

Student Technical Assistance Response

Coaches Academy

Final Report

July 1, 2005 - June 30, 2008

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**Instructional Coaches Academy [Coach]
Immediate Student Response Team [STAR]**

Organization of the Report

This report is a summary of activities, products, and outcomes for Coaches Academy and Student Assistance Response [STAR] projects as well as a third year annual report for each of these projects. The Coaches and STAR annual reports are based on the information in the Memorandum of Agreement between Connecticut Department of Education and the University of Connecticut and follow the logic model format of previous reports.

Each project was designed to serve the needs of school districts, parents and students with disabilities, particularly those with an intellectual disability. The outcomes of each of the projects were delineated in a logic model framework that was part of the initial year application. Over the three years, both projects underwent changes in processes and implementation. These changes were in response to identified needs that emerged during implementation and to recommendations of the outside evaluator. In years two and three, proposed outcomes for both projects were reflected in the memoranda of agreement between UCEDD and CSDE.

This report is divided into the following sections:

- A: Summary of Coaches Academy using the logic model with appendices
- B: Summary of Student Response Assistance Team using logic model with appendices
- C: Relevant appendices for both projects.

To facilitate reading, the appendices are coded C for Coaches, and S for STAR. Since this is a final report it includes information that has been included in previous quarterly and annual reports [e.g., templates for forms, minutes of meetings, referral updates, etc.]. Throughout this report, the reader is directed to the appendix in Coaches and STAR for information that has previously been described rather than create new appendices of old information. To reduce the amount of paper, the report and appendices are in pdf format and on a CD using Microsoft 2007. Finally, redundancy is unavoidable in reports such as these but all attempts have been made to reduce extraneous information and repetition.

Project Funded Key Personnel for Coaches Academy and STAR

Each of the projects underwent changes in key personnel over the course of implementation. The following charts depict these personnel and timing of changes.

**Table1: Profile of Project Funded Key Staff
Coaches Academy
2005-2008**

Title/Role	Year I	Year II	7/2007- 1&2/2008	1&2/2008 6/2008
Director	Whitbread	Whitbread	Whitbread*	Lynch
Co-Director	Nicoll-Senft	Nicoll-Senft	Nicoll-Senft	Nicoll-Senft
Coordinator		Veneziano	Veneziano	Veneziano
Consultant	Golder	Golder	Golder	Golder
<i>Res. Asst</i>		Adomeit**	Adomeit**	

**Table 1a: Profile of Project Funded Key Staff
Student Technical Assistance Response
2005-2008**

Title/Role	Year I	Year II	7/2007- 1&2/2008	1&2/2008 6/2008
Director	Whitbread	Whitbread	Whitbread*	Lynch
Co-Director	Nicoll-Senft	Nicoll-Senft	Nicoll-Senft	Nicoll-Senft
Coordinator	Fleming	Fleming	Fleming**	Lynch
Consultant	Golder	Golder	Golder	Golder
Res. Asst		Adomeit	Adomeit***	

Left UCEDD 12/31/07*

Left UCEDD 2/01/08**

Left UCEDD ***

A: Summary of Coaches Academy Outcomes Based on Logic Model

This report follows the logic model that was created in 2005 by Kathleen

Whitbread, Ph.D. in the original, approved grant submission as well as modifications that were made in each year's Memorandum of Agreement (MOA). In addition, each year quarterly and annual project reports were created and these reports contain more detailed information regarding each project objective and activity (Appendix C1, Quarterly and Annual Reports). As requested team portfolios and individual participant binders have been submitted in conjunction with the final report. Not all portfolios or binders have been included as school districts and individual team members requested that they be allowed to keep their materials; however, those materials included provide a representative sample of the focus of the work.

Objective 1 – Enroll 60 Educational personnel in the program.

Outcome – 12 districts/60 participants will enroll in the Coaches Academy (12 principals, 44-48 special and general education teachers, up to 4 RESC personnel.)

From July 2005 – June 2008, 355 professionals from 54 school districts

participated in the Coaches Academy. The following charts below depict participants by grant year.

Table 2a: Coaches participants by Roles

Title	Year1	Year 2	Year 3	
	Tier I	Tier I	Tier I	Tier II
Special Educators	31 %	34 %	38 %	40 %
General Educators	25 %	36 %	19 %	22 %
Administrators	26 %	22 %	21 %	28 %
Related Service Personnel	9 %	7 %	18%	17 %
Facilitator/Coach	5 %	--	--	--
Curriculum Specialist	1 %	--	--	--
DDS Educational Liaison	2 %	--	--	--
Paraprofessional	1 %	--	--	--

Table 2b: Participants by Degrees at Time of Academy

Degree	Year 1	Year 2	Year 3	
	Tier I	Tier I	Tier I	Tier II
Sixth Year	NA		25 %	23 %
Master's	NA	47 %	47 %	58 %
Bachelor's	NA		21 %	12 %

Table 2c: Participants by Gender

Gender	Year 1	Year 2	Year 3	
	Tier I	Tier I	Tier I	Tier II
Male	11 %	26 %	19 %	13 %
Female	89 %	84 %	81 %	87 %

Table 2d: Participants by Race/Ethnicity

Race	Year 1	Year 2	Year 3	
	Tier I	Tier I	Tier I	Tier II
Caucasian	95 %	87 %	97 %	96 %
Latino/Hispanic	3 %	2 %	--	--
African-American	1 %	--	--	--
Asian	--	1 %	--	--
Other	--	--	--	1 %
Prefer not to say	1 %	--	3 %	1 %
Missing	--	10 %	--	--

Supporting Activities

- *Activity 1 – Create dissemination materials (brochure, flyer, website)*

The Coaches Academy brochure was originally created in August, 2005. Throughout the project, the brochure was updated as needed and reviewed by the management team. It is available at

http://www.uconnucedd.org/Projects/school_age/publications.html. The project website was created during the first year of the project and remains available at

http://www.uconnucedd.org/projects/school_age/coaches_academy.html.

- *Activity 2 – Distribute program materials to superintendents and special education directors*

During the first year of the project, the management team met to review a letter drafted by Anne Louise Thompson from the Connecticut State Department of Education to distribute with an application for participation. This letter was updated each year and sent to all Connecticut public school superintendents and directors of special education.

- *Activity 3 – Field call from interested districts, log all calls*

Contact logs were used each and year the template is in the annual reports, Appendix C1.

- *Activity 4 – Review applicants and prioritize according to proposal criteria*

All applicants were accepted during all three years of the project.

- *Activity 5 – Notify districts of their acceptance status*

Districts were notified by phone or email of their acceptance by the project coordinator.

Objective 2 – Define a course of study for each team.

Outcome – 12 school based teams will have individually tailored curriculum based on their unique district characteristics.

During the first year of the project the participating teams reviewed the School Based Practices Profile (SBPP) to determine their area of focus. Once chosen, the instructor created the curriculum using the SBPP as a guide. After the first year of the project, the project staff in collaboration with the Connecticut State Department of Education decided to create a standard curriculum for all the district teams [Appendix C2]. The standard Coaches Academy curriculum is based on the SBPP and includes twenty-seven competencies in six focus areas including:

- 1) Dimension A: Collaboration for Planning and Service Delivery;
- 2) Dimension B: Effective Instructional Strategies for Diverse Learners;
- 3) Dimension C: Early and Effective Intervention Strategies,
- 4) Dimension D: Services in Inclusive Schools,
- 5) Dimension E: Social Opportunities, Relationships, and Self-Advocacy
- 6) Dimension F: Family Involvement in Inclusive Schools.

The Coaches Academy curriculum was adapted to the individual needs of each team as determined by the teams in consultation with the instructors. Teams were guided through a process to assess their district's current strengths and needs in inclusive practice using their district data and needs assessment. Each team was instructed using this curriculum with an emphasis on the individual district needs.

Supporting Activities

- *Activity 1 – Meet with each team to review district data*

Instructors reviewed district data with each team during the first session of the Coaches Academy. Many instructors used the components of effective change to facilitate this discussion.

- *Activity 2 – Conduct school based practices profile (if not already completed)*

Due to time constraints, it was determined that each team's specific course of study would be determined using:

- a] participant input,
- b] previous professional development experience,
- c] pre-existing district data, such as Strategic School Profiles, and
- d] data from CTDE on inclusion of students with disabilities in general education.

- *Activity 3 – Assign instructor and mentor to each team*

Instructors were assigned to each team by the project coordinator. Mentors were assigned based on district needs. In many cases the instructor was also the mentor for the district. There were no mentors in year 3; however some mentor activities were carried over from Year 2 into Year 3.

- *Activity 4 – Using Coaches Academy curriculum as a base defines the focus areas for each individual school-based team.*

See outcome above.

Objective 3 – To implement coursework. (i.e. Coaches Academy curriculum)

Outcome – 60 participants successfully complete the coursework (i.e. Coaches Academy curriculum) and gain new skills through participation in a demonstration lesson.

From July 2005 – June 2008, 355 professionals from 54 school districts participated in the Coaches Academy. Based on the completed self-assessments (see objective 6), the majority of participants reported an increase in their skill and knowledge to provide services to children with significant disabilities in general education classes.

Supporting Activities

- *Activity 1 – Each team meets for 3 hours per week (60 minutes instruction, 15 minutes pre-conference, 30 minutes demonstration lesson, 15 minutes debriefing, 30 minutes coaching) and Activity 2 – Instructors and invited experts present coursework and assigned readings*

The approach used by each team to complete their coursework varied each year. The first year followed the schedule listed in the above activity statement. During the second year each team met four times for a total of 24 hours. In the third year, each team met five times for a total of 30 hours. In addition to the standard curriculum the participants were assigned outside readings related to inclusion.

- *Activity 3 – Parents present a panel discussion on communication and collaboration*
A portion of the instructional time for each academy was devoted to a parent panel, in which parents of students with disabilities discussed their experiences, provided feedback, and answered questions.

- *Activity 4 – Participants take part in weekly demonstration lesson and debriefing session*
Several demonstration lessons were performed during the first year of the project.

However, instructors reported that participants indicated that they were not comfortable doing demonstration lessons in front of their peers and as a result not many participants completed a demonstration lesson. Demonstration lessons were not done during years 2 and 3 of the project.

Objective 4 – To implement mentoring plan.

Outcome – 60 program participants will gain experience and skills in educating students with significant disabilities in general education classes as a result of mentorship by trained inclusive education experts.

In years 1 and 2, each district completed six mentoring hours with their assigned mentor. Each team focused on an area of need individual to their district. In the third year, there was no mentoring. Additionally, the management team added the additional six hours as direct instruction based on district feedback from the first two years. The topic of instruction was chosen by the district and instructor based on individual needs. In sum, according to project instructors, mentoring came to serve

more as a professional development function that was overseen by a Coaches instructor/mentor than a true ongoing mentoring activity.

Supporting Activities

- *Activity 1 – Mentors meet with participants to define relationship and tasks*

Mentoring consisted of demonstrating skills, sharing case studies, assisting teams with the planning of lessons, observing and discussing demonstration lessons, and on-site coaching. Examples of the areas mentored are available in the sample portfolios.

- *Activity 2 – Mentors will observe participants conducting demonstration lessons and implementing practices*

Many participants chose not to complete demonstration lessons. In most cases, the participants indicated they did not feel comfortable presenting a demonstration lesson in front of their peers. Participants had the option to present a demonstration lesson collaboratively with their mentors in a teaching/learning environment, if they did not wish to conduct demonstration lessons in their classrooms.

- *Activity 3 – Mentors will meet with participants following observations to debrief*

Mentors met with participants after all demonstration lessons to de-brief and reflect on the experience.

- *Activity 4 – Mentors will supervise the participants choice of portfolio products*

This activity was done by the instructors throughout the Coaches Academy sessions.

Objective 5 – To conduct a two day institute to plan the continuation of the Academy.

The original concept around this objective was to host a large-scale, state-wide event around the topic of inclusion of students with intellectual disabilities and that the issues identified would serve, in part, to determine the focus of any continuation

activities. However, given rising costs, in consultation with the Connecticut State Department of Education, it was determined not to pursue this objective at that time.

Objective 6 – To evaluate training program.

Outcome – 60 participants will complete the Academy and will have the skill and knowledge to assist colleagues in providing services to children with significant disabilities in general education classes.

From July 2005 – June 2008, 355 professionals from 54 school districts participated in the Coaches Academy. On March 9, 2006 the management team met to discuss and review the Report of External Evaluation for the Connecticut Coaches Academy, completed by Dr. Michael Giangreco. During this meeting, the team decided that the Coaches Academy would use a ‘post-then-pre’ self-assessment rubric in place of the current self-assessment procedure. A ‘post-then-pre’ self-assessment is the process of evaluating the changes in one’s competencies before and after attending the Coaches Academy. It allowed the participants to first report their standing with regard to the competencies after having completed the sessions and then rate themselves on where they believed they were with regard to knowledge and skills before taking the course.

Project staff believed that this evaluation process would allow for a more accurate representation of acquired skills since it was answered in the same frame of reference as the posttest. In sum, 46 % of Year I participants reported gaining experience in all competency areas. Sixty-seven percent [67%] of Year 2 participants reported gaining experience across all Coaches academy competencies. In year 3, 60 %

of the participants report gaining experience in all competency areas. The detailed tables of change by year, by tier, by dimension and related competencies are found in Appendix C3.

Supporting Activities

- *Activity 1 – Collect and analyze demographic data*

See objective 1.

- *Activity 2 – Collect and analyze data regarding participants pre- and post knowledge of program content*

Based on the completed self-assessments, the majority of participants reported an

increase in their skill and knowledge to provide services to children with significant

disabilities in general education classes (see above and Appendix C3).

- *Activity 3 – Collect and analyze portfolio products (video, lesson plans, IEPs, etc.)*

Participants created a portfolio of their experiences throughout the Coaches Academy.

Participants could choose to complete independent or group portfolios. The portfolio

consisted of artifacts and reflections for each dimension. Portfolios were collected in the

spring prior to the end of the grant year and evaluated using the Portfolio Rubric.

However, most of the participating teams requested return of their portfolios and this

was done. Sample portfolios are included as a separate submission.

- *Activity 4 – Collect and analyze consumer satisfaction data*

The table on the following page overviews overall participant satisfaction with the Coaches

Academy process and content across years and tier levels. As can be seen, the majority

of the participants rated their level of satisfaction as Highly Satisfied or Satisfied.

**Table 3: Participant Satisfaction
2005 – 2008**

TIER I

YEAR 1 – Tier I (2005-2006)	Frequency	Percentage
Highly Satisfied	70	33.9
Satisfied	126	61.2
Somewhat satisfied	10	4.9
Not at all satisfied	0	0.0
Total	206	100.0
YEAR 2 – Tier I (2006-2007)	Frequency	Percentage
Highly Satisfied	134	69.8
Satisfied	53	27.6
Somewhat satisfied	4	2.1
Not at all satisfied	1	.5
Total	192	100.0
YEAR 3 – Tier I (2007-2008)	Frequency	Percentage
Highly Satisfied	72	61.0
Satisfied	45	38.1
Somewhat satisfied	1	.8
Not at all satisfied	0	0
Total	118	100.0
YEARS 1 – 3 Tier I (2005 – 2008)	Frequency	Percentage
Highly Satisfied	276	53.5
Satisfied	224	43.4
Somewhat satisfied	15	2.9
Not at all satisfied	1	.2
Total	516	100.0

**Table 3: Participant Satisfaction
2005 – 2008 [cont'd]**

TIER II

YEAR 2 – Tier II (2006-2007)	Frequency	Percentage
Highly Satisfied	18	78.3
Satisfied	5	21.7
Somewhat satisfied	0	0
Not at all satisfied	0	0
Total	23	100.0
YEAR 3 – Tier II (2007-2008)	Frequency	Percentage
Highly Satisfied	157	54.1
Satisfied	106	36.6
Somewhat satisfied	27	9.3
Not at all satisfied	0	0
Total	290	100.0
YEARS 2 – 3 Tier II (2005 – 2008)	Frequency	Percentage
Highly Satisfied	175	55.9
Satisfied	111	35.5
Somewhat satisfied	27	8.6
Not at all satisfied	0	0
Total	313	100.0

Additionally, participant satisfaction data were collected for individual session evaluations to provide formative feedback to the instructors and as such, they are not discussed in this report.

- *Activity 5 – Outside consultation with project participants*

In year 1, Dr. Michael Giangreco conducted interviews to obtain feedback regarding the project (Annual Report, Year 1, C2). In year 2, he met with project staff to assist in writing a participant survey for an impact study. This study was conducted by Dr. Joan Nicoll-Senft in her role as a faculty member at Central Connecticut State University.

The results of that study have not been shared with UCEDD leadership and may be obtained from Dr. Nicoll-Senft.

- *Activity 6 – Outside evaluator submit report on findings*

Dr. Giangreco submitted a written report and recommendations for the 2005-2006 grant year. The report of external review included commendations from interview participants, concerns/suggestions from interview participants, evaluator impressions, and evaluator recommendations for consideration by the management team. On March 9, 2006, the management team met to review the report and to discuss the recommendations made by the external evaluator. Each recommendation was examined and ways to implement suggestions were discussed (see Annual Reports, Appendix C1 for relevant meeting minutes).

Objective 7 – To disseminate outcomes of the training program.

Outcome – Individuals in 169 school districts across the state will be informed about the project, its activities, and its progress in meeting objectives.

All 169 Connecticut school districts were notified through mail and email to the superintendent and director of special education regarding the Coaches Academy and its activities during all three years of the project.

- *Activity 1 – Develop project website and discussion groups*

The project website was created during the first year of the project at

http://www.uconnucedd.org/projects/school_age/coaches_academy.html. Based on

participant feedback indicating little interest, an online discussion group was not formed. Discussion groups were created to participate in the Expanding Horizons

conference sponsored by the State Education Resource Center (SERC) for all three years of the project.

- *Activity 2 – Create and print brochures, flyers, dissemination materials*

The Coaches Academy brochure was originally created in August, 2005. Throughout the project, the brochure was updated as needed and reviewed by the management team.

- *Activity 3 – Print and distribute quarterly reports in both English and Spanish; post reports on website*

Project reports were completed quarterly. The mid-year and final reports were submitted to the Connecticut State Department of Education. All the reports were available on the project website

(http://www.uconnucedd.org/Projects/school_age/publications.html). The reports were not translated to Spanish.

- *Activity 4 – Create poster of project*

A poster displaying the goals and other basic details about the Coaches Academy was completed on December 7, 2005. The poster was updated as needed with approval of the management team.

- *Activity 5 – Display poster at areas conferences and the UCEDD open house*

The listing below is representative of conference displays.

UCEDD open house (December 8, 2005)

UCEDD Consumer Advisory Council forum (April 5, 2006)

- Disability Awareness Expo (September, 2006)
- Connecticut Down Syndrome Congress Convention (November 4, 2006 and November 10, 2007)
- Expanding Horizons (December 7, 2006 and December 6, 2007)
- TASH national conference (December 7, 2007)

- AUCD national conference (November 13, 2007)
- National Paraprofessional Resource Center conference (April 16, 2008)

Student Assistance Response Team Final Report

B: Summary of STAR Based on Logic Model

This report narrative is based on the objectives and outcomes of the logic model developed in Year I by Dr. Kathleen Whitbread in the original grant submission.

Significant changes in Years II and III MOAs are noted as well. The quarterly and annual reports contain more detailed supporting information [Appendix S1].

Objective 1: Develop Operational Procedures for an Immediate Student Response Team.

Outcome: Knowledge of Strengths and Weaknesses of students' current programs.

The operational procedures, including roles, responsibilities, were developed and implemented during Year I and modified in Years 2 and 3 as described below and in quarterly and annual reports [S1].

Supporting Activities

A1: The management team will design the assessment protocol to evaluate individual student's programs.

The Year I management team consisted of CSDE representative, Project director and co-director, six private educational consultants, and ARC Ct. representative, UCEDD director and external evaluator. The management team met on August 22, 2005 to develop the assessment protocol – i.e., the design of consultant model framework. The framework of the assessment protocol is outlined below. It is important to note that while the framework remained constant, forms and internal processes and minor

modifications to the process were made and noted in quarterly or annual reports. These modifications occurred as an outcome of team meetings and/or consultation with project consultants and the external evaluator.

STAR ASSESSMENT PROTOCOL

- Referral is received by project coordinator
 - Coordinator ensures both school and family understand STAR parameters
- Project staff/consultant responds within three days of the referral to conduct an initial on-site intake.
- Project consultant provides on-site assessment within two weeks of the initial intake
 - Consultant conducts interviews
 - Consultant observes student
 - Consultant reviews IEP and other relevant documents
 - Consultant schedules a collaborative team meeting
- Consultant facilitates collaborative team meeting to develop agreed-upon action plan
- Consultant using the assessment protocol, prepares a report that includes the summary of on-site assessment, action plan, and additional resource recommendations as appropriate
- Project coordinator provides a written report was provided to school district personnel and/or parents.
- Project staff conduct follow-up evaluations to ascertain changes in time with non-disabled peers and satisfaction with the STAR process

A2: Provide guidance and expertise in choosing tools and procedures for the assessment process.

Objective 2: Implement Immediate Student Response Team

This objective is all-encompassing and includes information related to other objectives.

To facilitate understanding, the outcomes have been clustered by context or content.

For the most part, this objective and its outcomes follow the overall chronology of the assessment protocol employed for each referral– i.e., information dissemination,

individual referral and implementation process, formative evaluation of overall process and evaluation of individual outcomes for each student.

Subsequent to Year I implementation and after review by the management team of STAR process and procedures, and in consultation by the outside evaluator, changes were made to the forms, process and procedures and such changes are described in STAR quarterly and annual reports [S1].

Outcome: Cluster 1

Families and Districts gain knowledge of the project and knowledge is made available on the internet.

A1: Disseminate project information to families of students with intellectual disabilities.

A2: Contact school superintendents and CT RESCs to describe project goals and recruit participants.

This is described in Objective 4.

Outcome: Cluster 2

Critical situations can be recognized and addressed quickly; Common problems, trends and themes, are recognized; timely response is ensured;

A3: Develop a “triage” protocol to prioritize referrals.

A4: Log requests for technical assistance.

These outcomes were proposed prior to implementation and it appeared that although a timely response to referrals was always a priority there were no “triage” situations that were encountered during the project.

Outcome: Cluster 3

Parents receive support and gain knowledge from other parents;

A6: Facilitate parent-to-parent support if desired.

Parent participants in Years I and II were made aware of Families as Partners by project consultants. In addition, parents were provided resource information, if requested, as part of the STAR process and were included, as appropriate, in the consultant report.

However, confidentiality was integral and so parent information was not shared with other parents to facilitate interaction.

Outcome: Cluster 4

Initiate gathering of information for assessment; Staff gains knowledge and strategies to support student; Teams become empowered to facilitate resolution of problems; Information gathered to assess student program; Plan of action is generated for team; Ongoing support is provided; Teams gain knowledge and strategies to support student and increase time spent in the regular class setting.

A5: Review referrals and assign a consultant.

A7: Respond within three days of referral to conduct an initial on-site intake...

A8: Provide technical assistance on site within two weeks of intake

A9: Assist team to identify problem, possible solutions, design action plan

A10: Gather information using assessment protocol...

A11: Generate a written report to parents and district personnel...

A12: Follow-up with school teams within 2 to 3 months of written plan

A13: Implement the plan; may include privately contracting with an educational consultant separate from ISRT

Activities A5 – A13 delineate and define the STAR process and supporting protocols

and procedures. These were reviewed at the end of Year I and modified during Years II

and III as a function of annual project review. The major changes were: [a] internal

procedures as described in Objective 1, and [b] procedure regarding the format and

content of the short and long term follow-up. These changes are described in the

Appendix S2, Year 3, March Quarterly Report.

Objective 3: Evaluate the effectiveness of Immediate Student Response Team.

Outcomes: The effectiveness of the ISRT will be evaluated and improvements made based on data collected; 54 students with significant disabilities will receive quality supports in general education environments.

A1: Collect and analyze referral data

A2: Collect and analyze demographic data

A3: Collect and analyze consumer satisfaction data

A4: Conduct monthly observations of project staff and each other

A5: Complete implementation checklist

A6: Conduct monthly evaluation of goals

A7: Outside evaluator conduct independent evaluation

The majority of referrals for all three years were from parents, usually the mother. In most cases, the referral reason related as much to the quality of the time of their child in general education settings as well as the actual time spent in those environments. This finding held across age, disability category and districts.

These activities have been divided into two groups for the reader's review. Data related to referrals, demographics and consumer satisfaction are summarized in the tables below, Minutes and agendas of management and team meetings and reports by the outside evaluator are in the annual reports in Appendix S1. Although the original intent was for consultants to observe each other, the logistics of the project [e.g., travel, distance to schools, 18 hour limit on time] mitigated against this activity. Monthly evaluation of goals did occur in the regularly scheduled management team meetings described in a previous section of the report and minutes are in Appendix S1.

Table 1a: Referrals by Project Year

	Accepted/Discontinued.	Withdrawn, Rejected	Total
Year I	54	21	75
Year 2	59	17	76
Year 3	42	22	64
Total	155	60	215

Table 1b: Accepted Referrals by Reported Disability

	Year I	Year 2	Year 3	Percent
Disability				
Intellect. Dis.	36	33	20	59
Autism	5	4	5	9
Multiple Dis.	7	13	9	19
Pervasive DD	2	0	3	3
Other	1	9	5	10
Total <i>n</i>	54	59	42	100

Table 1c: Accepted Referrals by Reported Age at Time of Referral

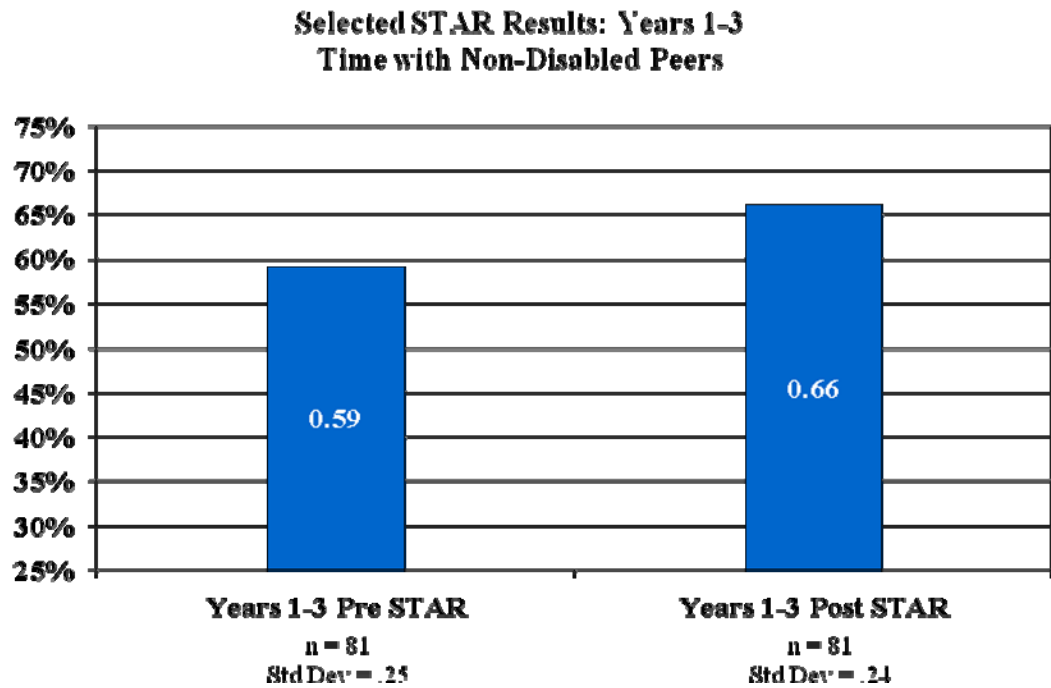
	Year 1	Year 2*	Year 3	Percent
Age Range				
3 – 8 yrs.	16	19	16	34
9 – 13 yrs.	18	26	15	39
14 – 18+ year	17	12	11	27
Total	51	57	42	

*2 not reported

A major goal of STAR was to increase the amount of time that students with disabilities experience in general education. Toward that end, follow-up data from both parents and school district personnel were scheduled to be gathered within 6 weeks of the collaborative team meeting and again at 5-6 months after the process. The questionnaire used in the follow-up was modified each year with the final modification occurring in Spring, 2008.

Rationale for the change is described in detail in Year 3, March Quarterly Report, Appendix S1. It was apparent that while the data-gathering process was logical [i.e., short and long term follow-up], it did not jibe with the realities of the lives and activities

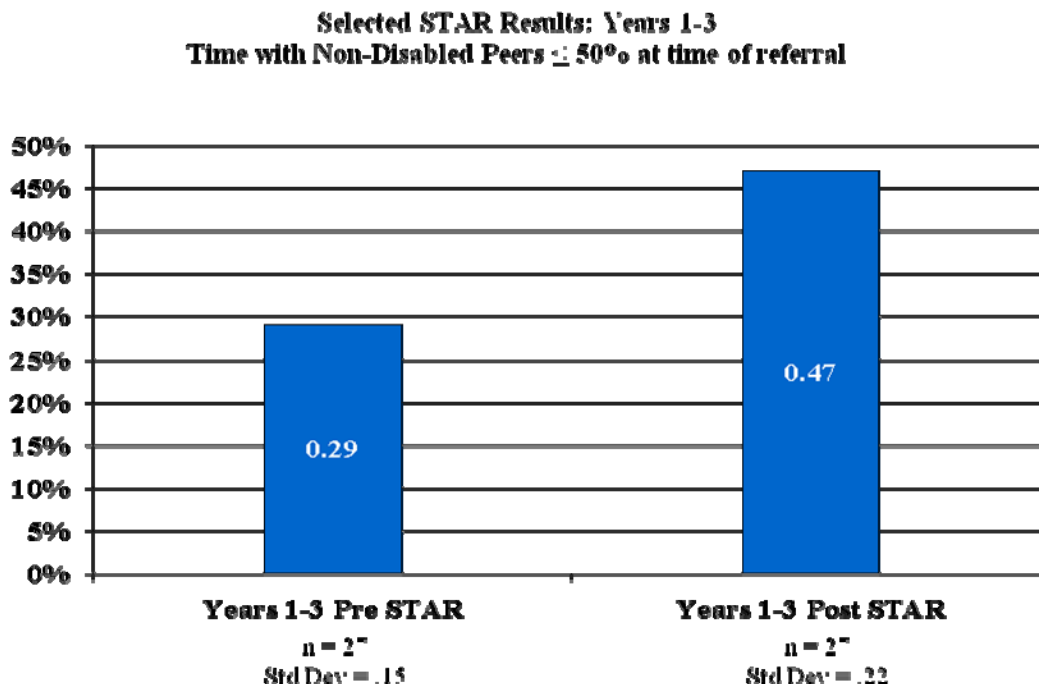
of school personnel, parents, access to information, time for changes in IEPs to be implemented, and district schedules]. Additionally, parents moved out of districts and students changed schools and teams, teachers changed schools, etc. Moreover, trying to contact extremely busy individuals and ask them questions on each aspect of the action plan steps [some with over 10 action steps] developed in the collaborative team meeting as well as post-STAR changes in TWNDP turned out to not be feasible. The result was that pre-STAR data were gathered at referral but post-STAR TWNDP was not readily available resulting in uneven numbers [i.e., n] for analysis and comparison. The charts below depict pre and post-STAR data for those students for whom both data points were available.



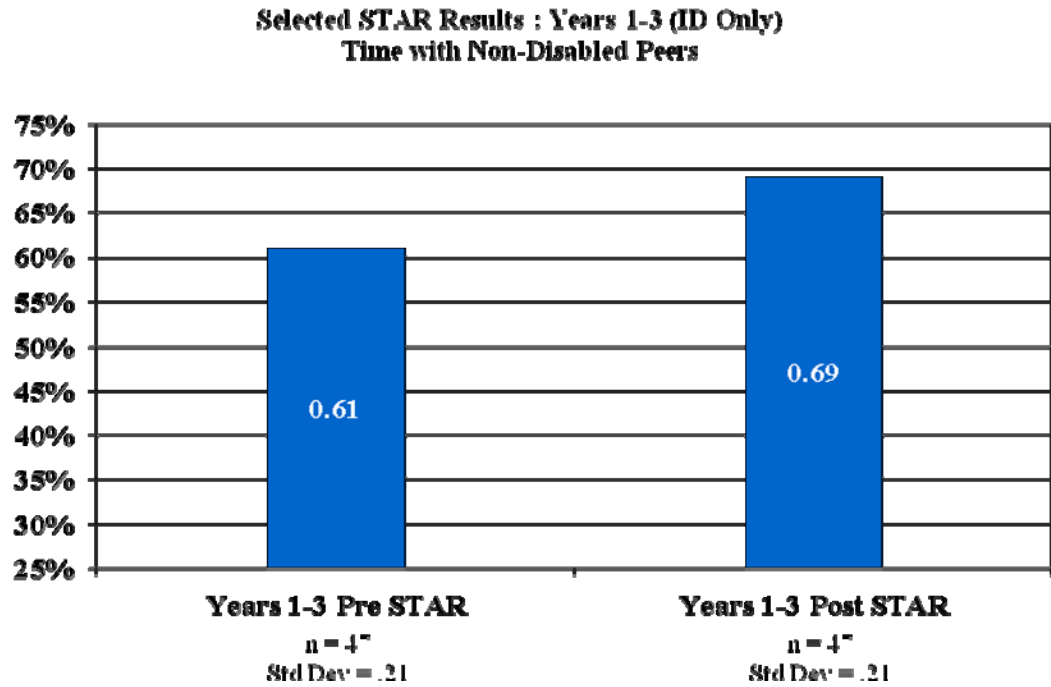
As can be seen in the above chart, there was overall gain pre-post STAR for all students, across all categories of disability and ages, for the three year period.

This finding was essentially unchanged for the 54 students regardless of disability and age when the pre-STAR time with non disabled peers was equal to or greater than 50% [i.e., .74 to .76].

For the 27 students who had 50% or less pre-STAR TWND, the increase in reported post-STAR TWND was substantial – see Chart below. A closer examination indicated that for 10 of these students, the post-STAR TWNDP increase was, at a minimum, doubled [i.e., .21 to .58].

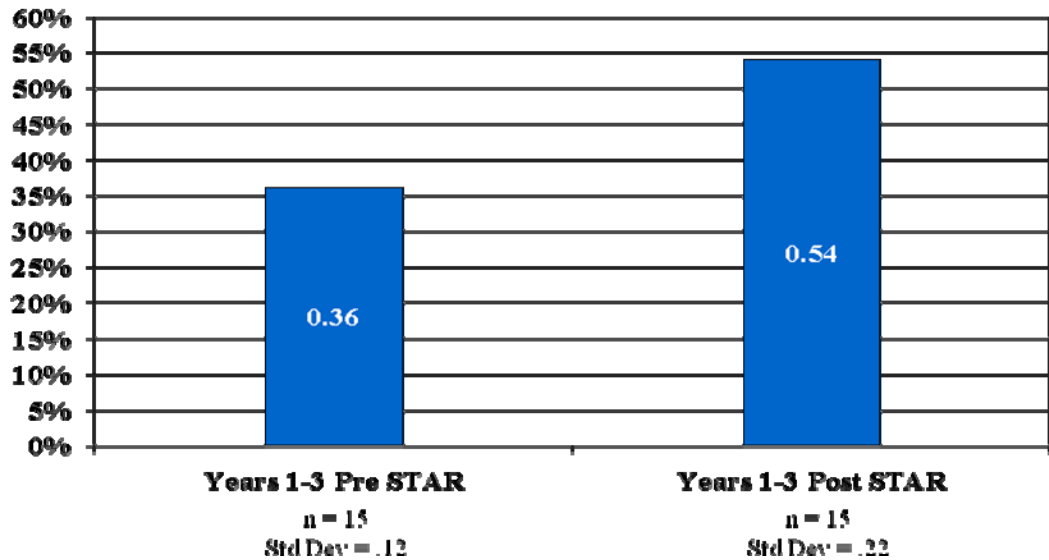


When these data are analyzed by the sub-set of class members for whom pre and post-STAR follow-up were available, the results indicate virtually no reported change in post-STAR TWNDP.



When this subset is then examined [see chart on following page] by students with 50% or less pre-STAR TWNDP, the results do not change substantially but do reflect an increase in post-TWNDP.

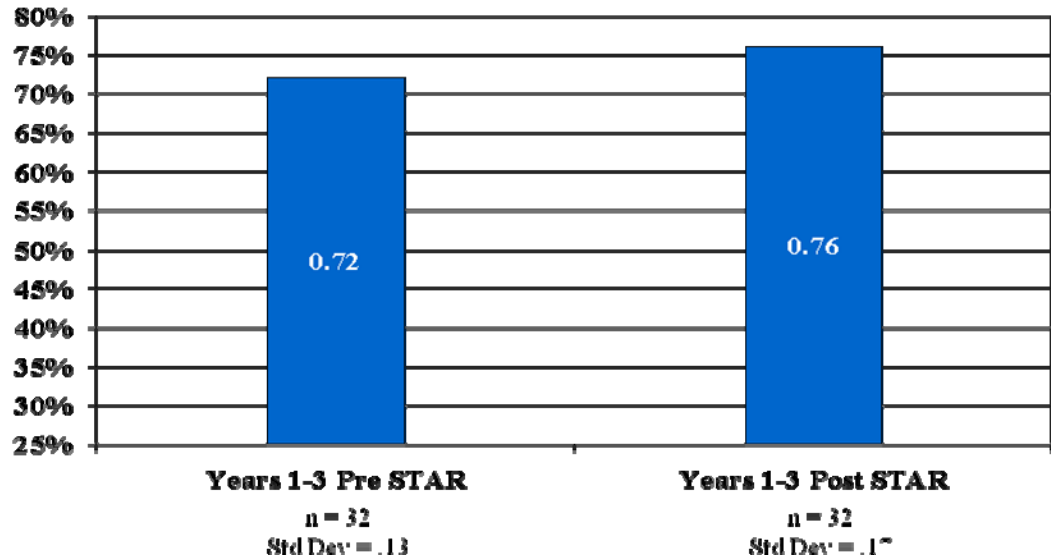
Selected STAR Results: Years 1-3 (ID Only)
Time with Non-Disabled Peers \geq 50% at time of referral



For students with 50% or more TWNDP pre-STAR there was virtually no change in TWNDP post-STAR. However, since the average pre-STAR TWNDP exceeded 70% of the instructional week, it is not unexpected that there would be minimal change.

Overall, the results by year and the three year combination for all students with disabilities and for those with identified disabilities that are represented in these charts, reflect a positive impact on STAR in increasing time with non-disabled peers.

Selected STAR Results: Years 1-3 (ID Only)
Time with Non-Disabled Peers = 50% at time of referral



A Closer Look: To determine if there were commonalities of focus for referrals as well as similarities in the foci of collaborative team meetings for students with intellectual disabilities, regardless of pre-STAR Time with Non-Disabled Peers, the reasons for referrals and action plans in the student reports were analyzed.

The overwhelming majority of referrals for students who were class members were made by parents, typically the mother. The main reasons for referrals, regardless of student age, were: [a] concerns regarding the quality of the time in general education with regard to curriculum, and [b] concerns regarding the role of the general education teacher. Consultant reports were also reviewed to gain insight into possible patterns. Since the number of specific action plans varied, descriptive data [e.g., number, range,

mean] are not included but individual, de-identified reports are found in S2. In fact, in a review of the three years of information, suggests that there are no significant differences between students labeled as ID and the other students who were part of STAR. For example, parents were the major source of referrals and the major concern in the initial referrals focused on quality of the educational experience in the general education environment, concerns regarding transitions and lack of planning as perceived by the parents.

An important finding across all years, all ages, all disability groups and age range was the presence of a one-to-one paraprofessional throughout the student's day; yet most often this person was not included in planning. Parents indicated concerns that the paraprofessional was the reason for the time in general education and that much of that time was spent in parallel activities or activities not related to the curriculum.

Another aspect of follow-up was consumer satisfaction. Consumer satisfaction data collection and focus changed over the course of the project due to several factors that are described in the annual reports. The table below depicts the short term consumer satisfaction results for those participants for whom contact was made. As seen, the majority of both parents and school personnel were either highly satisfied or satisfied.

**Table 2: STAR Consumer Satisfaction
2005 – 2008**

Short-Term from School	Frequency	Percentage
Highly Satisfied	16	41.0
Satisfied	14	35.9
Somewhat satisfied	8	20.5
Not at all satisfied	1	2.6
Total	39	100.0
Short-Term from Family	Frequency	Percentage
Highly Satisfied	11	47.8
Satisfied	7	30.4
Somewhat satisfied	5	21.7
Not at all satisfied	--	--
Total	23	100.0

Objective 4: To implement dissemination plan.

Outcome: Individuals in 169 school districts across the state will be informed about the project, its activities, and its progress in meeting objectives; Individuals in 169 school districts...will be better informed about inclusive education for children with significant disabilities.

Supporting Activities:

A1: Develop project website and discussion groups

A2: Create and print brochures, flyers, dissemination materials

A3: Print and distribute quarterly reports in English and Spanish; post reports on website

A4: Create poster of project

A5: Display poster at area conferences and the UCEDD open house

Outreach and dissemination activities were integral to the STAR process. In addition to dissemination of brochures, blogs and letters to special education administrators,

outreach to family advocacy groups there were presentations at state, regional and national conferences. The specifics of dissemination are described in each of the quarter reports and annual reports [Appendix S1].

FINAL REPORT CROSSWALK

CTSDE Requested Deliverables Submitted

Location in Final Report & Materials

A. PRODUCTS

Coaches Academy Curriculum
Specific Coursework defined by Team

Coaches Final Report – Appendix C2
Coaches Final Report – Objective 2

STAR Operational Procedures
Tools to Generate and Manage Referrals
Assessment Protocol
Action Plan for Each Student
Processes Used to Develop products

STAR Final Report – Objective 1 & Appendix S1
STAR Final Report – Objective 1 & Appendix S1
STAR Final Report – Objective 1 & Appendix S1
STAR Final Report Appendix S3
Quarterly & Annual Reports

B. SUMMARY OF PROJECT ACTIVITIES

Final Reports & Appendix C1 & S1

C. EVALUATION OF PROJECT ACTIVITIES

Coaches Academy Portfolio Information
Coaches Data on Trained Personnel
Increase in number and quality
Utilization by districts to provide coaching
Impact on TWNDP

Final Report – Objective 6 & boxed materials

Final Report – Objectives 1 & 6 & Appendix C3
Coaches Final Report – Objectives 3 & 4
NA

STAR Team

Initial student referral data
Intervention data
Pre-and post referral data
Placements
TWNDP
Engagement with gen. ed.
Implementation checklists
Customer Satisfaction Data

STAR Final Report - Objective 3
STAR Final Report - Objectives 1 & 2
STAR Final Report – Objective 3
NA
STAR Final Report – Objective 3
NA
Quarterly & Annual Reports – Appendix S1
STAR Final Report – Objective 3

D. Recommendations for Program Improvements Submission on September 19, 2008