community Service Coordinator will monitor all program sites at least once during the course of the program year as well as through quarterly performance and financial reports from grantees. In addition, a logic model for program development and evaluation will be used in all programs funded by SDFSCA funds.