

Figure 2. Intended SIG Program Model – Federal Level

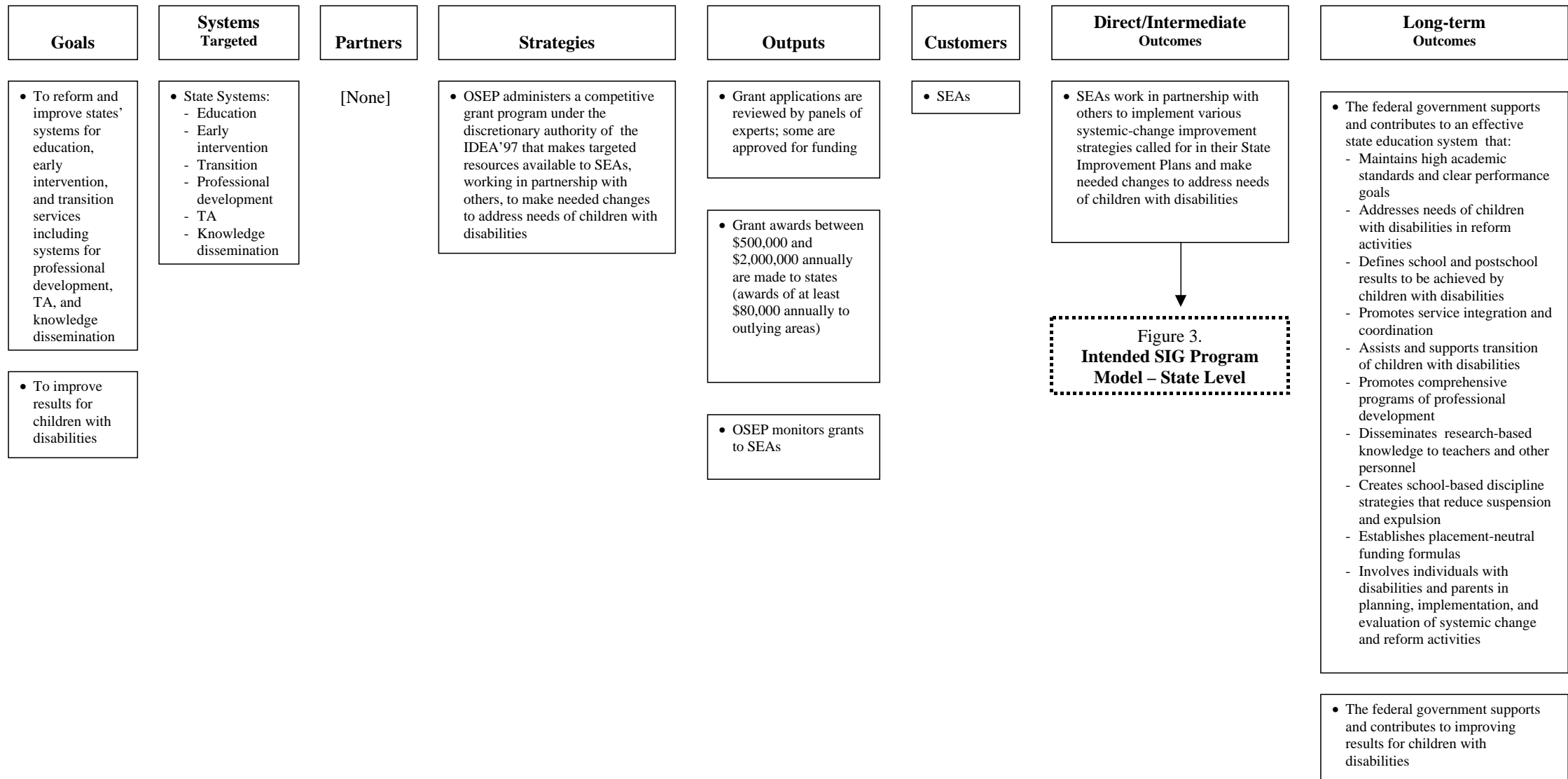


Figure 3. Intended SIG Program Model – State Level

Goals	Systems Targeted	Partners	Strategies	Outputs	Customers	Direct/Intermediate Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>To identify and design ways to meet emerging and expanding demands to improve education for children with disabilities in the state</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Early intervention</li> <li>Transition</li> <li>Prof dev</li> <li>TA</li> <li>Knowledge dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Required contractual partners:                             <ul style="list-style-type: none"> <li>LEAs</li> <li>Other state agencies concerned with the ed of children with disabilities</li> </ul> </li> <li>Required other partners:                             <ul style="list-style-type: none"> <li>Governor</li> <li>Parents of children w/ disabilities and children w/o disabilities</li> <li>Individuals w/ disabilities</li> <li>Organizations representing individuals w/ disabilities and parents – such as PTIs</li> <li>Community-based and non-profits involved in ed and employment of individuals w/ disabilities</li> <li>Lead Part C state agency</li> <li>Gen and spec ed teachers and early int. personnel</li> <li>Part C advisory panel and interagency coord council</li> <li>Institutions of higher education (IHEs) within the state</li> </ul> </li> <li>Optional partners:                             <ul style="list-style-type: none"> <li>State agencies for higher education and Voc Rehab</li> <li>Public agencies in health, mental health, soc services, and juvenile justice</li> <li>Knowledgeable individuals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Interested SEA submits an application that:                             <ul style="list-style-type: none"> <li>Includes a State Improvement Plan (SIP) that is integrated with state plans required under ESEA of 1965, the Rehabilitation Act of 1973</li> <li>Describes how grant funds will be used along with Part B funds and funds from other public and private sector sources to undertake systemic-change activities that implement the State Improvement Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SEA that competes successfully receives a grant award of between \$500,000 and \$2,000,000 annually (at least \$80,000 annually if an outlying area)</li> </ul>	<ul style="list-style-type: none"> <li>All types of personnel who work with children with disabilities</li> <li>LEAs</li> <li>Other state agencies</li> <li>Parents of children with disabilities and families</li> <li>IHEs</li> </ul>	<ul style="list-style-type: none"> <li>The SEA and its partners realize one or more of the following outcomes depending on the needs and priorities identified in the State Improvement Plan:                             <ul style="list-style-type: none"> <li>Change state policies and procedures to address systemic barriers to improving results for children w/ disabilities</li> <li>Hold LEAs accountable for the ed progress of children w/ disabilities</li> <li>Provide TA to LEAs and schools</li> <li>Improve inservice and preservice of all personnel who work with children w/ disabilities (including both professional and paraprofessional personnel who provide spec ed, gen ed, related services, or early intervention services) ensuring they have the content knowledge and collaborative skills needed to meet the needs of children w/ disabilities</li> <li>Jointly train parents, gen ed, spec ed, and related services personnel</li> <li>Develop the capacity of IHEs and other preservice and inservice entities to support quality prof dev programs</li> <li>Develop collab agreements w/ other states to develop and support jointly programs to prepare personnel for which there is not sufficient demand within one state</li> <li>Work with other states on common certification criteria that address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel</li> <li>Disseminate to teachers, administrators, school board members, and related services personnel the knowledge from ed research and other sources about procedures for adopting promising practices, materials, and technology</li> <li>Enhance the ability of teachers and others to use effective strategies in addressing the conduct of children w/ disabilities that impedes learning of themselves or others</li> <li>Recruit, prepare, and retain qualified personnel w/ disabilities and personnel from groups that are underrepresented in gen ed, spec ed, and related services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Systems for education, early intervention, and transition services including systems for professional development, TA, knowledge dissemination are reformed and improved</li> <li>Results for children with disabilities are improved</li> </ul>
<ul style="list-style-type: none"> <li>To make systemic changes in and improve critical aspects of the state's early intervention gen ed and spec ed programs, including professional development, TA, and knowledge dissemination</li> </ul>			<ul style="list-style-type: none"> <li>Funded SEA implements SIG Project activities</li> </ul>	<ul style="list-style-type: none"> <li>SIG project:                             <ul style="list-style-type: none"> <li>Works in partnership with others to carry out various systemic-change strategies and activities intended to meet the grant's goals and objectives as well as make progress in implementing the State Improvement Plan</li> <li>Enters into a contractual or subgrant agreement with LEAs, IHEs, and PTIs to carry out its State Improvement Plan</li> <li>Uses not less than 75% of the funds in any fiscal year to ensure that there are sufficient gen ed, spec ed, and related services personnel who have the skills and knowledge necessary to meet the needs of children w/ disabilities and developmental goals of young children, or to work with other states on common certification criteria</li> <li>Assesses on a regular basis the extent to which the strategies and activities carried out under the grant have been effective</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>To improve results for children w/ disabilities</li> </ul>				<ul style="list-style-type: none"> <li>The SEA submits to OSEP:                             <ul style="list-style-type: none"> <li>Performance reports detailing progress in meeting established goals and indicators for the performance of children w/ disabilities and identifying any changes in their State Improvement Plan to improve performance</li> <li>A grant performance report for continuation funding annually</li> </ul> </li> </ul>			

Figure 4. Actual SIG Program Model – Federal Level

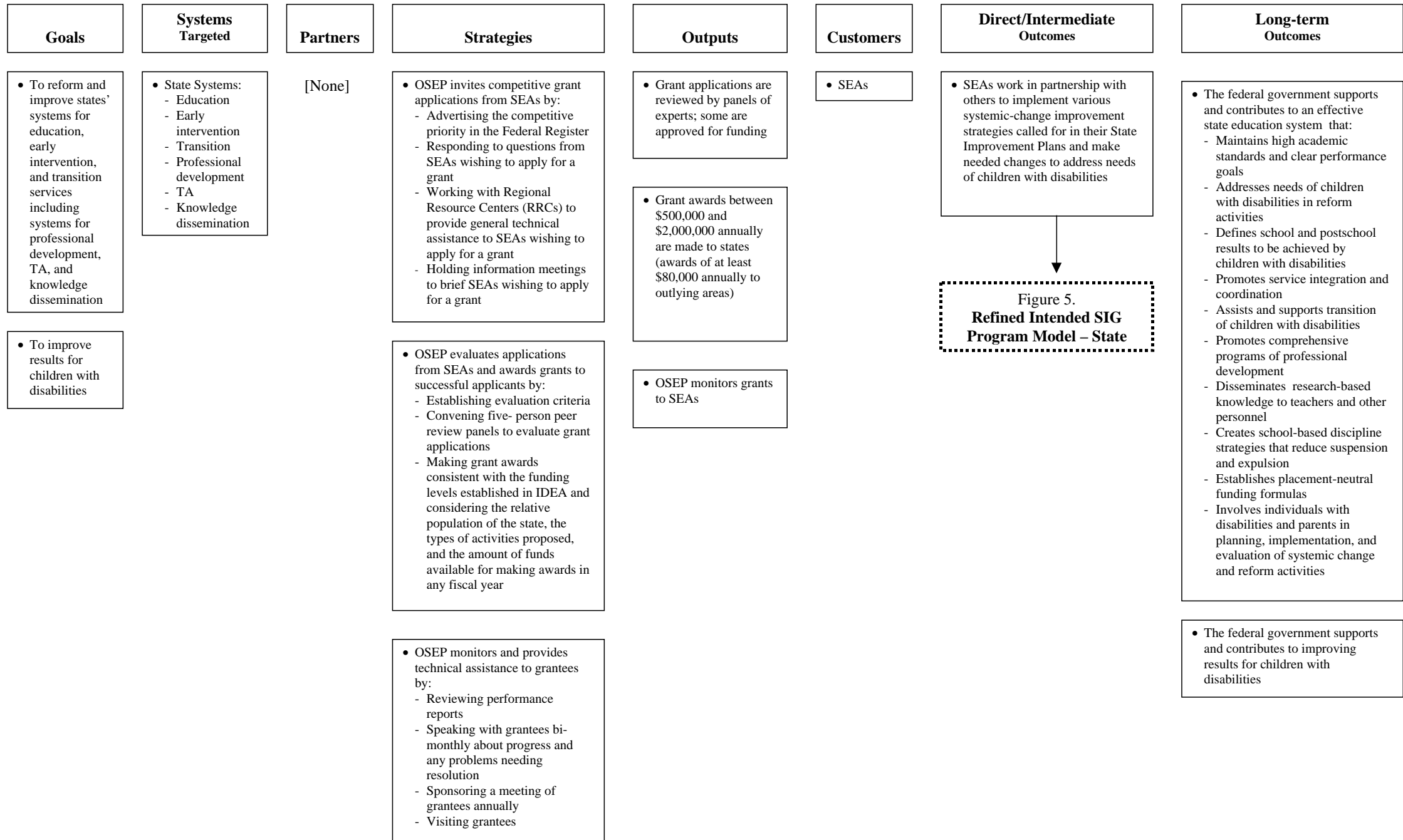


Figure 5. Refined Intended SIG Program Model – State Level

Goals	Systems Targeted	Partners	Strategies	Outputs	Customers	Direct/Intermediate Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>To identify and design ways to meet emerging and expanding demands to improve education for children with disabilities in the state</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Early intervention</li> <li>Transition</li> <li>Prof dev</li> <li>TA</li> <li>Knowledge dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Required contractual partners:                             <ul style="list-style-type: none"> <li>LEAs</li> <li>Other state agencies concerned with the ed of children with disabilities</li> </ul> </li> <li>Required other partners:                             <ul style="list-style-type: none"> <li>Governor</li> <li>Parents of children w/ disabilities and children w/o disabilities</li> <li>Individuals w/ disabilities</li> <li>Organizations representing individuals w/ disabilities and parents – such as PTIs</li> <li>Community-based and non-profits involved in ed and employment of individuals w/ disabilities</li> <li>Lead Part C state agency</li> <li>Gen and spec ed teachers and early int. personnel</li> <li>Part C advisory panel and interagency coord council</li> <li>Institutions of higher education (IHEs) within the state</li> </ul> </li> <li>Optional partners:                             <ul style="list-style-type: none"> <li>State agencies for higher education and Voc Rehab</li> <li>Public agencies in health, mental health, soc services, and juvenile justice</li> <li>Knowledgeable individuals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Interested SEA submits an application that:                             <ul style="list-style-type: none"> <li>Includes a State Improvement Plan (SIP) that is integrated with state plans required under ESEA of 1965, the Rehabilitation Act of 1973</li> <li>Describes how grant funds will be used along with Part B funds and funds from other public and private sector sources to undertake systemic-change activities that implement the State Improvement Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SEA that competes successfully receives a grant award of between \$500,000 and \$2,000,000 annually (at least \$80,000 annually if an outlying area)</li> </ul>	<ul style="list-style-type: none"> <li>Required:                             <ul style="list-style-type: none"> <li>Personnel who provide gen ed and spec ed services to children w/ disabilities</li> <li>Parents of children with disabilities</li> </ul> </li> <li>Other:                             <ul style="list-style-type: none"> <li>Related services personnel</li> <li>Early intervention personnel</li> <li>LEAs</li> <li>Other state agencies</li> <li>Inst. of higher education (IHEs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The SEA and its partners realize one or more of the following outcomes depending on the needs and priorities identified in the State Improvement Plan:                             <ul style="list-style-type: none"> <li>Change state policies and procedures to address systemic barriers to improving results for children w/ disabilities</li> <li>Hold LEAs accountable for the ed progress of children w/ disabilities</li> <li>Provide TA to LEAs and schools</li> <li>Improve inservice and preservice of all personnel who work with children w/ disabilities (including both professional and paraprofessional personnel who provide spec ed, gen ed, related services, or early intervention services) ensuring they have the content knowledge and collaborative skills needed to meet the needs of children w/ disabilities</li> <li>Jointly train parents, gen ed, spec ed, and related services personnel</li> <li>Develop the capacity of IHEs and other preservice and inservice entities to support quality prof dev programs</li> <li>Develop collab agreements w/ other states to develop and support jointly programs to prepare personnel for which there is not sufficient demand within one state</li> <li>Work with other states on common certification criteria that address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel</li> <li>Disseminate to teachers, administrators, school board members, and related services personnel the knowledge from ed research and other sources about procedures for adopting promising practices, materials, and technology</li> <li>Enhance the ability of teachers and others to use effective strategies in addressing the conduct of children w/ disabilities that impedes learning of themselves or others</li> <li>Recruit, prepare, and retain qualified personnel w/ disabilities and personnel from groups that are underrepresented in gen ed, spec ed, and related services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Systems for education, early intervention, and transition services including systems for professional development, TA, knowledge dissemination are reformed and improved</li> <li>Results for children with disabilities are improved</li> </ul>
<ul style="list-style-type: none"> <li>To make systemic changes in and improve critical aspects of the state's early intervention gen ed and spec ed programs, including professional development, TA, and knowledge dissemination</li> </ul>			<ul style="list-style-type: none"> <li>Funded SEA implements SIG Project activities</li> </ul>	<ul style="list-style-type: none"> <li>SIG project:                             <ul style="list-style-type: none"> <li>Works in partnership with others to carry out various systemic-change strategies and activities intended to meet the grant's goals and objectives as well as make progress in implementing the State Improvement Plan</li> <li>Enters into a contractual or subgrant agreement with LEAs, IHEs, and PTIs to carry out its State Improvement Plan</li> <li>Uses not less that 75% of the funds in any fiscal year to ensure that there are sufficient gen ed, spec ed, and related services personnel who have the skills and knowledge necessary to meet the needs of children w/ disabilities and developmental goals of young children, or to work with other states on common certification criteria</li> <li>Engages in joint training of parents and gen ed, spec ed, and related services personnel</li> <li>Assesses on a regular basis the extent to which the strategies and activities carried out under the grant have been effective</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>To improve results for children w/ disabilities</li> </ul>				<ul style="list-style-type: none"> <li>The SEA submits to OSEP:                             <ul style="list-style-type: none"> <li>Performance reports detailing progress in meeting established goals and indicators for the performance of children w/ disabilities and identifying any changes in their State Improvement Plan to improve performance</li> <li>A grant performance report for continuation funding annually</li> </ul> </li> </ul>			