

Recommendations for IDEA Stimulus Dollars

Technology

Technology provides teachers with additional tools/strategies to help all students access the curriculum. Technology provides benefits beyond the two-year stimulus dollar availability. Examples include:

- Assistive Technology Devices
- Field Sound systems
- Smart Boards, LCD projectors, visual presenters, portable scanners for both instructional and IEP support
- Laptop computers to support teachers with the web based IEP
- Laptop computers to support Student Success Plan development and maintenance
- Phones with speaker and conference call capability to increase participation in IEP meetings
- Supported reading software (e.g. Kurzweil, TextHelp, gH Player)
- Data Management Systems to support Response to Intervention or other instructional data
- Specialized formats of print-based materials
 - Consider shared funding among districts (with DOE support) to develop a statewide mechanism for accessing/producing traditionally print-based curricular content in specialized formats that provides curricular access for all students.
 - Consider collaborating with the Center for Disabilities Studies at UD to provide statewide support regarding the National Instructional Materials Access Standards (NIMAS).

Supplemental Materials

Purchasing scientifically research-based materials will provide benefits beyond the two-year stimulus dollar availability. Examples include:

- Scale up research-based school-wide strategies in core curriculum/instruction and positive behavior support
- Research-based interventions and assessments to support Response to Intervention
- Research-based strategies for English Language Learners
- Age-appropriate transition assessments
- Learning-Focused
- Materials to support extended-day/week/year programs

Professional Development

For implementation of researched based strategies and implementation fidelity for many initiatives, high quality ongoing professional development is key. The high costs of trainers/coaches, substitutes, and teacher stipends make many initiatives difficult to implement fully and at a level to affect student outcomes. Stimulus dollars can assist with implementation of adopted research-based strategies. Professional development needs may go beyond two years and plans for sustainability should be considered.

Examples include:

- Scaling up research-based school-wide strategies in core curriculum/instruction and interventions
- Positive Behavioral Supports

- Instructional Support Team and problem solving
- Learning-Focused
- Research-based strategies for English Language Learners
- Extended-day/week/year programs
- Professional Learning Communities
- Assessment administration and interpretation
- Data Analysis
- Curriculum development
- Common assessment development
- Support for parents of children with disabilities

Personnel

Although hiring full-time personnel with stimulus dollars will not solve long-term needs, there are temporary needs that can be addressed by additional staff. Building internal capacity through training and coaching existing personnel will strengthen systems. Temporary support gives teachers support while they are integrating assessments and interventions within their daily programming. Most teachers report after one to two years support is no longer needed. Examples include:

- Temporary, part-time and flexible staff to support the beginning stages of Response to Intervention (i.e. assistance for teachers with administering universal assessments and providing instruction during intervention time or enrichment while other students are receiving interventions).
- Coaches to support professional learning through the development of effective Professional Learning Communities (PLCs)
- Coaches to support new initiatives
- Data coaches to support teacher capacity for data analysis
- Transition Coordinators

Recommendations for IDEA Stimulus Dollars – Section 619

Section 619 – These funds are targeted for use with children 3-5 years of age with disabilities. There are two critical initiatives coming into place beginning this coming fiscal year: Least Restrictive Environment Criteria for Preschool and Early Childhood Accountability Targets

Inclusion: create or expand inclusive early childhood programs for children three to five years of age with and without disabilities within the district.

- Support inclusive slots in community early education sites
- Establish inclusive early childhood settings within district
- Provide professional development to staff on inclusive practices

Accountability: districts will begin to set targets for early childhood outcomes beginning in FY10

- Provide updated training to staff on early childhood outcome procedures
- Provide training on assessment measure and instruction
- Purchase assessment materials
- Training on data analysis and interpretation