

## Senior Corps Work Plan SAMPLE

<b>Work Plan Name:</b> Special Education – Sample 3 (FGP)	<b>Work Plan ID:</b> STC16031
<b>Issue Area:</b> Education	<b>Total # Stations:</b> 1
<b>Service Category:</b> Special Education	<b>Total # Volunteers:</b> 5
<p><b>Community Need:</b></p> <p>According to the US Department of Education Office of Special Education &amp; Rehabilitation Services 1998 Report, “A startling 88 percent of children who have difficulty reading at the end of first grade display similar difficulties at the end of fourth grade.” Accordingly, it is important to expose all children to language arts and communication skills as soon as possible, especially when they are developmentally challenged, as is the case for most children at the Appleton Foster Grandparents Pediatric/Children’s Center sites. Over 15 percent of children under age nine in Appleton County require individualized, special needs services in addition to the program at their local school or day care center. Preschool and school age children at the FGP sites are diagnosed with a variety of special needs, including cerebral palsy, legal blindness, seizure disorders, congestive heart failure, autism, hyperactivity, etc. The children have severe deficits in many skill areas, in particular communication-related skills. The U.S. Department of Education report suggests that children with these disabilities would greatly benefit from intensive one-on-one assistance in language development and pre-literacy skills. Caring adult volunteers who work well with children are needed to meet this need.</p>	
<p><b>Service Activity:</b></p> <p>Five Foster Grandparents will provide children with intensive language and communications skills which support reading, including exposure to words, touch, pictures, and sounds that stimulate communication and simple word recognition. Foster Grandparents will serve one-on-one with children aged 5 to 8, who have special needs, focusing on the development of language and communication skills. Language and communication skills activities will be provided by the special education teacher and the reading resource teacher.</p>	
<p><b>Anticipated Input:</b></p> <p>Five FGP will provide 800 hours of individual (one-on-one) language and communication skills assistance to five to eight special needs children. Each Foster Grandparent will serve a minimum of three hours per week, year round, for 52 weeks.</p> <p>Staff (both therapists and teachers) at each of the three Centers, will train and supervise five FGP. The five FGP’s will receive 20 hours of pre-service training (to include: tutoring skills, special education techniques, learning management). In addition, they will receive 30 hours of on-going training (student progress, teaching techniques, managing special needs children, etc) over the course of 52 weeks.</p>	

**Anticipated Accomplishments/Outputs:** Children will receive intensive language and communications skills support from Foster Grandparents.

**Indicator:** Number of children served, number of one-on-one hours of language and communication skills assistance

**Target:** Eight children will each receive a minimum of 100 hours of one-on-one language and communication skills support over one year.

**How Measured?** *Student Tutoring Logs* (for individual students)

**Anticipated Intermediate Impact/Outcome:** Children receiving intensive language and communication support will improve language recognition skills.

**Indicator:** Percent of students for whom Center Staff report increased word and sound recognition

**Target:** Center Staff will report that 70 percent of children receiving intensive language and communication skills support have improved language recognition skills by one level.

**How Measured?** *Student Word and Sound Recognition Skills Evaluation* will be completed by Center Staff at mid- and end-of-year.

**Anticipated End Impact/Outcome:** Children receiving intensive language and communications support will improve language interaction.

**Indicator:** Percent of students for whom Center Staff report increased oral responsiveness, improved vocabulary and pronunciation

**Target:** Staff will report that 70 percent of students receiving intensive language and communications support have improved language interaction in 3 of 6 categories.

**How Measured?** *Student Behavior Rubric* will be completed by Center Staff at mid and end-of-year.