

Discretionary Projects Supported by  
the Office of Special Education Programs  
under the Individuals with Disabilities Education Act

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Fiscal Year 2004

# Compilation of Projects Addressing the Early Childhood Provisions of IDEA

*Prepared by*



**National Early Childhood Technical Assistance Center  
FPG Child Development Institute  
University of North Carolina at Chapel Hill**

*in collaboration with the*  
National Dissemination Center for Children with Disabilities (NICHCY)  
Academy for Educational Development



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Campus Box 8040, UNC-CH  
Chapel Hill, NC 27599-8040  
919-962-2001 (voice)  
919-843-3269 (TDD)  
919-966-7463 (fax)  
[nectac@unc.edu](mailto:nectac@unc.edu)  
<http://www.nectac.org/>

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National Dissemination Center for Children with Disabilities (NICHCY)  
Academy for Educational Development  
P.O. Box 1492  
Washington, DC 20013-1492  
1-800-695-0285 (V/TTY)  
[nichcy@aed.org](mailto:nichcy@aed.org)  
[www.nichcy.org](http://www.nichcy.org)

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Principal Investigator: *Pascal Trohanis*  
Contracting Officer's Representative at OSEP: *Peggy Cvach*  
Contract Specialist at U.S. ED: *Stephan Lewis*  
NECTAC Staff: *Joan Danaher, Caroline Armijo, Cherie Hipps, Alex Lazara*  
NICHCY Staff: *Lisa Kupper*

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## Introduction

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This directory contains 355 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the National Dissemination Center for Children with Disabilities (NICHCY). The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The four volumes of discretionary projects from which this volume was compiled are:

1. **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)
2. **Personnel Preparation**
3. **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants*)
4. **Technology and Media Services**

The “Research and Innovation” section of this compilation volume presents projects and contracts categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to and to improve results for children with disabilities of all ages. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with disabilities, or those who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

The "Personnel Preparation" section of this compilation volume presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

The “Technical Assistance and Dissemination” section of this compilation volume presents projects and contracts providing technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention and special education and results for children with disabilities and their families, and programs that address systemic-change goals and priorities. The “Parent Training and Information” projects are not included in this compilation volume, but Technical Assistance to Parent Projects/Centers *are* included.

The “State Improvement Grants” section of this compilation volume includes projects awarded to state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

The “Technology and Media Services” section of this compilation volume presents projects and contracts that aim to: (1) promote the development, demonstration, and utilization of technology and (2) support education media activities designed to be of educational value to children with disabilities and other specified media-related activities.

Within the compilation, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

The information in this compilation of early childhood projects is available on the NECTAC Web site at: [www.nectac.org](http://www.nectac.org). For information on all of the OSEP-funded projects, please visit the NICHCY Web site at: [www.nichcy.org/directories/intro.asp](http://www.nichcy.org/directories/intro.asp).

# **Research and Innovation**



## **84.324C (2001)**

### **Field-Initiated Research Projects**

*Grant Number: H324C010067*

#### **Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy**

*Project Director:* Ulrich, Dale A.  
University of Michigan  
Down Syndrome Center  
401 Washtenaw Avenue  
Ann Arbor, MI 48109-2214  
*Voice:* 734-936-2607; *Fax:* 734-936-1925  
*E-mail:* ulrichd@umich.edu

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will evaluate the effects of increasing the intensity of treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

*Methods:* The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

*Products:* The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

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Grant Number: H324C020043

## Promoting Adoption of Best Practices by Early Intervention Teams

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*Project Director:* Campbell, Philippa H.  
Thomas Jefferson University  
Dept. of Occupational Therapy  
130 S. 9th Street, 5th Floor  
Philadelphia, PA 19107  
*Voice:* 215-503-1602; *Fax:* 215-503-1640  
*E-mail:* philippa.campbell@mail.tju.edu

*Beginning Date:* 7/1/2002

*Ending Date:* 6/30/2005

*OSEP Contact:* Peggy Cvach

*Voice:* 202-245-7314

*E-mail:* peggy.cvach@ed.gov

*Purpose:* This study will test and identify ways of promoting the adoption of best practices by multidisciplinary teams working in Early Intervention (EI) with families and their infants and toddlers who have delayed development or disabilities. The project will identify, study, and test the supports and strategies necessary for professionals and family members to adopt and use EI best practices in their day-to-day interactions with infants and toddlers.

*Methods:* Central to this purpose are collaborative research-practice partnerships involving multidisciplinary EI professionals, parents of infants and toddlers who are participants in early intervention programs, and expert mentors. *Activities of this project will include:* (a) testing the extent to which a strategy of collaborative research teams using participation action research (PAR) methodology results in adoption and use of best practices of EI professionals and families; and (b) maximizing children's learning and development through implementation of these practices. *Practices will be categorized into three major groups:* (a) interactions with families, (b) interactions with children, and (c) maximizing learning opportunities for children within the context of activities and routines that occur in their natural environments. *The study will be implemented in four phases:* (a) identification of key issues and desired outcomes, (b) adoption of action plans, (c) analysis and review of results, and (d) experimental replication. Phases II (adoption of action plans) and III (analysis and review of results) will be conducted with 15 PAR teams. Both quantitative and qualitative data about adoption/utilization of best practices and effects of use of best practices on children's outcomes will be gathered during this phase and used as the basis for Phase IV replication activities. Phase IV (experimental replication) will be based on a mixed-model design. Fifty teams (25 experimental and 25 contrast), each of whom is working with an infant/toddler who is receiving multidisciplinary EI services, will be recruited and selected for participation. Because the ease of adoption/utilization of best practices and the type of best practice may differ as a function of a child's degree of disability, both the experimental and control group will include infants with Down syndrome, cerebral palsy, multiple disabilities (including multi-sensory impaired), and developmental delay (without specific etiology).

*Products:* This project uses an action research framework to guide dissemination. Action research links researchers to experts (developers) together with practitioners and with families (implementers) to jointly apply new knowledge in practice situations and design dissemination strategies and products that are meaningful and useful to the consumer. By working together with parents and multiple-discipline professionals, the project will create print, audiovisual, and technological dissemination products that will be useful for a wide variety of audiences.

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*Grant Number:* H324C020078

**Promotion of Communication and Language Development with Infants and Young Children in Inclusive Community-Based Child Care**

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*Project Director:* Walker, Dale  
 University of Kansas - Lawrence  
 2385 Irving Hill Road, Youngberg Hall  
 Lawrence, KS 66045-7563  
*Voice:* 913-321-3143; *Fax:* 913-371-8522  
*E-mail:* walkerd@ku.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will improve the care and early intervention services provided to infants and young children who are at risk for or who have disabilities, in order to promote their communication and language development.

*Methods:* The project will: (a) develop and test effective professional development strategies that result in successful collaboration with early childhood care providers to ensure that quality care and effective interventions are implemented in inclusive community child care programs; and (b) collaborate with early childhood caregivers in inclusive community child care settings to translate effective evidence-based communication and language-promoting strategies into practice to promote communication and language outcomes of infants and toddlers at risk for, and with disabilities.

*Products:* The project will broadly disseminate findings to early childhood care providers, administrators and researchers to promote practices resulting in the exemplary communication and language outcomes of infants and toddlers served in inclusive child care. The benefits of this project will include the advancement of the knowledge base regarding care-giving practices and interventions that can be effectively implemented by caregivers in community-based child care programs that contribute to exemplary communication and language gains of young children. Results from this project will be disseminated through journal articles for practitioners and researchers and through a Web site. This information will be relevant to child care practitioners, researchers, higher education personnel, teachers, parents, and policy makers.

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*Grant Number:* H324C020091

**Generalized Effects of Family Guided Early Intervention Routines**

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*Project Director:* Woods, Juliann  
 Florida State University  
 Dept. of Communication Disorders  
 Tallahassee FL 32306-1200  
*Voice:* 850-645-4972; *Fax:* 850-644-8994  
*E-mail:* jwoods@garnet.acns.fsu.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This project will develop and validate a family-guided routines-based intervention model that meets the legislative mandates and the recommended practices of the field with empirical data to support the model components. The project will conduct single subject studies of family-guided routines-based intervention (FG-RBI) within a local community program to assure "real world" results and applications, in order to develop a better understanding of the factors that contribute to natural environments intervention and how to translate the information into procedures that will be effective, efficient, and nonintrusive for families.

*Methods:* The philosophy of natural environments intervention maximizes the time available for teaching and learning by dispersing the intervention throughout the day within frequently occurring activities and routines, using familiar materials and caregivers. Intervention becomes portable with the child practicing functional skills whenever and wherever they are useful and meaningful. This project will examine the efficacy of the natural environments intervention approach by answering these questions:

1. How should routines be identified for intervention?
2. How many routines should be used to promote generalization?
3. What methods of data collection are effective?
4. What adaptations are needed to overcome barriers that exist to implementation with families who have other children, have hectic schedules, live in poverty, or have special educational or health needs of their own?

A multiple baseline design with systematic replication is planned to increase the specificity of the results and ultimately the impact of the findings.

*Products:* Data gathered over the three years of the project will have a national impact with the following benefits: (a) contribute new knowledge and research reports on the types of routines families identify as most consistent and comfortable for intervention, (b) contribute new procedures for service providers about methods for assessment and intervention within daily routines, (c) describe effects of intervention within routines on the family's ability to generalize use of strategies to other daily activities and events, and (d) describe effects of the FG-RBI on the children's development as measured by their progress on Individualized Family Service Plan outcomes as well as standardized measures of development. Results will reach practitioners at local, state, and national levels through inservice workshops, conference presentations, short courses, and training manuals. Research results will be presented to policy makers and researchers at conferences of professional organizations and via journal articles.

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*Grant Number:* H324C020098

### **Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity**

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*Project Director:* Halle, James W.  
 University of Illinois – Urbana/ Champaign  
 284F Education Building  
 1310 S. 6th Street  
 Champaign, IL 61820  
*Voice:* 217-333-0260; *Fax:* 217-333-6555  
*E-mail:* halle@uiuc.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This project targets early communicative exchanges between young children with substantial language delays and their social partners—primarily their families and their teachers. One of the greatest challenges confronting young children with severe mental retardation or autism is learning to communicate in unambiguous and socially acceptable ways. Early intervention is the key to meeting this challenge. Children who have not acquired a system of language by the age of 30 months are at risk for developing either problem behavior or learned helplessness because they cannot communicate effectively with speech, and thus they use informal gestures, facial expressions, body movements, and vocalizations. These nonverbal communicative behaviors may not be readily understood by social partners in various situations. Furthermore, when these efforts to communicate are unsuccessful, children may try either more coercive means (problem behavior) of accessing desired outcomes or they may stop trying entirely (learned helplessness). The project intends to address these situations in the following ways: (a) by developing "responsive" environments, and (b) by teaching children multiple communicative alternatives that are understood by and socially acceptable to a wide range of listeners (i.e., "resilience"). The project believes



that this "reciprocal" approach to language intervention will foster both communicative resilience and reduce or prevent the occurrence of problem behavior and learned helplessness.

*Methods:* The project will conduct a logical sequence of studies that will involve about 30 children and their many social partners. In Year 1, an intensive descriptive study will be conducted by gathering data on eight children and their partners in two different contexts: (a) the natural environment and (b) structured and scripted protocols. In Year 2, intervention work will begin by developing a multicomponent intervention to enhance social partner responsiveness. The project will intervene with nine focal children by teaching multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Finally, in Year 3, the project will assess systematically the maintenance and generalization of newly acquired responding by social partners (responsiveness) and by nine new focal children (multiple socially acceptable, functionally equivalent alternative forms). The project staff will probe these responses by observing in naturally occurring situations within everyday routines.

*Products:* This project will influence the field of early language intervention for children with severe disabilities by generating comprehensive assessments and effective interventions that target children with, or at risk for, problem behavior, learned helplessness, or both. The project will disseminate information; present at local, state, and national conferences; distribute an assessment manual; and publish in both scholarly journals and practitioner journals.

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*Grant Number:* H324C030010

**Project ABC: Access to Books for Children—  
An Investigation of the Role of Preschool Access to Books in the Home  
on the Early Literacy Development of Children at Risk for Reading Failure**

---

*Project Director:* Lane, Holly; Corbett, Nancy L.  
University of Florida  
College of Education, Dept. of Special Education  
G315 Norman Hall, P.O. Box 117050  
Gainesville, FL 32611-7050  
*Voice:* 352-392-0701; *Fax:* 352-392-2655  
*E-mail:* HLane@coe.ufl.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Project ABC will examine the impact of increased early access to books on the reading achievement of young children from low-income families. The project will provide a plentiful supply of books and other literacy-related materials to 90 children enrolled in Head Start programs, and will identify and follow 90 other children for comparison. Children will be assessed in preschool, kindergarten, and first grade to measure growth in early literacy development and beginning reading achievement.

*Methods:* In Year 1, project staff will meet four times with the parents of the children in the "Books" group to provide books and other literacy-related materials to be used in the home, along with information about how these materials can be used effectively. In Year 2, project staff will provide half of the children in the Books group (n=45) and half of the children in the No Books group (N=45) with daily early literacy intervention in their kindergarten classrooms. This will enable the determination of the effects of increased early access to books on children's responsiveness to early intervention. In Year 3, the project will conduct classroom observations and parent and teacher surveys to determine whether differences exist among the four groups (i.e., Books/Intervention, Books/No Intervention, No Books/Intervention, No Books/No Intervention) in reading behaviors, such as participation in reading group discussions, choice of reading as a free-time activity, and ability to choose books at an appropriate level of readability. Throughout the 3 years

of the project, project staff will conduct interviews with a sample of parents to learn about literacy-related practices in the home and parents' perceptions of their children's literacy development. Joint storybook reading sessions with parents and children will be videotaped to examine differences in the types of interactions that occur.

*Products:* Project findings will be disseminated via written publications in a variety of formats, including journal articles, presentations at conferences, sending materials to state-funded centers and local school governing boards, and news media coverage.

*Grant Number:* H324C030074

### **Developmental Outcomes of Early and Later-Identified Preschool Children with Hearing Loss**

*Project Director:* Yoshinaga-Itano, Christine  
University of Colorado - Boulder  
Speech, Language and Hearing Sciences Dept.  
409 UCB  
Boulder, CO 80309-0409  
*Voice:* 303-492-3050; *Fax:* 303-492-3274  
*E-mail:* christie.yoshi@colorado.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2008

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will examine the impact of early identification of hearing loss on children ages 4-7 who are deaf or hard of hearing. A primary hypothesis of the study is that four groups of children will emerge during the preschool and early school-age period: (a) early-identified "high maintainers" (children identified within the first six months of life who have maintained language development within the normal range); (b) early-identified "decelerators" (children identified within the first six months of life who have been unable to maintain language development within the normal range); (c) late-identified "accelerators" (children identified after six months of age who have been able to achieve language development within the normal range); and (d) late-identified "low maintainers" (children identified after six months of age who have been unable to maintain language development within the normal range).

*Methods:* Participants will include 100 children who are deaf or hard of hearing who have been followed longitudinally from identification of hearing loss to 3 years of age. The children will be assessed annually using a variety of parent-report and clinician-administered speech and language measures. In addition, spontaneous speech and language will be analyzed based on an elicited conversational and narrative sample. The validity of the four-group hypothesis will be tested using discriminant analysis procedures and, if validated, the characteristics of these groups will be compared using developmental questionnaire data, language sample analysis, a measure of parent involvement, a measure of nonverbal performance intelligence, and parent sign language skill.

*Products:* Project findings will be disseminated via research presentations to professional groups; articles in peer-reviewed journals, parenting magazines, and newspapers; and the Web site of the Marion Downs National Center.

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Grant Number: H324C030086

**The Impact of Relationship-Focused Intervention  
on Young Children with Mental Health Concerns and Their Families**

---

*Project Director:* Mahoney, Gerald  
Case Western Reserve University  
Mandel School of Applied Social Sciences  
10900 Euclid Avenue, M.L. 7164  
Cleveland, OH 44106-7164  
*Voice:* 216-368-1824; *Fax:* 216-368-2295  
*E-mail:* gjm@po.cwru.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Relationship-focused intervention (RF) is a parent-mediated approach for addressing the developmental and socioemotional needs of young children at risk for or having disabilities, in which parents engage in responsive interactions with their children. This 5-year research project is an extension of a recently completed RF research study which indicated that RF was very effective at addressing children's developmental and socioemotional needs over a 12-month period. The project will replicate and expand the original findings by assessing the impact of RF intervention on a group of 133 children with diagnosed mental health concerns and their parents over a 1-year period and comparing them to a randomly selected control group of 67 children and parents who will receive alternative early childhood mental health services.

*Methods:* Children in the RF treatment group will receive the Responsive Teaching intervention in the context of individualized, weekly sessions with their parents for a period of 12 months. The study will evaluate the effects of RF intervention on children's socioemotional, communication, and cognitive functioning over an 18-month period. It will also examine the characteristics of families that contribute to the implementation of RF interventions as well as the impact that RF has on parents.

*Products:* Project results will be distributed to the OSERS research and training centers and will be disseminated widely via a Web site page, a semi-annual newsletter, professional publications, and presentations at meetings.

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Grant Number: H324C030101

**Multimedia Norm-Referenced Assessment of American Sign Language Proficiency:  
Applications for Linguistically Diverse and Language/Learning Disabled Deaf Students**

---

*Project Director:* Prinz, Philip  
San Francisco State University  
1600 Holloway Avenue, Burk Hall 147  
San Francisco, CA 94132  
*Voice:* 415-338-7655; *Fax:* 415-338-0566  
*E-mail:* pm@sfsu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* This research project will build on a previous OSEP research grant that developed the Test of American Sign Language (TASL) as a standardized instrument to assess American Sign Language (ASL) proficiency. The project will collect additional data from deaf students of a broader age range (3-21 years compared to 5-18 years old in the original research) from more varied linguistic backgrounds and levels of sign language proficiency (i.e., first sign language and second language learners, and language/learning disabled).

*Methods:* The project will: (a) develop a CD-ROM multimedia version of TASL (MM-TASL) to provide a quick and efficient method to accurately and reliably measure comprehension and production of ASL; (b) conduct norm-referenced assessment of MM-TASL with a sample of deaf children who are consistently exposed to ASL prior to age 4; (c) compare language performance of deaf children who acquired ASL after age 5; (d) assess the language performance of deaf students from diverse linguistic and cultural backgrounds (L2 with an L1 other than ASL) and students presenting language/learning difficulties (LLD); and (e) compare the performance of L2 and LLD deaf students with that of L1 signers in order to develop a new assessment model and procedures for differential diagnosis of language difference and language/learning impairment. The MM-TASL will be designed and field-tested, then piloted with 10 deaf adults, 10 preschool children, and 60 school-age students at two residential schools for deaf students. The data will be psychometrically analyzed, and MM-TASL will be revised and then standardized with approximately 250 deaf students attending three residential schools. Subsequently, additional data will be collected on 75 L2 students and 60 LLD students.

*Products:* This research will investigate the reliability and validity of MM-TASL by analyzing patterns of test responses and linguistic errors. It will describe variability in ASL performance and develop profiles of student performance based on test response patterns. Results will be disseminated widely to teachers, school administrators, and parents as well as to university training programs for deaf education and among researchers in the field of deafness and sign language acquisition, via presentations at meetings, journal articles and books, and classroom lectures.

*Grant Number:* H324C030112

**FIRST WORDS Project:**

**Early Indicators of Autism Spectrum Disorders in the Second and Third Years of Life**

*Project Director:* Wetherby, Amy M.  
Florida State University  
Dept. of Communication Disorders  
Tallahassee, FL 32306-1201  
*Voice:* 850-488-4002; *Fax:* 850-644-3644  
*E-mail:* awtherb@garnet.acns.fsu.edu

*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2008

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This longitudinal study will identify more precise early indicators of autism spectrum disorders (ASD) during the second and third year of life to improve the under-identification of autism at younger ages and enable children and families to access intervention earlier.

*Methods:* Three groups of children will participate in the study, one group with developmental delays who are later diagnosed with ASD (n=80), one group with developmental delays in which ASD was ruled out (DD, n=80), and one group with typical development (TD, n=80). The prospective, longitudinal study will collect repeated videotaped samples of social communication and play every 6 months until 36 months and obtain a best estimate diagnosis at 36 months of age or as old as possible. The samples will be analyzed to identify red flags of ASD. Multivariate statistical analyses will be used to compare the red flags displayed by children not previously identified as having a developmental delay and children identified with a developmental delay. The project represents a collaborative effort between the Florida State University Department of Communication Disorders and the University of Michigan Autism and Communication Disorders Center.

*Products:* The project will result in: (a) precise red flags of ASD that can improve the capacity of primary care physicians and other early childhood personnel conducting routine developmental screenings to identify

children at risk for ASD in the second year of life; (b) determination of the accuracy of the Communication and Symbolic Behavior Scales Developmental Profile Infant-Toddler Checklist as a first-stage screening tool to identify children with ASD; (c) creation of a parent report tool for use as a second-stage screening tool; and (d) dissemination of information that can be used by states to identify children with ASD earlier. Results will be disseminated via a Web site; presentations at local, statewide, and national meetings; and articles in professional journals.

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*Grant Number:* H324C030114

**The Effects of Group and Individual  
Interventions on Emerging Literacy in Preschoolers**

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*Project Director:* Hemmeter, Mary Louise  
University of Illinois - Urbana/Champaign  
College of Education  
288 Education Building, 1310 S. Sixth  
Champaign, IL 61820-6990  
*Voice:* 217-333-0260; *Fax:* 217-333-6555  
*E-mail:* MLHemm@uiuc.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will study the effects of providing a classroom-wide, teacher-planned literacy intervention, an individual tutoring intervention, and a combination intervention on young children's emerging literacy development. Early childhood classrooms that serve primarily children who are at risk based on low income as well as children with disabilities will be randomly assigned to one of these intervention conditions or to a control group.

*Methods:* For the whole-group intervention, a systematic, ongoing training and mentoring process will be used to involve teachers in developing and implementing research-based, criterion-referenced curriculum plans that are compatible with their classroom routines. The tutoring intervention will train and mentor tutors in delivering a systematic, individualized intervention to children who are identified as being particularly at risk based on ongoing screening on literacy knowledge and skills. The effects of these interventions will be evaluated with norm-referenced emerging literacy measures. The project will also evaluate and use as co-variants: (a) fidelity of implementation, (b) parents' and teachers' perceptions of the importance of early literacy teaching, (c) home literacy practices, and (d) the nature and extent of parent of parent involvement. Approximately 264 children will participate in the classroom-wide interventions, and approximately 48 children will participate in tutoring. Classrooms will be selected from among those within a 15-mile radius of Champaign-Urbana.

*Products:* In addition to disseminating results through professional outlets, results will be shared through staff meetings with all teachers in the project, and information on individual children will be shared with parents at the end of their child's participation in the study. A training module will be developed to disseminate the intervention training process used.

## 84.324C (2004)

# IDEA Research and Innovation

*Grant Number:* H324C040015

### Preventing Challenging Behavior with Positive Family Intervention

*Project Director:* Durand, V. Mark  
University of South Florida  
140 7th Avenue, South  
St. Petersburg, FL 33701-5016  
*Voice:* 727-553-4292; *Fax:* 727-553-4526  
*E-mail:* mdurand@stpt.usf.edu

*Beginning Date:* 1/1/2005

*Ending Date:* 12/31/2009

*OSEP Contact:* Tom Hanley

*Voice:* 202-245-7369

*E-mail:* tom.hanley@ed.gov

*Purpose:* This project will evaluate a family intervention designed to prevent the escalation of challenging behavior among young children with developmental disorders (ages 3-5) and to identify ways to help families cope with the stressors associated with everyday life along with the added stress of having a child with significant challenges.

*Methods:* For families at risk of dropping out of treatment, the success of two approaches to challenging behavior and family life will be compared: (a) positive behavioral support and (b) positive behavioral support with the addition of positive family intervention. At-risk families will be randomly assigned to one of these two treatment groups and compared across multiple research sites (University of South Florida and the University at Albany, SUNY). The first group will consist of family members who will receive training in positive behavioral support (PBS) for their child (n=40). The second will be individuals who will receive training in PBS along with positive family intervention (n=40). In this latter intervention, families will receive an integrated discussion of how their thoughts and behaviors can impact on their ability to intervene with their children. The sessions will consist of individual intervention meetings with one or both parents and a therapist, with the goal being for the parent to identify false pessimistic beliefs and to articulate strategies for coping. Under investigation will be whether positive family intervention in addition to PBS will (a) increase family participation in training and (b) successfully prevent child behavior problems from escalating into more severe problems. Follow-up of the children, both at home and in school, will be conducted up to two years following initial intervention. Project findings will be disseminated via peer-reviewed journal articles, information centers and clearinghouses, Web sites, and publication in book form.

*Products:* This project will add to the knowledge base on effective means and strategies for addressing the challenging behavior of young children with developmental disorders as well as ways in which to help families cope with their own stress and simultaneously address the behavior problems of their child.

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Grant Number: H324C040016

**Treadmill Training and Infants with Cerebral Palsy:  
Evidence-Based Developmental Outcomes**

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*Project Director:* Angulo-Barroso, Rosa  
University of Michigan  
Division of Kinesiology  
401 Washtenaw Avenue  
Ann Arbor, MI 48109-2214  
*Voice:* 734-647-9851; *Fax:* 734-936-1925  
*E-mail:* rangulo@umich.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2008

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project will investigate whether treadmill (TM) training as an intervention reduces the delay in the onset of independent walking and improves the quality of gait parameters in infants with mild levels of cerebral palsy (CP). Currently, the University is at the end of the third year of a four-year longitudinal study of a group of 15 infants at-risk for CP. Results demonstrate that infants with mild levels of CP produce alternating TM steps by 8 months of age and the frequency and quality of their stepping improved over developmental time without TM training. The proposed project will test the application of the TM intervention with infants at-risk for CP.

*Methods:* Forty-five infants at-risk for CP, at 6-8 months corrected age will be recruited and randomly assigned to the experimental training group or to the control group. A small, motorized treadmill will be placed in the homes of infants in the experimental group. The experimental group will begin TM training (8 minutes/day x 5 days/week) when they can take a minimum of 10 spontaneous treadmill steps in a one-minute trial. Primary caregivers will be trained by the PI or Co-PI to implement TM stepping protocol with their infant. Compliance with the protocol will be monitored monthly through home visits. Additionally, monthly measurements will be taken for all infants on various elements: frequency and quality of TM stepping; levels of physical activity for a period of 24 hours, motor skill development, spasticity, hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. At the onset of walking and six months later, gait analysis will be conducted in all infants in addition to all the other growth, motor and cognitive measures.

*Products:* This evidence-based study, founded on principles of neuroscience is designed to provide new scientific knowledge related to an innovative early locomotor training program that will help to prevent significant delays in walking onset and deficits in walking in infants with mild levels of CP. In addition an expected outcome resulting from earlier onset of walking is a meaningful increase in the child's level of physical activity and engagement with their environment. The results of the study will be disseminated to family early intervention service providers, the pediatric rehabilitation community, and other scientists involved in infant developmental studies. Further, results will be communicated to the National Center for the Dissemination of Disability Research to maximize dissemination efforts throughout the disability community.

Grant Number: H324C040043

## Parents as Collaborative Leaders: Improving Outcomes for Children with Disabilities

*Project Director:* Shepherd Furney, Katharine  
University of Vermont  
85 South Prospect Street  
449 Waterman Building  
Burlington, VT 05405-0160  
*Voice:* 802-656-1348; *Fax:* 802-656-2702  
*E-mail:* Katharine.Furney@uvm.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Anne Smith  
*Voice:* 202-245-7529  
*E-mail:* anne.smith@ed.gov

*Purpose:* This proposal is being submitted as a model development project in which parents will apply collaborative leadership skills in real settings, including policy forums, advisory boards, and coalitions associated with IDEA and NCLB. Project activities will involve parent membership organizations and parent centers in California, Louisiana, Massachusetts, Minnesota, North Carolina, and Utah, a total coalition of 80 statewide and national organizations interested in parent involvement in general and special education.

*Methods:* The proposed project will expand leadership roles and opportunities for parents by creating an effective development model organized around the following six goals:

1. *Conduct four focus groups of parents and professionals in urban and rural areas, and a survey of 1000 parents from across the country, with oversampling to include traditionally underserved groups.* The purpose will be to identify barriers to parents' participation in collaborative leadership roles and recommendations for building enhanced collaborative leadership skills.
2. *Design and deliver a core curriculum on collaborative leadership in print, CD-Rom, DVD, and Power Point with voice over.* The curriculum will be delivered to two cohorts of 18 parents, a total of 36 parents across six states. Pre- and posttests will be administered to measure the impact of the curriculum on parents' knowledge, skills, attitudes, and experiences related to collaborative leadership.
3. *Develop internships.* Each of the 36 parent leaders will identify an internship site in which they will apply collaborative leadership skills, including local and state education policy forums associated with NCLB and IDEA.
4. *Evaluate project activities on an ongoing basis.* Formative and summative data will promote ongoing program improvement and will allow effective elements of the model to be identified, documented, and disseminated for potential replication.
5. *Disseminate materials and effective model components throughout the country.* High quality online and print materials, peer reviewed articles and conference presentations will be developed.
6. *Replicate key elements of the model through a train the trainer model.* A train-the-trainer model will be implemented by the 36 parent leaders with 720 additional parents of children with disabilities in the six states.

*Products:* Because this project will identify the perceptions of parents and professionals as to the barriers to collaborative leadership, as well as evaluate effective elements of a model to overcome those barriers, it has the potential to make a significant contribution to theory, knowledge, and practice in this field. The project will contribute to what is known more generally about collaborative leadership. While much has been written on the subject of professionals as collaborative leaders, there is a dearth of information available on the subject as it pertains to parent leaders. The creation of high quality, accessible curriculum materials, delivery strategies, and an internship guide will make the curriculum components and internship process explicit and easily accessed by those who want to replicate this approach in a variety of settings. The dissemination strategies to be used include collaboration with parent membership organizations and 106 parent centers that



in total have the potential to reach more than 5,000 parents of children with disabilities, in addition to the larger number of parents that can be reached through implementation of the train the trainer model.

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*Grant Number:* H324C040045

### **Adolescents Born Preterm: Nurtured Beginnings**

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*Project Director:* Als, Heidelise  
Children's Hospital Corporation  
Enders Research Building, EN107  
320 Longwood Avenue  
Boston, MA 02115-5737  
*Voice:* 617-355-8249; *Fax:* 617-730-0224  
*E-mail:* heidelise.als@childrens.harvard.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2007

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The goal of the proposed research project is to identify the effectiveness of earliest nurturing intervention in the newborn intensive care unit (NICU) in improving the health and neurodevelopmental functioning of adolescents born preterm and at high risk for later disabilities.

*Methods:* The proposed longitudinal randomized controlled trial will study in adolescence, 14-18 years corrected age (CA), 107 very early born (<28w gestation) infants, who were previously studied at 2 weeks and 9 months CA. The control group (n=51) received traditional NICU care, the experimental group (n=56) received nurturing developmental care. The primary adolescent outcome measures will be neuromedical wellbeing, and mental function, with emphasis on mental control, academic achievement, and social-emotional adaptation. Secondary mediating measures will be parenting function, and the adolescents' educational experience. A sample size of 90 (random group size of ~ 45) provides 80% power to detect an effect size of 1.0, beta=0.20, 2-tailed alpha of 0.050. Repeated measures MANCOVA, with the mediating measures as covariates, will test for primary outcome effects and secondary mediating effects. Additional variables, reduced to factor scores, will describe effects more fully. Univariate pair-wise comparisons (Holm's correction) will further explicate the effects. Canonical correlation with discriminate function analysis will explore relationships among measures and across age.

*Products:* This will be the first randomized controlled trial of the long-term effectiveness of earliest nurturing in NICU intervention. The results of the proposed project will first be written up for publication in key peer reviewed, scientifically respected professional journals, which will also be accessible on the web. Further dissemination will occur in the form of several review chapters, dissemination to the Newborn Individualized Developmental Care and Assessment Program (NIDCAP) Web site and the annual NIDCAP Federation International meetings and proceedings.

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*Grant Number:* H324C040095

**Developing and Testing a Model  
for the Use of Meaningful Outcome Measures for Infants and Toddlers**

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*Project Director:* Walker, Dale  
University of Kansas Center for Research, Inc.  
2385 Irving Hill Road, Youngberg Hall  
Lawrence, KS 66045-7563  
*Voice:* 913-321-3143; *Fax:* 913-371-8522  
*E-mail:* walkerd@ku.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2007

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* With the recent emphasis on outcome-oriented accountability, states, programs, and early childhood special educators are now required to define, measure, and report results for infants and toddlers with disabilities. This project builds upon the past seven years of work on measures and outcome indicators for determining the progress of such infants and toddlers toward functional skills. Those efforts have resulted in the Early Childhood Research Institute for Measuring Growth and Development (ECRI-MGD), which peer review reports have shown to be sensitive and psychometrically sound as well as useful for a range of purposes including early identification, intervention problem solving/decision making, and program evaluation and improvement. However, the necessary infrastructure for taking these measures to wide-scale application does not yet exist. The purpose of this project is to develop and test the effectiveness of an outcomes measurement model including the measures, materials, media, professional development, and Web data services that are needed to make the measures accessible to and usable by a wide range of early interventionists serving children with disabilities, birth to three.

*Methods:* The model approach proposed consists of three aspects:

1. *Core Components.* These are the measures themselves (early communication, social skills, movement, and cognitive development), which must be made available within an accessible, Web-based system of information, professional development, and data services to guide decisions about interventions for individuals, programs, and state Part C systems.
2. *Support Components.* Training activities and materials will be developed to promote high quality implementation of the assessment model. These will include print and Web-based training in conducting and scoring assessments, in the use of the Web-based data system, and the providing of training and technical support through project staff and local coordinators.
3. *Dissemination Components.* This aspect of the project addresses those activities that promote future replication. In Year 1, the model's materials, media, and Web technology will be developed. In Year 2, the model will be established in sites conducting a formative investigation of its usability over two years. In Year 3, a small randomized trial will be conducted to compare the effectiveness and costs associated with two alternate methods for training assessors in the model: using traditional print media and professional development with human trainers versus a Web-based, online approach. The project will test the model used by early interventionists in three Centers of Excellence in Years 1-3 and in four more Centers in Year 3. Impact data will be collected yearly to determine the quality of implementation of the assessment model after random assignment of programs to Web-based or in-person training. Data collection will include the adaptations made in the assessment practices at each site; the numbers of children, families, and professionals who are served by model activities; the outcomes of their involvement; and satisfaction regarding services received from the project.

*Products:* The benefits of this project will be the wide-scale implementation of a proven model of assessment practices to at least 360 interventions and more than 6,500 infants and toddlers. The expected result will be a model ready for nationwide replication and scaling up. This includes a cost-effective capacity for practitioners to access, learn, and use the assessment measures in programs throughout the country using information management and computer technology via the Web. Additionally, information will be obtained about the comparative efficacy and cost-effectiveness of Web-based versus in-person training on the quality of implementation of the assessment strategies, which will inform future replication efforts about the relative merits of each.

*Grant Number:* H324C040101

### **A Comparison of Home- and Center-Based Intervention Settings for Infants and Toddlers with Hearing Loss**

*Project Director:* Tharpe, Anne Marie  
Vanderbilt University Medical Center  
Dept. of Hearing and Speech Services  
1114 19th Avenue South  
Nashville, TN 37212  
*Voice:* 615-936-5109; *Fax:* 615-936-5013  
*E-mail:* anne.m.tharpe@vanderbilt.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* The objectives of this study are (a) to develop a best practices early intervention strategy for children with hearing loss and their families, and (b) to conduct research designed to determine the efficacy of center-based versus home-based early intervention services for infants and toddlers with hearing loss.

*Methods:* During the three-year project, a total of approximately 50 families of infants and toddlers with hearing loss will participate in an early intervention program. Families will be randomized into either the center-based or home-based intervention program. Outcome measures in the areas of auditory skills, speech-language ability, emergent literacy, and family quality of life will be collected.

*Products:* A best practices early intervention curriculum for deaf and hard of hearing children and their families will be developed that can be replicated by early interventionists. Research will be designed and conducted to determine the efficacy of center-based versus home-based early intervention services for deaf and hard of hearing. Presentations at national conferences and submissions to peer-reviewed publications are two of the means that will be used to disseminate research findings.

*Grant Number:* H324C040114

### **The Engagement Classroom: Developing a Model for Inclusion**

*Project Director:* McWilliam, Robin  
Vanderbilt University Medical Center  
2100 Pierce Avenue, MCS Room 415  
Nashville, TN 37232-3573  
*Voice:* 615-936-0279; *Fax:* 615-936-2878  
*E-mail:* robin.mcwilliam@vanderbilt.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2007

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The need exists for a model for preschool classroom organization that targets child engagement and fulfills early promises of inclusion for preschoolers with disabilities. This project investigates such a

classroom model, with the purpose of improving the engagement, independence, and social relationships of preschoolers with disabilities.

*Methods:* The classroom model under investigation, called the Engagement Classroom Model, involves the application of four core practices, three of which were developed as essential elements of a model for individualizing preschool inclusion (specifically, routines-based interview (RBI) for needs assessment and IEP development, integrated therapy and special education, and interventions embedded in classroom routines). The fourth core practice is called the zone defense schedule and relates not to football but to how adults in the classroom set up their duties and activities in order to ease children's transitions from one activity to another. Children with and without disabilities (n=120) will be recruited from 10 Head Start classrooms, 10 regular preschool classrooms, and 10 specialized preschools. Within each setting, the classrooms will be randomly assigned as either the engagement model or the control classroom. The project will be conducted in three overlapping phases: training of engagement classroom personnel, initial data collection, and maintenance data collection. Dissemination of information about the project will occur during model development as well as after research results are available.

*Products:* A project Web site will be developed, and conference presentations and published articles will provide additional vehicles for dissemination. Replication of the model will be furthered through the extensive materials and guidelines developed to implement the study, train personnel, and collect the necessary data.

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*Grant Number:* H324C040145

**Model Development Project  
for Advancing Parent-Professional Leadership in Education (A.P.P.L.E.)**

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*Project Director:* Robison, Richard J.  
Federation for Children with Special Needs  
1135 Tremont Street  
Boston, MA 02120-2140  
*Voice:* 617-236-7210; *Fax:* 617-572-2094  
*E-mail:* rrobison@fcsn.org

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009  
*OSEP Contact:* Anne Smith  
*Voice:* 202-245-7529  
*E-mail:* anne.smith@ed.gov

*Purpose:* The field of disabilities and education agree that strong and effective parent-professional collaboration is essential in order to improve results for children with disabilities. Models of partnership and collaboration need to be developed and implemented at all levels from local schools to state agencies to the federal government. This project, called A.P.P.L.E., will develop such collaborative models to ensure the full and effective participation of parents of children with disabilities under IDEA and NCLB.

*Methods:* This project will: (a) create a replicable parent leadership training model, (b) pursue an integrated multi-faceted research program, and (c) conduct dissemination and technical assistance activities targeting parent and professional organizations.

1. *Parent Leadership Training Model.* An annual Parent Leadership Institute will be established to provide parents with opportunities to learn and apply collaborative leadership skills in real settings. Participating in the Institute will be six member teams consisting of five parent representatives and at least one professional representative of a school district. Parents will be prepared to assume collaborative leadership roles as members of local and state education policy forums such as NCLB School Improvement teams, local and state advisory councils, special education advisory councils, and other groups designed to improve educational results for students. Teams will create action plans for replication of leadership development activities in their own school district.

2. *Ongoing Research Program.* The project will implement an ongoing scientifically-based research program to advance the knowledge base and improved collaboration of parents and professionals. Participants from 40 urban school districts in Massachusetts will be recruited, and from the 40 districts, 10 will be randomly selected. Of these 10, five districts will be selected to participate in the Parent Leadership Institute and five will become the control or comparison group. In years 2-4, five additional districts will be selected annually for participation in the Institute. In Year 5, the comparison group will be invited to participate in the Institute. Each year, the leadership skills and satisfaction with family involvement of 30 parent participants from five districts will be measured, as will those of 30 parents from the control group. These data will be analyzed via univariate, bivariate, and multivariate analyses.
3. *Technical Assistance, Dissemination, and Replication.* Technical assistance will be provided to participant teams to replicate the leadership training in their own settings and to implement the teams' action plans. The project will utilize a national strategy for dissemination of key findings learned from the implementation of the model, promising practices, and other models of collaboration. This will include a variety of Web-based activities; a toll-free number; listserv for parents and statewide contacts; three facilitated topical conference calls annually; print materials specifically designed to meet the information needs of key audiences (e.g., Leadership Notes, a quarterly newsletter); utilization of existing networks; and presentations at state, regional, and national conferences.

*Products:* The project is designed to be replicable in a variety of settings and the resources accumulated in the project will be available to others. Participants in the Leadership Institute will have an action plan for local implementation. A database of resources called the Leadership Archive will be available to support the work of parents serving on councils and in leadership roles across the state and nation, including best practices, team leadership plans, resources, and replication activities. The project Web site (to be located at [www.appleleaders.org](http://www.appleleaders.org)) will be available nationwide.

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*Grant Number:* H324C040204

### **Promoting Early Attainment of Reading and Language Skills: PEARLS Project**

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*Project Director:* Stoiber, Karen  
 University of Wisconsin - Milwaukee  
 Department of Educational Psychology  
 P.O. Box 413  
 Milwaukee, WI 53201-0413  
*Voice:* 414-229-6841; *Fax:* 414-229-4939  
*E-mail:* [kstoiber@uwm.edu](mailto:kstoiber@uwm.edu)

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2009

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* [jennifer.tschantz@ed.gov](mailto:jennifer.tschantz@ed.gov)

*Purpose:* This five-year model demonstration project is designed to implement and evaluate a model for improving school readiness among young children from low-income, minority families. PEARLS will promote development of early literacy competence, prevent reading failure, and establish capacity building to sustain evidence-based early literacy practices.

*Methods:* PEARLS will integrate research-based practices into daily curricular activities to support the development of early literacy competence in the young children participating in the project. Participants will be 300 children (75-90% from low-income backgrounds), their families, and 30 teachers in five Head Start and Child Development Centers in Milwaukee and Racine, Wisconsin. The project includes 15 randomly designated Model Demonstration Classrooms and 10 classrooms that will serve as comparison (Years 1-2) and dissemination sites (Years 4-5). Training and mentoring will be provided to teachers and families and

grounded in the knowledge base regarding language and early reading development. High quality, literacy-rich learning environments will be created at home and at school to further support the children's development of early literacy competence. The project will utilize screening and progress monitoring to identify children at risk of developing reading problems and to ensure that instruction is scaffolded for children. Progress toward early literacy benchmarks and quality of home/school environments will be monitored in all classrooms. Using a pre-, post-comparison-group design, PEARLS will be evaluated in terms of children's skills, application of scientifically-based literacy approaches, and quality of school/home literacy environments. Instructional manuals and materials will be developed and disseminated to foster replication of the project's literacy services in early childhood programs. Local, state, and regional institutes for early childhood educators, administrators, related services providers, parents, and staff developers will be conducted in Years 4 and 5.

*Products:* In addition to the training materials developed for use in the project and for others to use for replication, products will include written publications in research journals and practitioner journals and conference presentations. A PEARLS Resource Manual will be produced and will provide structured, step-by-step protocols for all PEARLS components as well as stories of successful classroom and home applications of the model. A Web site will also be developed and will post professional development materials, study findings, and guidelines for implementation.

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*Grant Number:* H324C040213

**The Early Childhood Literate Community: Supporting Citizenship  
for Young Children with Significant Disabilities (Pre-K to Kindergarten)**

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*Project Director:* Kliewer, Christopher  
University of Northern Iowa  
Department of Special Education  
1227 W. 27th Street  
Cedar Falls, IA 50614-0601  
*Voice:* 319-273-7185; *Fax:* 319-273-7852  
*E-mail:* christopher.kliewer@uni.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The importance of early literacy experiences for all children is well recognized. The No Child Left Behind (NCLB) Act is largely centered around developing a rigorous literacy curriculum for all children beginning in their earliest years of schooling. The purpose of this project is to assure that children with the most complex, significant needs are a part of this emphasis on universal, critical literacy skills. Specifically, the project will develop and begin preliminary evaluations of an evidence-based approach for providing access to literacy for young children with significant intellectual disabilities in inclusive education programs.

*Methods:* This effort builds upon evidence collected in an earlier directed research project that determined that early childhood inclusion teachers were able to foster literacy development in children with significant intellectual disabilities. The most effective teachers viewed literacy for these children as emerging from their symbolic involvement in a range of narrative forms common to inclusive early childhood/kindergarten programs. Accordingly, this project will: (a) clearly demarcate the narrative forms available when developing a literacy program for young children with significant intellectual disabilities, (b) establish effective symbolic modes of participation within the narrative forms for such young children that lead to valued literate behaviors, (c) involve these children in these modes of participation through systematic and measurable processes, (d) evaluate through qualitative and standardized means children's literate development and the environmental changes that occur as a model Early Childhood Literate Community is developed; and (e) support the development of more effective individualized education programs (IEPs) that systematically reflect evidence-based literacy development.

*Products:* Outcomes of this project include a broader understanding of, and support of, literacy development of young children with significant intellectual disabilities. This includes a comprehensive literature review on literacy development in children with significant intellectual disabilities, the development of an Early Childhood Literate Community assessment tool, at least three peer-reviewed articles and two teacher-journal articles, a monograph, and conference presentations.

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*Grant Number:* H324C040238

**Project AIM: Accessible Induction Model  
for Early Career Paraeducators and ECSE Specialists**

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*Project Director:* Norris, Dawn  
Western Oregon University  
Teaching Research Division  
345 N. Monmouth Avenue  
Monmouth, OR 97361-1394  
*Voice:* 503-838-8124; *Fax:* 503-838-8150  
*E-mail:* norrisd@wou.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* One of the biggest challenges in the field of special education is ensuring an adequate supply of high quality teaching personnel. To ameliorate the attrition factors that contribute to special educators leaving the profession before their fifth year of teaching, the project proposes to develop, field test, evaluate, and disseminate the Accessible Induction Model (AIM) in support of early career paraeducators and specialists working in Early Childhood Special Education (ECSE). AIM combines supervisor and mentor support with an individualized professional development program and a curriculum aligned to state ECSE competencies identified as areas of need for early career educators.

*Methods:* The AIM model is comprised of three core components: supervisor support, mentoring and a professional development process that incorporates an assessment-based curriculum with a distance format for delivery. The model will be implemented using a self-directed training format paired with onsite follow-up, observation, and reflection with a peer mentor. The model will also focus on implementing a process of both formal and informal support by supervisors. The model will be field tested at early childhood sites serving children with disabilities in Oregon. It is designed as a blueprint for ongoing professional development and incorporates recommended practice in adult education, including case study methodology, with recommended ECSE practices and developmentally appropriate practices.

*Products:* The outcome of the proposed project will be a developed, validated, accessible induction model that increases retention rates among early career educators, improves their skills and knowledge, and builds supervisor and peer support relationships. Further, dissemination of the AIM Model and project findings will result in the enhancement of the quality and quantity of services provided to young children with disabilities, ages 3 to 6, and their families. Procedures and materials will be developed that will enable others to replicate this model and will include journal articles, training, Web posting, the ESE curriculum formatted on CD, a Supervisor Guide, and Mentor Manual with assessment instruments, planning forms, observation checklists, and surveys.

## 84.324D

### Directed Research Projects

*Grant Number:* H324D020014

#### **Improving Mental Health in Infants & Toddlers with Disabilities**

*Project Director:* Squires, Jane  
 University of Oregon  
 Early Intervention Program  
 5253 University of Oregon  
 Eugene, OR 97403-5253  
*Voice:* 541-346-2634; *Fax:* 541-346-5639  
*E-mail:* jsquires@oregon.uoregon.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Tom Hanley  
*Voice:* 202-245-7369  
*E-mail:* tom.hanley@ed.gov

*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research and Early Childhood Mental Health Improving Mental Health in Infants and Toddlers with Disabilities. The project will examine how a theoretically based mental health intervention added to the typical early intervention home visiting program affects participating children and parents. The project will document the staff's fidelity of implementation of the mental health intervention as well as their evaluation of the approach. The goal of the research is to determine if a mental health intervention results in improved social-emotional competence in children and healthy caregiver-child relationships.

*Methods:* This project is a partnership of the University of Oregon Early Intervention Program with EC CARES, the Lane County early intervention/early childhood special education provider, and the Oregon Child Development Coalition's Migrant Head Start, to improve mental health services to targeted children and families served in Oregon under Part C of the Individuals with Disabilities Education Act (IDEA). Correlational, descriptive, experimental, and naturalistic case studies will be included in this research approach with diverse methodologies. A quasi-experimental design will be used; both intervention and comparison groups at each site will receive mental health training and interventions in the course of the project.

*Products:* An innovative home visiting program designed to enhance parent-child interactions, increase home visitors' knowledge and skills regarding mental health issues, and improve the quality of home visits will be implemented and evaluated.



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*Grant Number: H324D020023*

**Evidence-Based Practices to Address Social and Behavioral Problems  
in Young Children with Autism Spectrum Disorders**

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*Project Director:* Asmus, Jennifer; Conroy, Maureen  
University of Florida  
1430 Norman Hall, P.O. Box 117047  
Gainesville, FL 32611-7050  
*Voice:* 352-392-0724; *Fax:* 352-392-5929  
*E-mail:* jasmus@coe.ufl.edu

*Beginning Date:* 1/1/2003

*Ending Date:* 12/31/2005

*OSEP Contact:* Tom Hanley

*Voice:* 202-245-7369

*E-mail:* tom.hanley@ed.gov

*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will enhance the potential for young children ages 18 months to 5 years old with autism spectrum disorders (ASD) to succeed socially in natural settings.

*Methods:* The project will accomplish its purpose by examining the use of experimental analysis procedures to guide intervention selection to include the identification of structural and functional analysis strategies in order to identify variables that are more likely to contribute to and maintain appropriate social behaviors and inhibit challenging social behaviors in children with ASD in natural settings.

*Products:* The outcome of this project will be the dissemination of evidence-based practices through a packaged curriculum that can be used to facilitate the social success of young children with ASD in natural settings. The packaged curriculum, called "Social Skills Assessment and Intervention Curriculum," will guide early childhood care providers and caregivers to examine the antecedents, consequences, setting events, and establishing operations associated with social skills deficits for young children with ASD. The curriculum will be disseminated nationwide through the project Web site and linkage through the national OSEP centers. The project will also conduct conference presentations and workshops, write publications, and conduct state and regional dissemination activities.

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*Grant Number: H324D020034*

**A Social Competence Curriculum for Toddlers  
and Preschoolers Demonstrating Mental Health and Behavioral Problems**

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*Project Director:* Bruder, Mary Beth  
University of Connecticut  
A.J. Papanikou Center for Developmental Disabilities  
263 Farmington Avenue MC6222  
Farmington, CT 06030-6222  
*Voice:* 860-679-1505; *Fax:* 860-679-1571  
*E-mail:* bruder@nso1.uchc.edu

*Beginning Date:* 10/1/2002

*Ending Date:* 9/30/2005

*OSEP Contact:* Tom Hanley

*Voice:* 202-245-7369

*E-mail:* tom.hanley@ed.gov

*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This three-year directed research project will investigate the longitudinal implementation of a social competence curriculum with 50 Connecticut toddler-age children (24-36 months) at risk for disabilities because of mental health, along with their families.

*Methods:* The curriculum will promote the use of positive behavior support strategies for toddlers who display mental health issues that put them at risk for needing early intervention and special education enrollment. The children in the project will attend child care programs, and they will be referred by their family, their child care program, or the Connecticut Part C early intervention system, which currently does not serve at-risk infants and toddlers. The curriculum that will be implemented is based on a model of social competence proposed by Guralnick in 1990. The curriculum has both a parent component and a classroom component to be implemented in child care settings. The parent component of the curriculum focuses on: (a) enhancing the quality of the parent-child relationship; (b) providing information to shape a family's attitude, beliefs, and knowledge about their child's peer relationships; (c) increasing the child's social network; and (d) enhancing the family's social support network. The classroom component focuses on a hierarchical model of social competence organized around three social tasks: peer group entry, conflict resolution, and maintaining play. The curriculum contains assessment tools, content, and methodology that relies on responsive teaching techniques. Data collection will include indices of child status, family status, teacher program status, and fidelity of curriculum implementation. Follow-up data will be collected for both groups until 42 months of age.

*Products:* The project will identify and prevent mental health and behavior problems in social competence in toddlers before they manifest into developmental delays that require later special education.

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*Grant Number:* H324D020040

**Addressing the Effectiveness of Early Intervention Services from a  
Community Mental Health Model for Serious Disruptive Behaviors**

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*Project Director:* Fox, Lise; Dunlap, Glen  
University of South Florida  
Florida Mental Health Institute  
13301 Bruce B. Downs Boulevard, MHC 2113A  
Tampa, FL 33620-3899  
*Voice:* 813-974-4612; *Fax:* 813-974-6115  
*E-mail:* fox@fmhi.usf.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Tom Hanley  
*Voice:* 202-245-7369  
*E-mail:* tom.hanley@ed.gov

*Purpose:* This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will develop a multidisciplinary approach to helping young children who exhibit serious disruptive behaviors. The approach will include dedicated professional supports that are family-centered and involve the provision of positive behavior supports (PBS). This large-scale initiative provides an opportunity to conduct needed research on the efficacy of the program and on important aspects of the intervention process and procedures.

*Methods:* Research will include methods of large-scale program evaluation as well as a series of rigorous studies using within-subject experimental designs to answer key questions associated with program variables and child and family outcomes. All children with disruptive behaviors will be referred from the Part C system, and will be followed until the end of the project, including transitions to new settings or Part B services.

*Products:* Findings from this project will provide other agencies, organizations, and service systems with a blueprint for the implementation of family-centered PBS within their programs. The research in this project will directly address issues of transportability in disseminating effective practices by conducting research within a community-based setting. In addition to data on program outcomes for children and families, evaluation data will provide guidance on model efficiency, cost of model per child, and service integration

issues. Results will be disseminated in a variety of formats and in conjunction with national projects in education and infant/child mental health.

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*Grant Number:* H324D020047

**Project Emerge: Understanding Emergent Literacy  
in Young Children with Visual Impairments**

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*Project Director:* Hatton, Deborah  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8040  
Chapel Hill, NC 27599-8040  
*Voice:* 919-966-7186; *Fax:* 919.966.1786  
*E-mail:* Deborah\_Hatton@unc.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project addresses Focus Area A: Access to Learning, Target Area 3: Pre-Literacy and Early Literacy for Infants, Toddlers, and Other Young Children with Visual Impairments Including Blindness. This project will investigate issues and promising practices in the development of pre-literacy and early literacy learning including such issues as access to and use of new technologies that become part of the pre-literacy and early literacy learning experience of children with visual impairments.

*Methods:* A series of seven studies of mixed methodologies will contribute substantially to the theoretical knowledge base while informing and supporting practice. Five of the seven studies will be completed with programs that serve young children with visual impairments and their families. The remaining two studies will be large-scale surveys of teachers of young children with visual impairments and adults who have had visual impairments since early childhood.

*Products:* The project will attempt to identify critical predictors of and contributors to successful literacy learning for children with visual impairments. It will make a significant contribution by providing an empirically derived set of indicators of literacy development and a description of current practices and factors that contribute to successful pre-literacy and early literacy development of young children with visual impairments.

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*Grant Number:* H324D030001

**Validation of Evidence-Based Assessment Strategies  
to Promote Achievement in Children Who Are Deaf-Blind**

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*Project Director:* Rowland, Charity  
Oregon Health & Science University  
Child Dev. & Rehab Center — Design to Learn Projects  
1600 S.E. Ankeny Street  
Portland, OR 97214  
*Voice:* 503-238-4030; *Fax:* 503-238-7010  
*E-mail:* rowlandc@ohsu.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will validate assessment tools and strategies that are most appropriate for generating educational goals and measuring educational achievement related to communication and cognitive development in children (ages 2-8) who are deaf-blind.

*Methods:* The project will: (a) identify the instruments used to assess children who are deaf-blind and the purposes for which they are used; (b) conduct validation studies on instruments that are used to generate instructional goals and to monitor student progress; (c) replicate the validation studies in multiple sites; and (d) produce final products that summarize the descriptive and outcome data generated by these studies, translating the data into recommendations for the use of specific assessment instruments for children demonstrating specific demographics and characteristics. The assessment instruments to be validated will be ones that address communicative/social development and cognitive development. The project will be carried out by a consortium comprising Oregon Health and Science University, California State University at Northridge, Columbia University, and University of Texas at Dallas. Rigorous validation studies will be conducted at each of the four consortium sites. Replication studies will be conducted at additional sites across the country.

*Products:* Project results are expected to promote: high quality assessment of children who are deaf-blind; the generation of appropriate educational goals related to communication, social, and cognitive development; the identification of appropriate instructional strategies; and a strong connection between assessment and the achievement of specific educational outcomes. Final products will include a data summary, a goodness-of-fit matrix illustrating the appropriateness of various validated assessment instruments for different strata of the population labeled deaf-blind, and a guide for the assessment of young children.

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*Grant Number:* H324D030003

**Promoting Communication Outcomes  
for Children with Deaf-Blindness through Adaptive Prelinguistic Strategies**

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*Project Director:* Brady, Nancy; Bashinski, Susan  
University of Kansas Center for Research, Inc.  
Schiefelbusch Inst. for Life Span Studies  
1000 Sunnyside Avenue  
Lawrence, KS 66045-7555  
*Voice:* 785-864-0762; *Fax:* 785-864-5323  
*E-mail:* nbrady@ku.edu; sbashins@ku.edu  
*Web site:* www.beachcenter.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The most well-researched strategy for promoting prelinguistic communication is Prelinguistic Milieu Teaching (PMT). This strategy focuses on increasing children's rate and variety of prelinguistic communications, including conventional gestures and vocalizations. Using the PMT model, children are taught to communicate within motivating, naturalistic routines, and their primary communication partners are taught to respond to their communicative attempts in contingent and appropriate ways. PMT has proven effective for increasing prelinguistic communication skills, and has been associated with improved language outcomes for children who have significantly delayed language associated with cognitive disabilities. PMT has not, however, been implemented with children who are deaf-blind. This project will replicate and extend an adapted PMT model aimed to increase communicative outcomes with a sample of children who are deaf-blind functioning at a nonsymbolic level.

*Methods:* Adaptations to the PMT package will include greater emphasis on alternative orienting responses and augmented input strategies, such as hand-under-hand support and utilization of touch and object cues. Over the course of this five-year project, adapted PMT strategies will be implemented with a total of 27 children who are deaf-blind. Roughly half of these children will be between three and five years of age and the remaining half will be between the ages of five and seven at the study's inception. All children will be followed longitudinally. Outcome data relevant for children between the ages of three and twelve years will be available by Year Five of the project. All 27 children will communicate nonsymbolically, at a rate of less

than one communication act per minute, when adaptive PMT is initiated. Each child will receive six months of intensive one-on-one teaching, for one hour per day, four days per week. Using a stratified multiple baseline experimental design, effects of the adapted PMT strategies on a child's communication rate, number of different communication forms and functions, and numbers of initiations and responses will be investigated. Intervention procedures will be replicated in two sites: Wichita, Kansas and a metropolitan school district in Indiana, beginning in Year Three. Twelve of the total 27 children who are deaf-blind will participate at one of these replication sites.

*Products:* The results of this research will have important implications for families of children who are deaf-blind and their educators as they make decisions about effective communication interventions, and for the broader field of communication sciences and disorders. Dissemination efforts will include distribution of project results and the replication manual and materials to appropriate audiences, including NTAC, DB-LINK, other information clearinghouses in the field of deafblindness, teacher education programs, and other groups concerned with bridging the research to practice gap. Information will be made available to families primarily through the new, fully accessible, Bobby-approved Web site of the Beach Center on Disability at the University of Kansas.

## 84.324E

### Congressionally Earmarked Activities

*Grant Number:* H324E040301

#### **Center for Development and Learning's (CDL) Professional Development Project**

*Project Director:* Thomas, Alice  
Louisiana Children's Research Center  
for Development and Learning, D/B/A CDL  
208 South Tyler Street  
Covington, LA 70433-3036  
*Voice:* 985-893-7777; *Fax:* 985-893-5443  
*E-mail:* athomas@cdl.org

*Beginning Date:* 7/1/2004  
*Ending Date:* 6/30/2005

*OSEP Contact:* Diane Lyon  
*Voice:* 202-245-7261  
*E-mail:* diane.lyon@ed.gov

*Purpose:* The purpose of this project is to increase student achievement by developing and increasing the capacity and sustainability of teachers, paraprofessionals, parents, and others involved in children's education.

*Methods:* The project consists of a Professional Development component and a Public Engagement component. The Professional Development component will provide a series of workshops and follow-up coaching and consultation to teachers and parent-trainers within the New Orleans Public Schools (NOPS). Topics to be addressed include: early childhood development and learning skills; school readiness; the application of neuroscience in the classroom; instructional and management strategies for students with learning, behavior, and emotional problems; and research-based reading assessment and instructional strategies and leadership. The Public Engagement component will yield quarterly issues of three distinct newsletters that emphasize scientifically-based research methods for helping students, especially those with learning differences. The newsletters will be audience-specific: a Parent Newsletter; an Educator Newsletter, directed at the network of literacy professionals in NOPS; and a Leadership Newsletter for district and school leaders.

*Products:* Project products and outcomes will be disseminated via workshop trainings, materials and consultations, and quarterly issues of each of the three targeted newsletters.

*Grant Number:* H324E040401

### **City of Rocklin Preschool Inclusion Program**

*Project Director:* Riemer, Mark

City of Rocklin

3970 Rocklin Road

Rocklin, CA 95677-2730

*Voice:* 916-625-5210; *Fax:* 916-625-2720

*E-mail:* markr@ci.rocklin.ca.us

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2006

*OSEP Contact:* Beth Caron

*Voice:* 202-245-7293

*E-mail:* beth.caron@ed.gov

*Purpose:* The City of Rocklin's Preschool Inclusion Project is a cooperative program offered by the City of Rocklin and the Rocklin Unified School District. It is currently serving 28 preschool children with disabilities and 108 without disabilities. This grant will provide funding to expand the program to a second public school location, which will accommodate an equal number of participants. The purpose of the program is to provide opportunities for preschool-aged children eligible for special education services to be mainstreamed into a preschool program with non-disabled peers for education and social interaction.

*Methods:* The program incorporates four key components in its design:

1. Participants are involved in center-based, developmentally appropriate learning opportunities for preschool children that include structured and non-structured activities.
2. All participants are provided a barrier-free learning environment.
3. Inclusion participants are accompanied by a teacher or aide who provides assistance, as needed.
4. The City is involved in each participant's IEP, which establishes goals and objectives for the child.

*Products:* Anticipated results include enhancing the child's transition into a traditional school setting and providing parents with a better understanding of the special education services available to them at the elementary school level.

*Grant Number:* H324E041101

### **LDA's Online Parent Training on IDEA**

*Project Director:* Browning, Jane

Learning Disabilities Association of America (LDA)

4156 Library Road, Suite 1

Pittsburgh, PA 15234-1349

*Voice:* 412-341-1515; *Fax:* 412-344-0224

*E-mail:* jrbrowning@ldaamerica.org

*Beginning Date:* 5/15/2004

*Ending Date:* 4/30/2005

*OSEP Contact:* Diane Lyon

*Voice:* 202-245-7261

*E-mail:* diane.lyon@ed.gov

*Purpose:* This project will create a Web-accessible distance-learning course on IDEA for parents of children with learning disabilities. The course is intended to provide families across the nation with the tools, training, and information on IDEA to enable them to advocate for their child's needs and become active, knowledgeable participants in their child's IEP team.

*Methods:* In the first part of the project, LDA will coordinate with the Community College of Allegheny County (CCAC) to offer three, live pilot courses: (a) Focus on Early Childhood, (b) Overview of K-12 Education, and (c) Preparing for Transition. A matching three-part curriculum will also be developed to teach the foundation of IDEA and its practical applications. Up to 40 parents per course will be involved. In the second part of the project, the materials resulting from the K-12 overview course (i.e., streaming audio and video, PowerPoint demonstrations, searchable text, and downloadable resources) will be converted to an accessible, online learning course hosted on LDA's Web site.

*Products:* Project products and outcomes will include: curriculum (based on LDA's Advocacy Training Kit); descriptive brochure publicizing the pilot course at CCAC; videotape of second course on K-12 education; and online course on IDEA.

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*Grant Number:* H324E041401

### **Early Childhood Coalition Project**

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*Project Director:* Cooper, Pat  
 McComb Separate School District  
 P.O. Box 868  
 McComb, MS 39649-0868  
*Voice:* 601-684-4661; *Fax:* 601-249-4732  
*E-mail:* pcooper@mde.k12.ms.us  
*Web site:* www2.mde.k12.ms.us/5720/imsd.html

*Beginning Date:* 5/24/2004  
*Ending Date:* 5/23/2005

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* The goal of the Early Childhood Coalition (ECC) Project is to provide comprehensive, high quality family and educational services for parents and their young children. The ECC Project will directly serve about 80 children, ages six weeks to five years and their families, from McComb School District's disadvantaged elementary schools, which are characterized as low-performing, high minority, and high poverty. The project will identify children (ages 0 to 5) with learning difficulties and coordinate and/or develop community resources and services to help parents care for and educate them.

*Methods:* The coalition for this project, initiated in 2002, includes the McComb School District, Pearl River Head Start, the Pike County Department of Health, and the South-West Mississippi Childcare Exchange Organization. Specific objectives for the project are to: (a) create supportive and knowledgeable home environments, and (b) prepare children for a successful year in kindergarten. To address the first objective, the project will involve parents in the "Right from Birth" caregiver training and in activities such as health and wellness, counseling, parenting classes, and center parties. Individual and group support will also be provided for teen parents. Activities addressing the second objective, that of preparing 90% of participating children for a successful year in kindergarten, include: producing a monthly newsletter for parents; collaborating for an easier transition to kindergarten, and pre- and post-assessments of children. The Project will provide all services via three programs: the Family Nurturing Center, which promotes economic stability of teen parents and their children through educational awareness and parenting skills; the Tiger Cub Preschool, which allows young children (including some with special needs) to learn through interaction with other children and adults and hands-on experiences; and the Developmental Kindergarten Program, which prepares developmentally delayed students for academic success in Kindergarten.

*Products:* Project results will be disseminated on the Web site and in national journals to provide guidance and best practices to areas across the nation. Other school districts and community partners will then be able to replicate these programs.

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Grant Number: H324E042101

**National Center on Low-Incidence Disabilities**

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*Project Director:* Ferrell, Kay  
University of Northern Colorado  
Campus Box 146  
Greeley, CO 80639

*Voice:* 970-351-1653; *Fax:* 970-351-1061

*E-mail:* Kay.Ferrell@unco.edu

*Web site:* www.nclid.unco.edu/

*Beginning Date:* 6/1/2004

*Ending Date:* 5/31/2005

*OSEP Contact:* Glinda Hill

*Voice:* 202-245-7376

*E-mail:* glinda.hill@ed.gov

*Purpose:* The purpose of the National Center on Low-Incidence Disabilities is to increase the nation's capacity to provide special education and related services to the approximately 1 million infants, children, and youth with deafness, blindness, and severe disabilities.

*Methods:* The goals of the Center are: (a) to ensure the stability and growth of the Center; (b) to improve attitudes, knowledge, and skills among multiple audiences regarding the education of children with low-incidence disabilities; and (c) to advance knowledge in the field of low-incidence disabilities (LID) by conducting and supporting research. The activities of the Center are organized accordingly around information exchange, teacher training, and knowledge advancement, or research. To support its growth and stability, the Center will: engage in collaborative activities with other institutions of higher education, agencies, and organizations; and pursue funding to augment or complement its scope of work. To improve attitudes, knowledge, and skills across multiple audiences, the Center will: develop and support materials for teacher preparation courses and programs; sponsor the ACE-DHH conference in 2006; provide and continually expand its web site; create a toolkit of user-friendly materials and applications and make it available online; provide WebSkeptic online; select winners of the 2004 Excellence in Education; draft scientifically-based issue papers; prepare targeted presentations for various audiences; recreate the pop-up IEP; gather case studies; and inform professionals about job vacancies and assist local schools in filling vacancies via a Job Bank. To advance knowledge in the field about LID, the Center will: develop a database of extant data in low-incidence disabilities; provide funding to graduate research assistants to complete dissertation research; prepare manuscripts for healthy families study and conduct the graduate/enrollment survey 2004; prepare Web materials for Excellence in Education research; report on general and significant support needs assessment analyses; prepare results manuscript for blindness needs assessment and deafness/hard of hearing needs assessment; design project components for Research Clearinghouse; convert 2003 Research Conference proceedings to Web pages; conduct and disseminate the findings of the Literacy Project meta-analysis; prepare a paper on research concerns for the Web site; assemble information about psychological assessments and accommodations; prepare scholarly papers on defining evidence-based practice; and develop research syntheses on issues for students with LID.

*Products:* Intended products/outcomes of this project will include: a toolkit of user-friendly materials and applications, all available online; research syntheses and issue papers; the NCLID Web site; teacher preparation materials; a Job Bank; database of literature on low-incidence disabilities; Literacy Project meta-analysis; and numerous publications and presentations.



**84.324G**  
**Center on Early Identification, Child Find,  
and Referral of Young Children with Disabilities**

*Grant Number: H324G020002*

**TRACE: Tracking, Referral, and Assessment Center for Excellence**

*Project Director:* Dunst, Carl J.  
Orelena Hawks Puckett Institute  
Center for Evidence-Based Practices  
128 S. Sterling Street  
Morganton, NC 28655-2277  
*Voice:* 828-255-0470; *Fax:* 828-255-9035  
*E-mail:* [dunst@puckett.org](mailto:dunst@puckett.org)

*Beginning Date:* 10/1/2002

*Ending Date:* 9/30/2007

*OSEP Contact:* Glinda Hill

*Voice:* 202-245-7376

*E-mail:* [glinda.hill@ed.gov](mailto:glinda.hill@ed.gov)

*Purpose:* This project will establish a center to identify and promote the use of scientifically based models and practices for early identification, child find, and referral for infants, toddlers, and young children with disabilities and their families who are eligible for Part C early intervention and Part B early childhood special education programs.

*Method:* The Center will conduct research syntheses of early identification, child find, and referral models and practices with a focus on the characteristics of the practices and models associated with desired outcomes. It will use the characteristics of effective models and practices to conduct studies for establishing the extent to which educational programs at all levels are using scientifically based early identification, child find, and referral models and practices. It will determine if the use of scientifically based models and practices is associated with desired outcomes, and it will compare and contrast the relative effectiveness of different models and practices. It will develop, validate, and evaluate the effectiveness of scientifically based training units for implementing effective early identification, child find, and referral models and practices.

*Products:* Data collected by the Center will lead to a better understanding of the sources, types, methods, procedures, etc. for improving early identification, child find, and referral models and practices used by state and local programs. The Center will engage educational and parent organizations and other relevant groups as external reviewers of project findings, products, training units, methods, and procedures. A multimedia dissemination and utilization approach will be used to ensure applicability of findings and products to various audiences.

# 84.324K

## Research and Training Center on the Development of Infants, Toddlers, and Preschool Children With or At Risk of Disabilities

*Grant Number:* H324K010005

### Research and Training Center on Early Childhood Development

*Project Director:* Dunst, Carl J.; Trivette, Carol M.  
Orelena Hawks Puckett Institute  
Center for Evidence-Based Practices  
18A Regent Park Boulevard  
Asheville, NC 28806-3727  
*Voice:* 828-255-0470; *Fax:* 828-255-9035  
*E-mail:* [dunst@puckett.org](mailto:dunst@puckett.org); [trivette@puckett.org](mailto:trivette@puckett.org)  
*Web site:* [www.researchtopractice.info/](http://www.researchtopractice.info/)

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* [jennifer.tschantz@ed.gov](mailto:jennifer.tschantz@ed.gov)

*Purpose:* The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: (a) young children's early relationships; (b) emotional, self-regulatory, and social development; and (c) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

*Methods:* The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

*Products:* Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

## 84.324L

### Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities

*Grant Number:* H324L030002

#### Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities

*Project Director:* Hebbeler, Kathleen  
SRI International

333 Ravenswood Avenue

Menlo Park, CA 94025-3493

*Voice:* 530-756-6126; *Fax:* 530-753-0832

*E-mail:* kathleen.hebbeler@sri.com

*Web site:* www.the-eco-center.org

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Jennifer Tschantz

*Voice:* 202-245-7556

*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities will promote the development and implementation of child and family outcome measures that can be used in local, state, and national accountability systems. Through a purposeful combination of strategies including research, collaboration, consensus building, technical assistance (TA), and dissemination, the Center will move outcome measurement progressively forward, toward achieving: (a) national data on outcomes for young children with disabilities, and (b) the regular use of outcome data for program improvement at the local and state levels.

*Methods:* The Center will undertake two concurrent tracks of activities. The first (or fast) track is designed to meet OSEP's need to obtain outcome data quickly. This track will focus on identifying the three to five highest-priority outcomes through consensus building, developing the corresponding indicators, selecting the measurement technique, and providing technical assistance to build the local and state accountability infrastructure. This track will result in states' producing data on this "common core" of outcomes by Year 3. The second track is a slower, more comprehensive track geared toward program improvement at the state and local levels. This track is based on the assumption that, although all states must have a common core of outcomes and indicators, they also can opt to include other outcomes, indicators, and approaches in their systems and that these might differ across states. The Center will work closely with a set of pilot states to identify and research issues key to developing outcome-based accountability systems and to refine approaches and materials for technical assistance. In the final year, the Center will focus on using the results of its research to provide TA to help all interested states build the infrastructure for an accountability system, including how to use the information to improve programs for young children with disabilities and their families. SRI will partner with the Frank Porter Graham Child Development Institute, the Juniper Gardens Children's Project, and the National Association of State Directors of Special Education to carry out these activities.

*Products:* The Center's research and TA activities will be a continuous feedback loop. Providing TA to states will help determine the information needs that research can address, while the Center's research will enhance the knowledge base that serves as the foundation for its TA. The Center's research agenda will be action oriented and focused exclusively on providing information that will lead to better measurement of outcomes. The Center's TA will be firmly grounded in empirically derived information about outcome measurement.

As more information is made available through the Center's research efforts, enhanced TA strategies will be used to disseminate the information widely and to provide more assistance to state and local programs in applying validated practices. The project will prepare and disseminate reports on research findings and related topics, maintain a Website with relevant information in accessible formats, and conduct collaboration national and regional meetings.

## 84.324M

### **Model Demonstration Projects for Children with Disabilities**

*(See also, 324T, Model Demonstration Projects for Children with Disabilities.)*

*Grant Number: H324M010033*

#### **Project PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities**

*Project Director:* Grisham-Brown, Jennifer  
University of Kentucky  
Dept. of Family Studies  
201 Kinkead Hall  
Lexington, KY 40506  
*Voice:* 859-257-7905; *Fax:* 859-257-1325  
*E-mail:* jgleat00@uky.edu  
*Web site:* <http://fp.dl.kent.edu/play/default.htm>

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: (a) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; (b) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and (c) programs lack a systematic or linked approach for developing and implementing individualized intervention. Project PLAY is designed to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

*Methods:* The project's two major goals are the following: (a) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and (b) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

*Products:* Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

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Grant Number: H324M010055

**Contextually Mediated Therapy/Intervention Project**

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*Project Director:* Raab, Melinda; Mott, Donald  
 Western Carolina Center  
 Family, Infant, Preschool Programs  
 300 Enola Road  
 Morgantown, NC 28680-0250  
*Voice:* 828-433-2661; *Fax:* 828-438-6457  
*E-mail:* raab@puckett.org

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

*Methods:* CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

*Products:* Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

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Grant Number: H324M010060

**Early Childhood Leadership Directions**

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*Project Director:* Rosenkoetter, Sharon  
 Oregon State University  
 HDFS, 322 Milam Hall  
 Corvallis, OR 97332-5102  
*Voice:* 541-737-8529; *Fax:* 541-737-1076  
*E-mail:* Sharon.Rosenkoetter@orst.edu  
*Web site:* www.hhs.oregonstate.edu/hdfs/eclld

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

*Methods:* The project will accomplish the following: (a) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; (b) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and (c) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

*Products:* Outcomes will include the following: (a) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; (b) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; (c) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and (d) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

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*Grant Number:* H324M010071

**Early Social Interaction Project: Teaching Very Young Children  
with Autism Spectrum Disorders in Natural Environments**

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*Project Director:* Wetherby, Amy M.; Woods, Juliann  
Florida State University  
Dept. of Communication Disorders  
Tallahassee, FL 32306-1200  
*Voice:* 850-644-8456; *Fax:* 850-644-8994  
*E-mail:* awetherb@garnet.acns.fsu.edu;  
jwoods@garnet.acns.fsu.edu  
*Web site:* <http://esi.fsu.edu/>

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2005

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

*Methods:* Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: (a) family-guided assessment to identify concerns, priorities, and resources; (b) individualized, family-guided intervention program to be documented

by an Individualized Family Service Plan and implemented in the child's natural environments; and (c) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: (a) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; (b) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; (c) intensity of programming for at least 20 hours of intervention per week in natural environments; and (d) coordination of services.

*Products:* The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

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*Grant Number:* H324M010093

**Cultural and Linguistic Diversity in Early Intervention:  
A Program Improvement Model**

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*Project Director:* Castro, Dina; Ayankoya, Betsy  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8180  
Chapel Hill, NC 27599-8180  
*Voice:* 919-962-7363; *Fax:* 919-966-7532  
*E-mail:* Dina\_Castro@unc.edu  
*Web site:* www.fpg.unc.edu/~nv

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

*Methods:* The project has four components: (a) development and refinement of the Cultural and Linguistic Diversity Curriculum, (b) training of early intervention providers, (c) technical assistance to program participants, and (d) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current statewide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

*Products:* The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

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*Grant Number:* H324M010138

**ACES: Access for Children to Early Services**

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*Project Director:* Squires, Jane; Bricker, Diane  
 University of Oregon  
 5219 University of Oregon  
 Eugene, OR 97403-2330  
*Voice:* 541-346-2634; *Fax:* 541-346-5639  
*E-mail:* jsquires@oregon.uoregon.edu  
*Web site:* <http://eip.uoregon.edu/ACES/ACES.htm>

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* [peggy.cvach@ed.gov](mailto:peggy.cvach@ed.gov)

*Purpose:* Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying general developmental delays, there is a specific need to accurately identify and refer young children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

*Methods:* This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: (a) refine and implement a collaborative, community-based, multiagency early identification approach; (b) replicate and evaluate the model in ethnically diverse settings; (c) evaluate the cost, effectiveness, and satisfaction; and (d) replicate and disseminate the ACES model.

*Products:* Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

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*Grant Number:* H324M020065

**Providing Effective Services to Infants and Toddlers with Autism  
 and Related Disorders: Blending Approaches to Meet Individual Needs**

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*Project Director:* Schwartz, Ilene; Boulware, Gusty-Lee  
 University of Washington  
 Experimental Education Unit  
 Box 356925  
 Seattle, WA 98195-7925  
*Voice:* 206-543-4011; *Fax:* 206-543-8480  
*E-mail:* [ilene@u.washington.edu](mailto:ilene@u.washington.edu)

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Gail Houle  
*Voice:* 202-245-7381  
*E-mail:* [gail.houle@ed.gov](mailto:gail.houle@ed.gov)

*Purpose:* This project is designed to meet the needs of infants and toddlers with autism by integrating best practices from early childhood special education, early childhood education, and applied behavior analysis. The model will be based on an existing program for preschoolers with autism at the University of Washington (Project DATA).



*Methods:* The core activity of the project is implementation of an existing high-quality early intervention program that will be supplemented by extended instructional time, technical and social support for families, collaboration and coordination across services, and transition support for the children.

*Products:* The model will serve 12 children/families each year through direct services and many more children, families, and practitioners through a major dissemination component. Monthly autism awareness workshops for parents and early childhood providers will be conducted in the community. The project will develop one-page information briefs describing current findings and conduct trainings based on the model for early childhood providers. Approximately 300 people will participate each year in at least one of four trainings and many more will be able to access project information through the project's Web site.

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*Grant Number:* H324M020068

### **A Model System for Early Prevention of Reading and Behavioral Failure**

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*Project Director:* Scott, Terrance M.; Lane, Holly  
University of Florida  
College of Education  
Dept. of Special Education  
P.O. Box 117050  
Gainesville, FL 32611-7050  
*Voice:* 352-392-0701; *Fax:* 352-392-2655  
*E-mail:* tscott@coe.ufl.edu

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2006

*OSEP Contact:* Grace Zamora Duran  
*Voice:* 202-245-7328  
*E-mail:* grace.duran@ed.gov

*Purpose:* This project will develop a model that uses multiple school-wide prevention exemplars from which to empirically demonstrate and create awareness of prevention and early intervention strategies to address early reading and behavioral failure. The project will focus on programs and outcomes that have been demonstrated to be effective at both preventing the types of failures that ultimately warrant services under IDEA and improving effective collaborative programs for students who are served under IDEA.

*Methods:* The project will be directed from the Department of Special Education at the University of Florida, in conjunction with the Alachua County Schools. Three model sites will be developed and implemented to demonstrate and monitor the effects of a three-tiered program of prevention. First, all schools will be helped to develop school-wide strategies of effective instruction for reading and behavior, designed to provide a comprehensive foundation for success. For students who continue to fail despite school-wide efforts, a second level of more intensive small group programs will be developed, with a third level of highly individualized and intensive supports available to students with the most chronic of reading and behavioral failures.

*Products:* This project will develop a knowledge base and understanding of how established prevention programs in reading and behavior can be effectively combined and sustained in the public school system during the elementary years. Procedures, products, and outcomes of the model will be disseminated across a variety of interest groups via a wide range of venues. Project school sites will be available for visitation and will be prepared to describe the prevention systems developed through this project. Additionally, conference presentations and articles in professional journals will widen the dissemination and will impact prevention and effective practice for at-risk and IDEA-eligible students. The continuing refinement of training processes and materials necessary to replicate model schools will result in validated implementation process materials that can be disseminated via professional training presentations, writing, and the Web.

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*Grant Number:* H324M020084

**Scaffolding Emergent Literacy: Supporting the Early Literacy  
Development of Young Children with Disabilities in Natural Environments**

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*Project Director:* Notari-Syverson, Angela  
Washington Research Institute  
150 Nickerson Street, Suite 305  
Seattle, WA 98109  
*Voice:* 206-285-9317; *Fax:* 206-285-1523  
*E-mail:* anotari@wri-edu.org

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2006

*OSEP Contact:* Gail Houle  
*Voice:* 202-245-7381  
*E-mail:* gail.houle@ed.gov

*Purpose:* This project will develop, implement, evaluate, and disseminate a comprehensive model to support the early literacy development of young children with disabilities in the home, childcare, and inclusive early education programs. The project will provide early childhood special education (ECSE) staff with an empirically validated model for assisting families and community-based childcare providers in improving the early literacy outcomes of young children with disabilities, ages birth to five years.

*Methods:* The project will develop, field test, and evaluate methods and materials for ECSE staff to use with parents in order to increase family involvement in the early literacy development of their young children with disabilities. It will also develop materials for ECSE itinerant staff to use with early education teachers and childcare providers serving young children with disabilities in community-based programs in order to enhance their ability to facilitate emergent literacy development. It will develop guidelines for staff that will enhance the ability to communicate effectively with families, particularly those with diverse cultural and linguistic backgrounds, and it will develop materials for families, early childhood educators, and childcare providers that will increase their knowledge of special education terminology and their participation in special education procedures for preschool children.

*Products:* The project will strengthen the collaboration and continuity between preschool, home, and community childcare environments. The model will use a combination of formats, materials, and media, including print, video, and electronic, to address the needs of families and staff with low literacy skills in English. A manual for ECSE staff and a family support guide for parents will be developed and will help support replication of the model.

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*Grant Number:* H324M030033

**Project ABLE (Asset-Based Learning Experiences)**

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*Project Director:* Meehan, Teresa  
Orelena Hawks Puckett Institute  
Center for Innovative and Promising Practices  
1041 Mesa Boulevard, Suite D  
Grants, NM 87020-3039  
*Voice:* 505-285-3825; *Fax:* 505-285-3825  
*E-mail:* tmeehan@puckett.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2007

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* Project ABLE will develop, demonstrate, and evaluate how the personal assets of parents (and other caregivers) can serve as natural learning environments and sources of developmentally appropriate learning opportunities for infants, toddlers, and preschoolers with or at risk for disabilities or delays. Project ABLE will develop, implement, and evaluate strategies for: (a) identifying parents' personal assets across multiple cultures, (b) using these assets as sources of children's learning opportunities, and (c) promoting the

use of these learning opportunities as a context for acquisition of behaviors on the child's individualized family service plan (IFSP) and individualized education program (IEP).

*Methods:* The personal assets of children's parents (abilities, talents, interests, skills, etc.) naturally lead them to engage in a variety of desired activities, at home and in the community, which provide their children a multitude of learning opportunities. Specially developed asset assessment tools and capacity-building strategies will be developed and employed to help parents identify their own assets, translate these into specific learning opportunities to be used with their children, engage their children in these learning opportunities, and assess how these experiences have development-enhancing consequences on their children's behavior.

The goals and objectives of the project are as follows: (a) develop, implement, and evaluate a model for using parents' personal assets as sources of children's learning opportunities; (b) develop, implement, and field-test strategies and techniques for promoting the use of parents' assets as sources of children's learning opportunities; (c) replicate the project model, methods, and strategies; and (d) disseminate information about the successful project efforts to a wide constituency audience. Both a randomized experimental design evaluation and a process/output/outcome evaluation will be conducted to determine the effectiveness of the project. The demonstration phase of the project will be implemented in two communities (urban and rural) and two geographic regions (New Mexico and North Carolina) with 40-50 parents and their children (ages birth to 5) who are enrolled in Part C Early Intervention or Part B (Section 619) Early Childhood Special Education Programs. The project will be replicated in two different urban and rural communities in Year 3 and Year 4. The demonstration project is expected to produce a number of positive parent, child, and family benefits, including increased confidence and competence, acquisition of new behavior and competencies, and enhanced quality of life. Furthermore, the project expects to make a number of important contributions to practice, including increased knowledge about children's learning opportunities and how they can be used to promote and enhance child behavior and development; an expanded definition of natural environments and developmentally appropriate practices; development of functional materials and strategies which can be easily understood, replicated, and incorporated into existing programs by parents, early intervention practitioners, and early childhood educators; and mechanisms for wide distribution of project materials to programs and organizations that serve young children and families.

*Products:* The major products will be the following: (a) an asset assessment instrument, (b) methods for cataloging activities based on parent assets (activity manual), and (c) a description of intervention strategies that parents and practitioners can use to increase children's learning opportunities.

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*Grant Number:* H324M030128

### **Chicago Early Intervention Project**

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*Project Director:* Salisbury, Christine; Delaney, Elizabeth  
 University of Illinois - Chicago  
 1640 W. Roosevelt Road, Rm.336, MC 628  
 Chicago, IL 60608  
*Voice:* 312-413-1563; *Fax:* 312-413-1993  
*E-mail:* csalis1@uic.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2007

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* The Chicago Early Intervention Project will demonstrate the effectiveness of an intensive home-based, early intervention program for very young children with identified disabilities who live in inner city, urban neighborhoods.

*Methods:* The project will improve child developmental outcomes by teaching urban parents living in poverty how to enhance available learning opportunities for their child with a disability within typical routines and activities. Early intervention staff will be taught child-focused and responsive interaction intervention approaches. The efficacy of the two approaches will be evaluated with families randomly assigned to the two intervention approach groups, to ascertain which one produces the best outcomes for children with disabilities and their families living in poverty. Five broad goals will guide the work of this project: (a) recruit and retain at least 30 children with identified disabilities between 12 and 24 months of age; (b) train early intervention staff on intervention approaches; (c) teach inner-city parents how to embed and promote learning within routine activities and settings; (d) conduct a comprehensive evaluation of the effects of the two approaches on child, parent, and provider outcomes; (e) replicate the most effective approach with a second cohort of 30 children/families during project Years 3 and 4; and (f) produce and disseminate accessible products to promote replication of the most effective approach. Qualitative and quantitative measures of child, parent, and provider change will be collected at regular intervals and analyzed using inferential and descriptive statistics. Single subject data will be collected within intervention conditions to assess individual progress across children and families in key developmental areas and to measure the effectiveness of intervention components.

*Products:* Products describing the model and its effectiveness will be disseminated in accessible print, on the Internet, and in conference formats to parents, policy makers, administrators, and providers.

*Grant Number:* H324M030192

**Development PARTners:**

**Prevention, Assessment, Referral, Transition for Adopted Infants and Toddlers**

*Project Director:* Mahoney, Gerald  
Case Western Reserve University  
Mandel School of Applied Social Sciences  
10900 Euclid Avenue  
Cleveland, OH 44106-7164  
*Voice:* 216-368-1824; *Fax:* 216-368-2295  
*E-mail:* gjm14@po.cwru.edu

*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2007

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This project will develop a Prevention, Assessment, Referral, and Transition model that can be used by public and private adoption agencies as well as early intervention programs as a means to identify developmental problems, provide time-limited intervention services early in the adjustment period of young adoptees, and transition adopted children to formal early intervention and special education services.

*Methods:* The project will implement and demonstrate the model with a sample of 80 adopted children and their parents. Children will receive intervention through random assignment into either a 6-month or 12-month length of intervention. In year one the project will implement the model with individual families, and in year two with small groups. This strategy allows for a comparison of two different lengths of time and two different modalities (single versus group). The project will evaluate the effects of this model on children's social-emotional, communication, and cognitive functioning. The project also will evaluate the impact of this model on families and on the numbers of children referred to early intervention.

*Products:* Results from this project will be disseminated to parents, professionals, and other research and training projects.

## 84.324N Initial Career Awards

*Grant Number:* H324N040028

### **Affects of Parent-Mediated Television Viewing Strategies with Preschool Children with Language Delays**

*Project Director:* Pindiprolu, Sekhar  
East Tennessee State University  
P.O. Box 70548  
Johnson City, TN 37614-1707  
*Voice:* 423-439-7683; *Fax:* 423-439-7790  
*E-mail:* pindiprs@etsu.edu

*Beginning Date:* 1/1/2005  
*Ending Date:* 12/31/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* Approximately 60% of young children with developmental delays have speech and language delays. Strategies such as open-ended questions, expansions, pauses, and praise have been used during other natural routines such as free play and story book reading to teach these children vocabulary and turn-taking skills, and to increase their initiations and mean length utterances. In this project, these strategies will be applied and studied in a new context, that is, during parental co-viewing of television with their children with language delays. This research is intended to identify effective strategies that parents can employ within the context of daily TV viewing to teach language and cognitive skills to their preschool children with language delays. Also assessed will be the collateral effects on parents' verbal interactions with their children during other natural joint routines and their maintenance of strategy use.

*Methods:* This project will consist of: (a) a pilot (single subject research design) study and (b) a group research design study. A focus group consisting of parents and speech and language pathologists will be conducted at the beginning of both studies to determine the TV programs that will be used, parents' concerns with the study procedures, and other issues of intervention during daily routines and in natural contexts. The pilot study will be conducted in the homes of five preschool children with language delays as they watch TV with their parents. Data on parental use of strategies and the child's measures during TV watching and other generalization routines will be collected using audio/video tapes. A multiple baseline across parent-child dyads will be used to study the effects of parental use of strategies on the children's vocabulary, mean length of utterances, initiations, turn-taking skills, recall of content, and sequence skills. In the group study, 30 parent-child dyads will be randomly assigned to an experimental or control group. The parents in the experimental group will receive training during the second year of the study and the effects of their strategies on children's language and cognition will be examined.

*Products:* Results of both studies will be disseminated through journal articles, parent newsletters, conference presentations, and the East Tennessee State University's College of Education Web site.

## 84.324P

# Evidence-Based Interventions for Severe Behavior Problems

*Grant Number:* H324P040006

### **Early Evidence-Based Intervention for Severe Behavior Problems: First Step to Success**

*Project Director:* Walker, Hill M.  
Oregon Research Institute  
1715 Franklin Boulevard  
Eugene, OR 97403-1983  
*Voice:* 541-484-2123; *Fax:* 541-484-1108  
*E-mail:* hwalker@oregon.uoregon.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Renee Bradley  
*Voice:* 202-245-7277  
*E-mail:* renee.bradley@ed.gov

*Purpose:* This project will involve four years of research focused upon the First Step to Success early intervention program. First Step to Success is designed to achieve secondary prevention goals and outcomes for behaviorally at-risk children (K-3) showing the early signs of emerging antisocial behavior patterns. The proposed research will provide information on the program's effectiveness and outcomes for both English-speaking and Spanish-speaking children.

*Methods:* A randomized control trial of First Step to Success will be conducted within the Albuquerque Public School system. Year 1 will be devoted to conducting single subject studies, recruiting schools, assessing the schools' environments, and piloting the First Step intervention in five New Mexico K-3 classrooms. The intervention and control condition will be implemented and studied in Years 2 and 3. Sixteen elementary schools, each with a kindergarten program, will participate in the study and will be randomized to two cohorts of eight schools each. Within each school, there will be four participating grades (K-3) with four classrooms per grade randomly assigned to either intervention or waitlist control conditions. One student per classroom, identified as behaviorally high-risk, will be identified for study participation (in total, n=256). Year 1 will also be devoted to planning, assessment, staff training, and single subject research in a series of specialized, complementary studies that will investigate program enhancement strategies and functional behavior assessment procedures. These latter studies will be conducted on the First Step program within the Eugene, Springfield, and Bethel school districts in Oregon. Year 4 will focus on assessing maintenance and generalization outcomes; staff training of waitlist control teachers in the First Step program; packaging and manualizing the intervention for adoption; and disseminating results of the intervention's effects along with implementation guidelines.

*Products:* The primary outcome of this project will be effectiveness data on the First Step program as an intervention for young children at risk for behavior problems. The functional behavior assessment procedures for the First Step program will be refined and adapted as a result of this research. Data will be gathered on the reliability and validity of the Functional Assessment Checklist for Teachers (FACTS) for determining behavior function of students in grades K-3. Detailed data will also be available on the costs-benefits of implementing the program.

# 84.324R

## Outreach Projects for Children with Disabilities

Grant Number: H324R020030

### SELF Outreach: Supports for Early Learning Foundations

*Project Director:* McClain, Catherine  
University of New Mexico  
Health Science Center/Controllers Office  
1 University of New Mexico  
MSC09 5220  
Albuquerque, NM 87131-4006  
*Voice:* 505-272-0322; *Fax:* 505-277-8975

*Beginning Date:* 7/1/2002  
*Ending Date:* 6/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Self-regulation has become recognized as one of the most critical factors in understanding the course of a young child's development and its impact on daily care routines and behavior. The model on which this project is based, the SELF Model of Regulation, is a comprehensive, exemplary practice of assessment and intervention that incorporates a clinical reasoning process while addressing the complex nature of self-regulation. This project will continue the implementation of the SELF outreach activities and will provide additional empirical data as it aspires to become a "proven model." The Extended University of the University of New Mexico will provide training and technical assistance in the SELF Assessment-Intervention Process through a distance education outreach project.

*Methods:* The SELF Outreach Project will offer accessible and innovative training and technical assistance to Region VI Head Start Trainers and Part C Training and Technical Assistance Teams in five partner states, focusing on personnel and family members in largely rural areas. Project staff will provide specific training and technical assistance by introducing the model of self-regulation and its application in a three-step assessment-intervention process. The theoretical framework of the SELF process is based on information from multiple disciplines, including education, psychology, occupational therapy, speech/language pathology, and medicine. The outreach project will offer four delivery strategy options: (a) self-contained training package (manual, CD-ROM and Trainer's Guide with Audio Conferencing); (b) information on an interactive assessment Web site; (c) online workshops and courses, and (d) in-person demonstration, technical assistance, and follow-up training.

*Products:* More than 100 training and technical assistance personnel will receive direct training in the SELF Process. These individuals will in turn provide training to more than 1,000 early childhood personnel, thus impacting the lives of at least 10,000 young children and their families. The outreach components will be nationally disseminated, providing many more early childhood professionals and families from across the country the opportunity to receive information, training, and technical assistance.

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*Grant Number:* H324R020041

**The Infant Behavioral Assessment and Intervention Program Outreach Project:  
Supporting the Neurobehavioral Organization  
and Development of Infants with Disabilities**

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*Project Director:* Hedlund, Rodd  
Washington Research Institute  
150 Nickerson Street, Suite 305  
Seattle, WA 98109  
*Voice:* 206-285-9317; *Fax:* 206-285-1523  
*E-mail:* rhedlund@wri-edu.org

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The Washington Research Institute will replicate and disseminate a validated, proven intervention model specifically designed to support the neurobehavioral organization and development of the growing number of infants (newborn to eight months in developmental age) who are born with very low/extremely low birth weight or disabilities and to support their families.

*Methods:* The model draws from the theory and research on early infant neurobehavioral organization and development as well as individualized, relationship-based, child-responsive intervention approaches. The intervention model will be used to train home-, center-, and community-based early intervention professionals, paraprofessionals, and parents in supporting the neurobehavioral organization and development of these infants. The project will improve educational services to infants born with very low/extremely low birth weight or disabilities and their families by helping 13 new outreach sites to adopt and replicate the model through instruction in two levels of training. These include: (a) Level I Training: training in the administration and implementation of the "Infant Behavioral Assessment," the "Neurobehavioral Curriculum," and "Holding Parents Holding Their Baby"; and (b) Level II Training: training staff-parent trainers to promote the replication of the core constructs of this model beyond the outreach period.

*Products:* The outcome of this project will be the dissemination and replication of a comprehensive neurobehavioral assessment and intervention program that supports the neurophysiological integrity of infants born with very low/extremely low birth weight or disabilities. Parents will benefit from the facilitation and support offered by the training, thus assuring mutually satisfying parent-infant interactions and confidence in their ability to support the neurobehavioral and developmental needs of their infant. Early intervention professionals and paraprofessionals will benefit by learning to provide appropriate neurobehavioral facilitation to these fragile infants during an assessment, intervention, or care-giving session.



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*Grant Number:* H324R020043  
**CMI-Outreach Project**

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*Project Director:* McWilliam, Phyllis J.  
Vanderbilt University, Peabody College  
110 21st Avenue, South, Suite 937  
Nashville, TN 37203  
*Voice:* 615-322-8150  
*E-mail:* phyllis.j.mcwilliam@Vanderbilt.Edu

*Beginning Date:* 2/14/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

**Note:** Transferred from University of North Carolina at Chapel Hill. Formerly H324R020077.

*Purpose:* The CMI-Outreach Project will increase awareness of the Case Method of Instruction (CMI) and facilitate its use in early intervention preservice and inservice personnel preparation.

*Method:* A major focus of project activities will be the direct training of preservice and inservice instructors in the use of CMI. An intensive three-day training program will be offered to instructors in six states in the U.S. Innovative features of this training include:

1. All instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training.
2. The curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training (awareness, knowledge, skill development through modeling, and practice with feedback).
3. All training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars).
4. A follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method.
5. All participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach).
6. A state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow-through with their plans to use CMI and to train others in the method.

*Products:* In addition to providing direct training for instructors in targeted states, the project will also engage in activities aimed at national dissemination of the information about CMI and resources to support instructors using the method. These efforts will include a Web site that provides public access to case materials, a Web-based "bulletin board" for the exchange of information and ideas among instructors, and a series of on-line discussions with CMI experts. The project will also undertake the task of writing case stories and related training materials that are specifically designed for the use of training of allied health professionals, as this is an area of needed resources. Finally, the project will write, field test, and distribute a guidebook on case writing in order to encourage and enable instructors to write their own case stories.

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*Grant Number:* H324R020050

**Making the Right to Communicate a Reality for  
Young Children with Severe or Multiple Disabilities**

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*Project Director:* Rowland, Charity; Schweigert, Philip  
Oregon Health & Science University  
OHSU/OIDD - Center on Self-Determination  
3608 S.E. Powell Boulevard  
Portland, OR 97202  
*Voice:* 503-232-9154; *Fax:* 503-232-6423  
*E-mail:* rowlandc@ohsu.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Anne Smith  
*Voice:* 202-245-7529  
*E-mail:* anne.smith@ed.gov

*Purpose:* This project will address the needs of the children and youth, ages 3-21, with severe or multiple disabilities (including low-incidence disabilities) who are not able to use speech, manual signs, or high-tech communication devices.

*Methods:* The project will be an extension of other federally funded outreach projects that have targeted communication intervention and alternative forms of communication in the early childhood population in parts of the western, midwestern, and eastern U.S. This project will extend the other projects in three ways: (a) the project staff will be able to respond to requests from audiences who are involved with children of all ages because these strategies are applicable across the life span and many individuals who have not been exposed to appropriate communication intervention at an early age are able to learn to communicate effectively once an appropriate system is targeted; (b) the geographic area to be served will be expanded to include the entire United States; and (c) the project will develop an online course so that the communication intervention training will become widely and permanently available beyond federal funding.

*Products:* The online course will constitute a new training mechanism that will make distance education available. The course will disseminate effective alternative communication intervention strategies to professionals, parents, and speech-language pathologists across the United States in a manner that will promote long-term impact.

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*Grant Number:* H324R020064

**National Parent Leadership Development Project for ICCs**

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*Project Director:* Robison, Richard J.  
Federation for Children with Special Needs  
1135 Tremont Street, Suite 420  
Boston, MA 02120-2140  
*Voice:* 617-236-7210; *Fax:* 617-572-2094  
*E-mail:* rrobison@fcsn.org

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The National Parent Leadership Development Project for Interagency Coordinating Councils (ICCs) will develop a diverse group of ICC parent leaders who will possess the skills necessary to positively impact the Early Intervention program (IDEA, Part C) and its delivery of services to children birth to three in their states by serving effectively on statewide coordinating councils and their committees or subcommittees.

*Methods:* The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas: the notion of

a personal leadership style and how it applies to a constituent representative; strategies for understanding complex organizational systems and how to function within them; and using a family's personal experiences to amplify policy issues. Addressing the urgent need for skilled parent leaders who are actively engaged in collaborative policy in such positions, the project will address four key activities: (a) provide training to parents for effective participation in state ICC activities through annual ICC parent leadership institutes in five states (15 states over three years); (b) ensure and support the replication of the leadership development training and implementation of the state teams' action plans through follow-up technical assistance; (c) establish collaborative relationships with states and other entities to gain support of and participation in leadership institutes and in project leadership replication activities; and (d) facilitate networking and linkages among ICC parents nationally, including those from diverse and traditionally underserved populations, through technology and other supports.

*Products:* The following outcomes will be achieved: (a) state ICCs will be better able to meet the parent training needs and will be better able to recruit and retain parent leaders from the field; (b) there will be a stronger and more diverse parent voice that will have an effective impact on policy development related to services for young children and their families; (c) there will be an increase in parent participation in leadership roles in other educational and service settings; and (d) a network of trained parent leaders will be available to assist each other and other parents dealing with leadership issues.

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*Grant Number:* H324R020086

### **Project SKI\*HI Outreach: Early Intervention for Infants and Young Children Who Are Deaf or Hard of Hearing and Their Families**

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*Project Director:* Pittman, Paula  
Utah State University  
6500 Old Main Hill  
Logan, UT 84322-6500  
*Voice:* 435-797-5589; *Fax:* 435-797-5580  
*E-mail:* ppittman@cc.usu.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* This project will assist agencies in implementing a proven early intervention program (the SKI\*HI model) to address the critical needs of infants, toddlers, and preschool-age children who are deaf or hard of hearing and their families, through training and resources that feature the most current and essential information available in the field of early childhood deaf education.

*Methods:* Project activities will include: (a) promote awareness of services; (b) identify and select SKI\*HI replication sites and SKI\*HI recertification sites; (c) assist new agencies in implementation of the proven SKI\*HI early intervention program model through effective training procedures; (d) assist existing SKI\*HI sites in recertifying and updating their current early intervention staff on new materials and information in the field; (e) offer technical assistance and follow up to implementing sites; (f) develop and disseminate high quality resource, training, and awareness products; (g) designate and train six regional coordinators to organize training activities and assist with development of training materials; (h) coordinate with national and local dissemination and service agencies; and (i) evaluate the effectiveness and impact of project strategies and services.

*Products:* The outcomes and products of this project include: (a) outreach services to six new implementing agencies/states to establish SKI\*HI services, (b) recertification training on new program components in the SKI\*HI Resource manual to existing SKI\*HI trained early interventionists in 40 states, and (c) new training materials developed to coincide with new resource materials.

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*Grant Number:* H324R030005

**The Mastery Outreach Project: To Improve Outcomes for Children  
Ages Two to Eight with Significant Disruptive Behaviors and Their Families**

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*Project Director:* Woodruff, Geneva  
Justice Resource Institute, Inc.  
CFYS, A Division of JRI  
380 Massachusetts Avenue  
Acton, MA 01720  
*Voice:* 617-232-0600  
*E-mail:* Genevawoodruff@compuserve.com

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The Mastery Project will improve services and achieve optimal developmental outcomes for children ages two to eight in early intervention and special education programs who have significant disruptive behaviors and are at risk for serious emotional disturbances and developmental delays.

*Methods:* The model upon which the project rests is the Family-Centered Mastery Intervention Model (FCMIM). The model is based upon empirically supported methods of intervention that have been shown to reduce disruptive behaviors in young children, allow them to participate and succeed in regular classrooms, and prevent them from requiring segregated special education placements and related mental health services. The Mastery Project will provide training and support to early intervention, early childhood special education, Head Start, and elementary school special and regular education administrative, teaching, and related personnel to: 1) work effectively with children with disruptive behaviors in their natural learning environments (home and mainstream classrooms and program environments) and 2) work with the children's families individually and in parent behavior management training sessions on ways to effectively manage their children's behavior and to promote their social, emotional, and cognitive growth and development. The four primary activities for the project include: collaborative planning, product development, replication training and technical assistance, and dissemination activities and awareness training.

*Products:* Products will include journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCMIM manual. The manual will provide empirically supported strategies for intervening with young children with serious disruptive behaviors in their natural learning environments and for their families. In addition, four awareness training workshops and presentations will be made at state, regional, and national conferences. Information about the project will also be disseminated through print, national electronic networks, and the project's listserv. In the third year of the project, an Institute on Serving Children with Serious Disruptive Behavior and Their Families will be conducted and offered to 100 training participants. During the three years of the project, over 255 early intervention and early childhood administrators, staff, and families located in 17 programs in at least four states will receive replication training and technical assistance. In addition, another 1,000 individuals will be reached through the project's products, public awareness, conference presentations, and dissemination activities.

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*Grant Number:* H324R030013

**LitTECH Outreach**

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*Project Director:* Johnson, Joyce; Bell, Carol  
 Western Illinois University  
 Center for Best Practices in Early Childhood  
 27 Horrabin Hall  
 Macomb, IL 61455-1390  
*Voice:* 309-298-1634; *Fax:* 309-298-2305  
*E-mail:* jk-johanson@wiu.edu; ca-bell@wiu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* LitTECH will link the effective results of emergent literacy technology research findings to early childhood practice, thereby increasing and improving emergent literacy practices for young children with disabilities and their families.

*Methods:* LitTECH will implement a variety of awareness and dissemination activities. The LitTECH model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities will be part of the planning, implementation, and evaluation process. Project activities will include replication, product development, revision and dissemination, training workshops, and collaboration. Replication sites will be located in multiple regions in Illinois. Five sites with multiple classes serving 1,112 children have requested replication. Classes within those sites will be randomly assigned to either the treatment (replication) or comparison group in Years 1 and 2. Additional sites will be sought for participation in Years 2 and 3. Data will be collected on children, families, staff, and sites. Comparisons within, among, and between classes and sites will be made. Training content will be organized into five modules and tested; effective training procedures will be implemented.

*Products:* Anticipated outcomes are expected to: (a) improve educational practice by linking tested research results to practice in the replication sites; (b) provide access to the general education curriculum, specifically related to literacy development, to children with disabilities; (c) promote awareness of the positive effects that software and adaptations can have on children's literacy skills; (d) provide effective teaching/learning strategies using an emergent literacy interactive technology curriculum, training modules, related products, and a multi-faceted Web site; and (e) increase local capacity. Products will include print materials, such as training modules and curricular materials; videos; the Web site; and electronic versions of child measures. Both low-tech and high-tech adaptations are incorporated into the curriculum.

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*Grant Number:* H324R030049

**Caring for Infants and Toddlers with Disabilities: New Roles for Physicians**

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*Project Director:* Osborne, Sheri; Kniest, Barbara  
 Child Development Resources, Inc.  
 P.O. Box 280  
 Norge, VA 23127-0280  
*Voice:* 757-566-3300; *Fax:* 757-566-8977  
*E-mail:* sherio@cdr.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), aims to replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems.

*Methods:* CFIT will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams. The CFIT model includes three replicable components: (a) state planning, (b) introductory seminars, and (c) independent study. The state planning component involves the development of state leadership planning groups composed of Part C personnel, physicians representing state chapters of the American Academy of Pediatrics (AAP) and the American Academy of Family Physicians (AAFP), and other key personnel to replicate the CFIT model. Leadership planning groups in six states will work with project staff to plan the replication process in their own state. The introductory seminar will introduce physicians to the concepts of: (a) a community-based, interdisciplinary, interagency early intervention approach; (b) family-centered services; and (c) the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

*Products:* This project plans to accomplish the following: (a) collaborate with Part C, state chapters of the AAP and AAFP, families, and others to plan CFIT model replication; (b) implement the CFIT model of training in 30 communities in six states; and (c) disseminate information about the CFIT model and its products.

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*Grant Number:* H324R030072

### **Crosswalks: Outreach to Infuse Diversity in Preservice Education**

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*Project Director:* Catlett, Camille  
 University of North Carolina - Chapel Hill  
 FPG Child Development Institute  
 CB#8185  
 Chapel Hill, NC 27599-8185  
*Voice:* 919-966-6635; *Fax:* 919-843-5784  
*E-mail:* camille@unc.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will develop, test, evaluate, and disseminate a framework and companion toolbox to support early childhood and early intervention faculty and preservice programs in preparing students to work effectively with culturally and linguistically diverse children and families.

*Methods:* The services offered through Crosswalks will include: (a) providing 90 preservice leaders with resources, training, technical assistance, and evaluation services and supports to meet identified diversity needs and priorities; (b) developing and testing, using a randomized experimental design, a framework and companion toolbox for using proven strategies to support the cultural transformation of preservice programs in ways that are also consistent with national standards; and (c) providing an intense three-day institute and follow-up support for replication to a national audience of 100-150 higher education, family, and community partners. The model will be piloted and tested in nine North Carolina higher education communities that include public and private colleges/universities, Historically Black Colleges and Universities, and community colleges. Evaluation data, based on faculty, program and student change, will guide revisions and scaling up of all project materials for national distribution/ replication. Use of evidence-based practices and a randomized experimental design will assure the integrity and validity of project findings.

*Products:* Anticipated outcomes include: (a) increased knowledge and skills of faculty across the nation on the values, content, and pedagogy necessary to prepare students to work effectively with culturally and linguistically diverse young children and families; (b) increased emphasis on cultural and linguistic diversity in early childhood and early intervention coursework, practica, and programs; (c) increased comfort and

capability of early childhood and early intervention graduates to work effectively with culturally and linguistically diverse children and families; and (d) stronger linkages among early childhood and early intervention preservice programs, family members, and community partners.

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*Grant Number:* H324R030081

**Preventing Challenging Behavior in Rural Early Education Settings:  
Blending Technology and Technical Assistance**

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*Project Director:* Reichle, Joe  
University of Minnesota  
Early Education/Development Center  
150 Pillsbury Drive SE, 215 Pattee Hall  
Minneapolis, MN 55455-0223  
*Voice:* 612-625-6542; *Fax:* 612-624-7586  
*E-mail:* reich001@tc.umn.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will incorporate technology to replicate a proven model of technical assistance to public school programs in rural environments, by using technology to supplement on-site technical assistance training and service delivery to improve services for children with disabilities and their families living in rural areas of Minnesota.

*Methods:* The project will work in rural districts in Minnesota to train 20 technical assistance teams during a three-year period, where over 55% of Minnesota's young children with disabilities and their families live and where opportunities for training and technical assistance are few. Additionally, the project will prepare four higher education mentors (each associated with a distinct rural region of the state) to sustain technical assistance teams created. The project will focus on training educators and family members to conduct functional behavioral assessments and implement positive behavioral support, which includes linking assessment results to proactive interventions; designing effective instructional environments; facilitating social interaction; teaching functional communication skills; and including family members in the design of interventions for the home, school, and community environment.

*Products:* The project will teach a course via a Web site and use other up-to-date distance learning technologies, such as interactive television, online Web support, and videoconferencing. This blending of technology and technical assistance will be replicable and sustainable and allow the project to disseminate information to help others work effectively with families and educators in rural areas to meet their unique needs.

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Grant Number: H324R030095

**CASCADES Project: Creating and Sustaining Change  
Across Diverse Early Intervention Systems**

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*Project Director:* Bricker, Diane  
University of Oregon  
Early Intervention Program  
Office of Research Services & Admin.  
5253 University of Oregon  
Eugene, OR 97403-5253  
*Voice:* 541-346-0807; *Fax:* 541-346-5639  
*E-mail:* dbricker@uoregon.edu

*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* The CASCADES Project (Creating and Sustaining Change Across Diverse Early Intervention Systems) is a multisite, multistate outreach project that will use information generated from a proven model of exemplary practices previously funded by the EEPD Model Demonstration Program, to support systems-level change in the delivery of services to young children with disabilities and their families.

*Methods:* The project will address three components: (a) provide outreach and technical assistance using a Train-the-Trainer model to identified sites ready to implement systems-level change in one or more target training areas (i.e., screening, assessment/evaluation, naturalistic intervention); (b) develop and disseminate high quality materials (e.g., training manuals, videotapes); and (c) conduct a comprehensive evaluation of the impact of the outreach and technical assistance delivered. Outreach and technical assistance will be developed in conjunction with Part C and B coordinators and/or regional early intervention/early childhood special education coordinators to assure that regional/state needs are addressed and met. Sites will identify family members and disability advocates to be involved in the development of needs statements that will guide and direct the outreach and technical assistance provided. Sites can choose from outreach content topics and delivery options (e.g., technical assistance, consultation, information workshop). Evaluation will include a randomized assignment of sites into experimental (i.e., receive outreach services) and controls. Systemic effects will be measured. In addition, participation, satisfaction, and product development and dissemination will be addressed.

*Products:* Through adoption of the Train-The-Trainer model in the Outreach Service Component, the project's direct impact will be transferred to a variety of other personnel and sites. The distribution of support materials in the Materials Development/Dissemination Component will provide Site Trainers with the structure and support they need to create and sustain change at their sites. In addition, evaluation findings will be shared with states/sites as well as with other interested parties through a range of strategies (e.g., presentations, journal articles).



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*Grant Number:* H324R030099

**A Design for Learning: Teaching Communication  
and Cognitive Skills to Children with Severe Disabilities**

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*Project Director:* Rowland, Charity  
Oregon Health & Science University  
Child Development and Rehabilitation Center  
Design to Learn Projects  
1600 S. E. Ankeny Street  
Portland, OR 97214  
*Voice:* 503-238-4030; *Fax:* 503-238-7010  
*E-mail:* rowlandc@ohsu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Debra Price-Ellingstad  
*Voice:* 202-245-7481  
*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* Communication and cognitive skills are fundamental to lifelong learning: they are skills needed to negotiate the social and physical environments. Yet many nonverbal children with severe or multiple disabilities do not learn how to interact effectively with either environment. Many of the educational materials and approaches that are currently available represent unrelated efforts that address only one area of skill development. This outreach project will disseminate an instructional model that promotes basic skill development in a systematic way that is flexible enough to mobilize the preferences of the individual child toward the pursuit of lifelong learning. The model targets the fundamental skills necessary to understand and master the social environment (social interaction, presymbolic communication, and symbolic communication) as well as the physical environment (manipulating objects; negotiating obstacles that arise at home, in class, and in the community; and using objects for representational and social purposes).

*Methods:* The instructional approach has a number of features: (a) the instructional content consists of the communicative and cognitive skills needed to interact with the social and physical environments; (b) the outcome for the learner is the understanding and mastery of the social and physical environments, allowing the child to take in new information, respond to it, and act on it appropriately; (c) the approach is individualized so that intervention harnesses the intrinsic motivations of each child in the pursuit of learning; (d) the instructional approach is systematic so that families and professionals understand how learning unfolds and how the intervention relates to the child's current skills and supports the development of new skills; and (e) instruction emphasizes not only child's skill development but also the creation of environments that provide natural opportunities for learning.

*Products:* This project will result in training content that will address both communication and cognitive skill instruction. The project will develop online classes based on this training so that the training will become widely and permanently available without the support of grant funding. The project will target professional and family members involved in the education of nonspeaking children, ages 3-21, who experience severe and multiple disabilities.

## 84.324T

### Model Demonstration Projects for Children with Disabilities

*(See also, 324M, Model Demonstration Projects for Children with Disabilities.)*

*Grant Number: H324T010022*

#### Early Childhood Mental Health Project

*Project Director:* Epstein, Michael H.; Nelson, Ron  
University of Nebraska  
Center for At-Risk Children's Services  
Lincoln, NE 68583

*Voice:* 402-472-5472; *Fax:* 402-472-7697

*E-mail:* MEPSTEIN1@UNL.EDU; rnelson8@unl.edu

*Web site:* [www.unl.edu/ccs/early.html](http://www.unl.edu/ccs/early.html)

*Beginning Date:* 10/1/2001

*Ending Date:* 9/30/2005

*OSEP Contact:* Jennifer Tschantz

*Voice:* 202-245-7556

*E-mail:* [jennifer.tschantz@ed.gov](mailto:jennifer.tschantz@ed.gov)

*Purpose:* This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

*Methods:* This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

*Products:* The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

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Grant Number: H324T010044

**Child Care Access**

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*Project Director:* Robinson, Cordelia  
University of Colorado - Denver  
Health Sciences Center  
JFK Partners, 4200 E. 9th Avenue, C221  
Denver, CO 80262  
*Voice:* 303-864-5261; *Fax:* 303-864-5270  
*E-mail:* robinson.cordelia@tchden.org

*Beginning Date:* 1/1/2002  
*Ending Date:* 12/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C eligible children and families, through the coordination of health, mental health, and child care services and supports.

*Methods:* Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan. This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

*Products:* Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

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Grant Number: H324T010049

**Keeping Everyone in Early Childhood Programs:  
Maintaining Inclusive Placements for Children with Challenging Behaviors**

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*Project Director:* Harper-Whalen, Susan  
University of Montana  
Rural Institute on Disabilities  
634 Eddy Avenue, MUARID  
Missoula, MT 59812-6960  
*Voice:* 406-243-4854; *Fax:* 406-243-4730  
*E-mail:* whalensh@selway.umt.edu  
*Web site:* www.ccplus.org

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

*Methods:* There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-base child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

*Products:* A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

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Grant Number: H324T020023

**All Kids Together: A Demonstration Model Supporting Inclusion of Children, Families, and Out-Of-Home Child Care Providers in Urban Neighborhoods**

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*Project Director:* Campbell, Philippa H.; Milbourne, Suzanne  
Thomas Jefferson University  
College of Health Professions  
130 S. 9th Street, Suite 220  
Philadelphia, PA 19107  
*Voice:* 215-503-1602; *Fax:* 215-503-1640  
*E-mail:* philippa.campbell@mail.tju.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2006

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This project will demonstrate a model of inclusion for children with disabilities who attend child care in targeted urban, inner-city neighborhoods. The project will focus on children living in adverse home or community conditions and children in families dealing with poverty, substance abuse, or violence.

*Methods:* The project is designed with five functions: (a) strengthen the infrastructure of inner-city child care programs by demonstrating a model of inclusion for children with significant disabilities, aged two to five years, who live in inner-city neighborhoods and attend child care in home-based or center-based programs; (b) determine the effects of the model through a multiple measure plan that will yield both quantitative and qualitative data; (c) replicate the model in a second neighborhood; (d) integrate intensive training for both preservice and existing early intervention personnel; and (e) produce materials for dissemination so that others may replicate the model. The model of inclusion includes four central components: (a) formation of a university-community cluster collaboration with multiple child care and early intervention agencies and with local universities that are involved in preparing future preschool special education (PSE) staff; (b) selection of a child care setting by the family based on their priorities and resources; (c) provision of services for children, families, and child care/early intervention providers using an interdisciplinary, integrated, consultative, and program-based approach; and (d) evaluation and field-testing of the model. The plan for evaluation includes quantitative and qualitative measures and will be used both for ongoing model development and for determining program quality from the perspective of a variety of groups including the children with disabilities. Developmental and outcome data will also be collected to examine a range of programmatic or ecological factors such as child characteristics, educational or instructional model, and program type.

*Products:* The model will be developed and tested in one neighborhood with a minimum of 35 children with significant disabilities and approximately 350 children who are typically developing in 10 community child care programs. The model will be replicated in a second neighborhood cluster with a minimum of 10 new community child care programs. The child care providers will receive technical assistance/training focused on improving quality child care practices as well as a small stipend to assist them in optimizing children's learning opportunities. Early intervention services will be provided in collaboration with the local early intervention Part C or Part B agency and through an intensive internship for university students of multiple disciplines from three different universities. Project staff will provide services to the target children with disabilities using a model of integrated services, technical assistance to the child care program in terms of improving quality practices, and training and mentoring of university internship students.

# 84.324V

## Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transitions

*Grant Number:* H324V020003

### National Early Childhood Transition Research and Training Center: Transition—Opening Doors to Success

*Project Director:* Rous, Beth; McCormick, Katherine;  
Hallam, Rena  
University of Kentucky  
Interdisciplinary Human Dev. Institute  
330 Mineral Industries Building  
Lexington, KY 40506-0051  
*Voice:* 859-257-9115; *Fax:* 859-323-1901  
*E-mail:* brous@uky.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2007

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* The National Early Childhood Transition Research and Training Center (NECTRTC) will enhance the current research base related to successful practices in early childhood transition for children (ages birth through five) with disabilities and their families and will disseminate quality practices to the field.

*Methods:* The NECTRTC team encompasses the University of Kentucky Interdisciplinary Human Development Institute in collaboration with faculty at the University of North Carolina at Chapel Hill, University of Wisconsin at Milwaukee, Oregon State University, and Louisiana State University Health Sciences Center. The NECTRTC will focus on: (a) identification of current research, models, policies, and strategies; (b) examination of child, family, program, and community factors that influence a child's transition to school and school readiness; (c) examination of state factors that influence a child's transition to school; and (d) identification and comparison of research-based and field-based practices. The research phase of NECTRTC activities will be completed using a quasi-experimental, longitudinal design with child, family, program, community, and state data being collected in five states: Kentucky, Vermont, Wisconsin, Louisiana, and Oregon. Embedded throughout the research initiatives are specific activities geared toward addressing issues related to children from culturally diverse backgrounds and those with significant disabilities.

*Products:* The primary outcomes of the Center include: a comprehensive, searchable Web-based database on early childhood transition; an empirically validated model of early childhood transition that addresses child, family, program, community, and state influences on school readiness; a national portrait of state and local policies, processes, and approaches in early childhood transition; and curriculum strategies and tools for families, local programs, and states outlining empirically validated transition practices.

**84.324Z**  
**Center for Evidence-Based Practice:  
Young Children with Challenging Behavior**

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*Grant Number:* H324Z010001

**Center for Evidence-Based Practice: Young Children with Challenging Behavior**

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*Project Director:* Dunlap, Glen; Fox, Lise  
University of South Florida  
FMHI - MHC 2113  
13301 Bruce B. Downs Boulevard  
Tampa, FL 33612  
*Voice:* 813-974-4618; *Fax:* 813-974-6257  
*E-mail:* dunlap@fmhi.usf.edu  
*Web site:* www.challengingbehavior.org

*Beginning Date:* 1/1/2002  
*Ending Date:* 12/31/2006

*OSEP Contact:* Tom Hanley  
*Voice:* 202-245-7369  
*E-mail:* tom.hanley@ed.gov

*Purpose:* This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

*Methods:* The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

*Products:* The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.





**Studies  
and  
Evaluations**



# 84.329E

## National Early Intervention Longitudinal Study (NEILS)

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*Grant Number:* H329E010001

### National Early Intervention Longitudinal Study (NEILS)

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*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue  
Menlo Park, CA 94025  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com  
*Web site:* www.sri.com/neils/

*Beginning Date:* 1/1/2001  
*Ending Date:* 12/31/2005

*OSEP Contact:* Scott Brown  
*Voice:* 202-245-7282  
*E-mail:* scott.brown@ed.gov

*Purpose:* This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions: Who are the children and families receiving early intervention services? What services are they receiving, what are their costs, and how are they delivered? What outcomes are the children and families experiencing? How do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

*Method:* Two major types of data will be collected during the five years of the project. A family member of the sample child will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

*Products:* Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

## Contracts

*Contract Number:* ED00CO0026

### **The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)**

*Project Director:* Schiller, Ellen  
Abt Associates, Inc.  
4800 Montgomery Lane, Suite 600  
Bethesda, MD 20814  
*Voice:* 301-913-0500; *Fax:* 301-718-3108  
*E-mail:* ellen\_schiller@abtassoc.com  
*Web site:* www.abt.sliidea.org

*Beginning Date:* 4/7/2000  
*Ending Date:* 4/6/2005

*OSEP Contact:* Kelly Henderson  
*Voice:* 202-245-7375  
*E-mail:* kelly.henderson@ed.gov

*Purpose:* This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: (a) improving performance for students with disabilities; (b) supporting students with disabilities in the least restrictive environment; (c) facilitating the use of positive behavioral supports; (d) increasing positive parent involvement; and (e) promoting successful transitions for young children to school and young adults to post-school life.

*Method:* The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions:

1. How is IDEA being implemented?
2. What is the status of each of the identified issues?
3. What are the contextual factors influencing the implementation of the legislation?
4. What is the relationship between implementation and the results?
5. What are the intended and unintended outcomes of the legislation?
6. What are the critical and emerging issues in states, districts, and schools?

*Products:* The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the

findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's Web site.

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*Contract Number:* ED01CO0082/0011

## **Pre-Elementary Education Longitudinal Study (PEELS): Phase 1**

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*Project Director:* Carlson, Elaine  
Westat, Inc.  
1650 Research Boulevard  
Rockville, MD 20850-3195  
*Voice:* 301-251-1500  
*E-mail:* CARLSOE1@westat.com  
*Web site:* www.peels.org/

*Beginning Date:* 12/01/2002  
*Ending Date:* 05/31/2005

*OSEP Contact:* Lisa Holden-Pitt  
*Voice:* 202-245-7379  
*E-mail:* lisa.holden-pitt@ed.gov

*Purpose:* As a part of the Office of Special Education Programs' series of studies to evaluate the implementation of IDEA, PEELS will follow a nationally representative sample of children (ages 3-5) with disabilities receiving special education services at the start of the study. By tracking these children through their experiences in preschool and into early elementary school, this study will attempt to answer the following questions:

1. Who are the children receiving preschool special education?
2. What services do they receive? in what settings?
3. Who provides those services?
4. What are their transitions like between early intervention and preschool, and between preschool and elementary school?
5. What short-term and long-term outcomes do these children experience?
6. What child, family, community, and system factors are related to the services received and to the outcomes realized?

*Method:* Beginning in the fall of 2003, for each child in the PEELS sample, data will be collected at least three times on an annual basis from several sources, including telephone interviews with the parents/guardians, questionnaires mailed to the child's teacher or special service provider and school administrator, and one-on-one assessment of the child. Contextual information for each child also will be obtained through questionnaires to respective state and local education agency representatives. A follow-up of the sample children in the three PEELS age cohorts will be obtained through a single data collection during the 2008-9 academic year to reveal their early elementary school profiles at the ages of 8-10.

*Products:* Beginning in Spring 2005, PEELS will produce regular research reports and study briefs, as well as study data tables, all of which will be posted on the PEELS Web site. In the year following the conclusion of each wave of data collection, a CD containing a restricted set of the cumulative PEELS data will be made available to trained researchers for conduct of secondary analyses of the data.

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*Contract Number:* ED04CO0059/0005

**Pre-Elementary Education Longitudinal Study (PEELS Phase 2)**

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*Project Director:* Carlson, Elaine  
Westat, Inc.

1650 Research Boulevard  
Rockville, MD 20850-3195

*Voice:* 301-251-1500

*E-mail:* CARLSOE1@westat.com

*Web site:* www.peels.org/

*Beginning Date:* 12/1/2002

*Ending Date:* 5/31/2005

*OSEP Contact:* Lisa Holden-Pitt

*Voice:* 202-245-7379

*E-mail:* lisa.holden-pitt@ed.gov

*Purpose:* This study represents Phase 2 of the Pre-Elementary Education Longitudinal Study (PEELS), which is intended to inform existing research on special education for preschoolers with disabilities and provide guidance for programs and services to improve results for children participating in these programs. Five research questions will be addressed:

1. What are the characteristics of children receiving preschool education?
2. What preschool programs and services do they receive?
3. What are their transitions like from early intervention to preschool, and from preschool to elementary?
4. What results do they achieve in preschool, kindergarten, and early elementary school?
5. What factors contribute to better results?

*Method:* Four main data collection efforts are planned: (a) a computer-assisted telephone interview (CATI) with parents of preschoolers with disabilities; (b) a one-on-one assessment of participating preschoolers; (c) a mail questionnaire completed by the preschoolers' teachers and service providers; and (d) a mail questionnaire completed by program administrators and school principals. The parent interviews, one-on-one assessments, and the teacher/service provider questionnaires will occur in each of five waves of data collection. The administrator/school principal questionnaire will be completed once for each school or program in which PEELS children enroll in waves 1-4, then for all schools enrolling PEELS children in wave 5. Descriptive and bivariate analyses of data from each of these data collection waves will be conducted. Complex multivariate models will be developed as well. Findings will be disseminated on an ongoing basis through short, user-friendly documents and longer, more technical ones; conference presentations and briefings; Web-based data tables; and interactive Web sites.

*Products:* PEELS will provide a rich source of data on children's growth over time, whether different groups of children exhibit different growth trajectories, how children make the transition from Part C to Part B at age 3 and into kindergarten, and what factors contribute to successful outcomes for preschoolers with disabilities. Identification of such factors will yield strategies for improving results for early childhood special education programs and services.

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Contract Number: ED04CO0140

## **An Evaluation of States' Monitoring and Improvement Practices under IDEA**

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*Project Director:* Brauen, Marsha  
Westat, Inc.  
1650 Research Boulevard  
Rockville, MD 20850-3195  
*Voice:* 301-738-3668; *Fax:* 301-294-4475  
*E-mail:* marshabrauen@westat.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Patricia Gonzalez  
*Voice:* 202-245-7355  
*E-mail:* patricia.gonzalez@ed.gov

*Purpose:* States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate education, and that infants and toddlers with disabilities and their families receive early intervention services. In this study, a five-year evaluation of states' monitoring and improvement practices under IDEA will be conducted to: (a) describe the nature and extent of the various monitoring activities implemented by states for Parts B and C of IDEA; (b) assess the effectiveness of states' monitoring efforts and identify the reasons for good and poor outcomes for children with disabilities; and (c) identify and develop recommendations for potential best practices in monitoring that can be shared with states.

*Method:* The study's design will include both a formative and a summative evaluation of states' monitoring efforts. The formative evaluation will describe the strengths and weaknesses of current monitoring activities and provide the basis for recommendations and targeting technical assistance. The summative evaluation will examine the effects of monitoring on IDEA outcomes for Parts B and C in 2004-05 and 2006-07. The three main activities of the study will be: (a) generating an overview of state monitoring practices through a state mail survey sent to the special education directors and/or Part C coordinators in all 52 states; (b) constructing 20 state profiles of monitoring activities for 2004-05 and 2006-07; and (c) assessing the effectiveness of state monitoring and improvement activities on outcomes for children with disabilities.

*Products:* The study is, in essence, a meta-evaluation—that is, an evaluation of states' own evaluations and, as such, will provide a qualitative and quantitative picture of state monitoring efforts. This will permit recommendations for best practices in monitoring to be developed and shared with states.





# **Personnel Preparation**



**84.325A**  
**Preparation of Special Education, Related Services, and  
Early Intervention Personnel to Serve Infants, Toddlers,  
and Children with Low-Incidence Disabilities**

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*Grant Number:* H325A000016

**Preparation of Inclusion Liaisons  
to Empower Students and Their Parents and Teachers**

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*Project Director:* Bullock, Lyndal  
University of North Texas  
College of Education  
Institute for Behavioral and Learning Differences  
P.O. Box 305250  
Denton, TX 76203-5250  
*Voice:* 940-565-3583; *Fax:* 940-565-4055  
*E-mail:* bullock@taccoeunt.edu

*Beginning Date:* 8/15/2000  
*Ending Date:* 8/14/2005

*OSEP Contact:* Beverly Brightly  
*Voice:* 202-245-7279  
*E-mail:* beverly.brightly@ed.gov

*Purpose:* This multidisciplinary project will develop and add a new training sequence to the university's existing teacher preparation program in special education with a focus on working with children and youth with traumatic brain injury (TBI). Individuals who complete this program sequence will have the necessary skills to serve effectively as inclusion liaisons with rehabilitation/hospital programs, community agencies, and public schools.

*Method:* The training sequence will be multidisciplinary in nature and will emphasize best practices. Training will supplement courses in a master's program with extensive observation and field experiences in a variety of settings that are relevant to services for children/youth with TBI. In addition, extensive use will be made of technology through distance learning, online training, and video conferencing. Each year 10 master's-level students will attend the program full time. The project emphasizes recruitment of highly qualified personnel from underrepresented groups to be prepared to work as inclusion liaisons with students with TBI, their parents, and teachers.

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*Grant Number:* H325A000021

### **Connecticut Early Intervention Credential**

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*Project Director:* Bruder, Mary Beth; Hanna, Gerarda  
 University of Connecticut Health Center  
 School of Medicine, Dept. of Pediatrics  
 263 Farmington Ave, MC 6222  
 Farmington, CT 06030-6222  
*Voice:* 860-679-1505; *Fax:* 860-679-1571  
*E-mail:* bruder@nso1uchc.edu  
*Web site:* www.uconnctd.org

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will increase the number and quality of early interventionists (across disciplines) serving infants and toddlers with disabilities in the state of Connecticut. The project will develop, implement, and evaluate an interdisciplinary preservice personnel preparation project that will lead to a state-recognized early intervention credential through a graduate certificate program at the University of Connecticut School of Medicine (UConn).

*Method:* Coursework and practica will be offered to 50 providers per year. The coursework will originate and be supported at UConn, and regional site coordinators will facilitate follow-up learning communities at three sites throughout the state. Onsite supervision will be provided for practica by the site coordinators. The content of the coursework and practica will correspond to competencies that must be demonstrated in order to be credentialed. This content includes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration.

*Products:* This project will be conducted in collaboration with the state early intervention Comprehensive System of Personnel Development (CSPD) and Birth to Three Interagency Coordinating Council (ICC). An additional feature of the project is a focus on systems change through the development of a state Higher Education Council to facilitate the adoption of the early intervention credential and competencies across preservice personnel preparation colleges and universities in Connecticut. Other states that are considering an early intervention credential have given their support to the project, thus broadening its systemic impact.

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*Grant Number:* H325A000025

### **Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss**

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*Project Director:* Bess, Fred H.  
 Vanderbilt University Medical Center  
 School of Medicine  
 21st Ave. South  
 Nashville, TN 37232-8700.  
*Voice:* 615-936-500; *Fax:* 615-936-5013  
*E-mail:* fredhbess@vanderbilt.edu

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This personnel preparation program focuses on early childhood audiology, specifically children 0-3 years of age and their families. The project will prepare audiologists to serve infants and toddlers with hearing loss. Emphasis is placed on the family, at-risk children, early amplification, and a multidisciplinary/interdisciplinary approach to the management of young children with hearing loss.

*Method:* The program fosters active participation from the medical school and early childhood/special education. To this end, resources from three departments associated with Vanderbilt University (Hearing and Speech Sciences, Special Education, and Pediatrics) are utilized to provide audiology students with an emphasis on very young children. The Department of Hearing and Speech Sciences serves as the host department. The plan is to enroll seven students each year (six funded) over a five-year period. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants and toddlers and their families. The program will feature a combination of didactic coursework and related field practicum. Graduates from this program will be able to take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on roles of administrators, supervisors, and/or consultants in educational agencies (local, state, and regional).

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*Grant Number:* H325A000033

**Preparation of Teachers of Children with Visual Impairments  
and Orientation and Mobility Instructors of Children**

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*Project Director:* Skellenger, Annette C.  
Western Michigan University  
3206 Sangren Hall  
Kalamazoo, MI 49008  
*Voice:* 616-387-5944; *Fax:* 616-387-5703  
*E-mail:* [annetteskellenger@wmich.edu](mailto:annetteskellenger@wmich.edu)  
*Web site:* [www.mich.edu/hhs/blrh/graduate/  
specializedprograms.html](http://www.mich.edu/hhs/blrh/graduate/specializedprograms.html)

*Beginning Date:* 8/31/2005  
*Ending Date:* 9/1/2000

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* [glinda.hill@ed.gov](mailto:glinda.hill@ed.gov)

*Purpose:* This project will prepare a total of 86 individuals (70 students funded from this project and 16 students whose preparation is not yet completed from the prior project), who meet the qualifications for Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) certification requirements in Teacher of Children with Visual Impairments (TCVI) and/or Orientation and Mobility with Children (OMC).

*Method:* The project will also refine and improve current program components, including the addition of technology for implementation of a distance education component. Program changes that will be implemented include: (a) expanding the options available to students entering the program by including a TCVI-only and an OMC-only component, and an OMC-only component for individuals who do not have prior degrees in education; (b) enhancing the curriculum in regard to transition, employment, and cultural diversity; and (c) updating technological capacity for the provision of coursework to students in the distance education component.

*Products:* The project includes two major components: an on-campus component and a distance education component. In the distance education component, students remain in their home districts and take academic coursework through distance education technology such as compressed video, delayed video, and Internet-based video streaming. Hands-on" coursework is taken during one to two summers on campus. Many graduates will receive dual Master's degrees and will meet the requirements for certification in TCVI and OMC. These individuals will be capable of addressing both the educational and the O&M needs of visually impaired infants, toddlers, children, and youth in their homes, communities, and classrooms, especially in rural areas.

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*Grant Number:* H325A000035

**Collaborative Teams**

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*Project Director:* Lifter, Karin; Nidwane, Abraham  
 Northeastern University  
 360 Huntington Ave., DSPA 405 Lake Hall  
 Boston, MA 02115-5000  
*Voice:* 617-373-5916; *Fax:* 617-373-8892  
*E-mail:* Lifter@neu.edu  
*Web site:* www.atsweb.neu.edu/cp/sp/eia.html

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Lisa Gorove  
*Voice:* 202-245-7357  
*E-mail:* lisa.gorove@ed.gov

*Purpose:* The goals for Project Collaborative Teams are the following: (a) to increase the number of early intervention personnel, especially personnel from underrepresented groups, such as persons from linguistically and culturally diverse backgrounds, and persons with disabilities or parents of children with disabilities; (b) to broaden their interdisciplinary preparation to include preparation in service delivery to infants and toddlers with Autism Spectrum Disorder (ASD); (c) to prepare students to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary team mates; (d) to prepare students to function effectively as members of a team on the Internet; and (e) ultimately, to improve services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds.

*Method:* Northeastern University (NU) has sponsored the only approved higher education program in Early Intervention in Massachusetts that is interdisciplinary. Students acquire 72 early intervention competencies in their coursework and field training, learning through a team-based approach. NU is also the home of the Global Early Intervention Network, an Internet community for parents, early intervention specialists, policy makers, college students, and faculty in the field of early intervention, which facilitates communication between participants and teams in a supportive and collaborative environment. The project will prepare students from five disciplines at the master's degree level (nursing, physical therapy, speech and language pathology, school psychology/counseling, and special education) with a team model presented by a team of faculty from the representative disciplines. The content of the program is driven by a research-to-practice focus, certification requirements, and the needs of an increasing and changing population.

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*Grant Number:* H325A000044

**Partners for the Inter-Professional Preparation of Personnel  
 in Low-Incidence Disabilities for Diverse Early Childhood Settings**

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*Project Director:* Cox, Ann; Reed-Victor, Evelyn  
 Virginia Commonwealth University  
 Virginia Institute for Developmental Disabilities  
 700 E. Franklin St  
 Richmond, VA 23284-3020  
*Voice:* 804-828-8244; *Fax:* 804-828-0042  
*E-mail:* acox@hsc.vcu.edu  
*Web site:* www.vcu.edu/partnership/uplink.htm

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The Virginia Institute for Developmental Disabilities at Virginia Commonwealth University, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work and the Department of

Psychology, has developed this project with the following goals: (a) to increase the number of personnel to provide high quality services to young children (ages 0-5) with low-incidence disabilities and their families in diverse settings; (b) to build strong university-community partnerships for the preparation of qualified personnel in urban environments; and (c) to increase the number of professionals from traditional underrepresented groups to serve children with low-incidence disabilities and their families.

*Method:* This interrelated, graduate training model incorporates (a) comprehensive early intervention/special education curriculum leading to teacher licensure in early childhood special education with specialized training in the area of low-incidence disabilities (80 trainees–16 per year for five years) with (b) an interprofessional specialty component that also provides an emphasis in low-incidence disabilities for trainees in general early childhood education, nursing, occupational therapy, physical therapy, psychology, and social work (60 trainees–12 per year for five years).

*Products:* The project also incorporates innovative design features to recruit and retain trainees from diverse backgrounds and to diversify the program faculty and staff. The project provides an annual summer partnership academy focusing on interprofessional training methods and content that emphasizes team work and state-of-the-art strategies for addressing the needs of young children with low-incidence disabilities.

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*Grant Number:* H325A000047

### **The Communication and Autism Project (CAP)**

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*Project Director:* Wegner, Jane; Myles, Brenda  
 University of Kansas - Lawrence  
 Center for Research  
 Schiefelbusch Inst for Life Span Studies  
 2385 Irving Hill Road, Youngberg Hall  
 Lawrence , KS 66045  
*Voice:* 785-864-4690; *Fax:* 785-864-5094  
*E-mail:* jwegner@ku.edu

*Beginning Date:* 6/1/2000  
*Ending Date:* 5/31/2005

*OSEP Contact:* Debra Price-Ellingstad  
*Voice:* 202-245-7481  
*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* This project will supply specialized training to speech-language pathology and special education graduate students to improve communication and instructional support to students with autism. The Communication and Autism Project (CAP) combines a longitudinal service perspective; collaboration among individuals with autism, families, and professionals; community-based fieldwork; a culturally diverse perspective; and distance learning opportunities.

*Method:* Trainees will participate in a research-based academic curriculum, a two year field experience with a family, use of reflective practice, and cultural experiences with individuals and families from a variety of cultural groups. Inservice participants will achieve project outcomes through summer institutes or online coursework. Individuals with autism will provide information and feedback to the trainees and will assist in the evaluation of the competencies acquired by the trainees and the achievement of project goals and objectives by project staff. Over five years, the project will provide training to over 100 individuals. The program's methods will be institutionalized and have a long-lasting effect through the development of Web-based courses.

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*Grant Number:* H325A000049

**Preparing Low-Incidence Disability Specialists**

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*Project Director:* Christensen, Kathee  
 San Diego State University  
 5250 Campanile Drive  
 San Diego, CA 92182-1931  
*Voice:* 619-594-6137; *Fax:* 619-594-7109  
*E-mail:* kchriste@mail.sdsu.edu  
*Web site:* www.rohan.sdsu.edu/~deafed

*Beginning Date:* 9/1/2000  
*Ending Date:* 8/31/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will recruit and prepare an ethnically and linguistically diverse group of professionals to meet the need for qualified personnel in the area of low-incidence disabilities. Graduate students will be recruited from the areas of communicative disorders (deaf education, audiology, and speech-language pathology) and special education (vision impaired and physically challenged) and will complete a curriculum that will maximize their competence to work with children who have low-incidence disabilities and who come from multilingual and multicultural family backgrounds.

*Method:* The project will use a well-established university clinic and will enhance collaborative agreements with local and state agencies. In order to supplement their coursework and provide additional observations and practicum experiences, students will work with infants, toddlers, and young children in schools and programs outside the university area. An innovative distance learning model will be piloted for inservice seminars in geographically remote areas.

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*Grant Number:* H325A000054

**Proposal for the Creation of a Professional Certification in Assistive Technology to Meet the Needs of Hispanic Children with Low-Incidence Disabilities**

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*Project Director:* Miranda, Maria I.  
 University of Puerto Rico  
 Medical Sciences Campus  
 CPRS-OID-PRATP  
 P.O. Box 365067  
 San Juan, PR 00936  
*Voice:* 787-764-6035; *Fax:* 787-754-8034  
*E-mail:* mmiranda@rcm.upr.edu

*Beginning Date:* 3/1/2000  
*Ending Date:* 2/28/2005

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* The goal of this project is the creation of a professional certification in assistive technology for Spanish-speaking professionals in Puerto Rico and the United States.

*Method:* Participating specialties will include but will not be limited to special education teachers, regular education teachers, related services specialists, early intervention specialists, transition specialists, and others in education and health-related professions. The certification will provide not only the theoretical basis of assistive technology but also a hands-on experience essential to the understanding of how technology works in benefit of individuals with disabilities. Central to the basic curriculum will be the identification of assistive technology needs of infants, children, and youth with low-incidence disabilities. Quality control, a profound basis on assessment, and the incorporation of research-based practices will be the cornerstones of this certification. Expected outcomes of this project are the following: an increase in the number of



specialists qualified to evaluate and recommend assistive technology for students with low-incidence disabilities; an infusion of assistive technology into the regular classroom curriculum; and an increase in opportunities of students with low-incidence disabilities to fully participate of the educational venture and reach the goal of total inclusion in society. Specific objectives of this professional development service are to: (a) create an infrastructure for the implementation of the certification; (b) develop and provide the certification in assistive technology; (c) provide financial assistance to professionals in preservice interested in obtaining the certification; and (d) establish the basis for continued support once funding has concluded.

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*Grant Number:* H325A000055

### **Statewide Collaborative Distance Learning for Early Interventionists**

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*Project Director:* Ballard-Rosa, Maurine  
California State University - Sacramento  
Special Ed, Rehab, and School Psych Dept.  
6000 J St.  
Sacramento, CA 95819-6063  
*Voice:* 916-278-6512; *Fax:* 916-278-5904  
*E-mail:* maurinebr@csus.edu

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project implements a statewide early intervention program collaboratively developed by a consortium of public and private universities and the California Department of Developmental Disabilities (DDS). A curriculum will be offered for DDS Authorization in Early Intervention in a five-course sequence plus practicum.

*Method:* Students from remote areas will be recruited, supported, advised, and monitored via distance learning programs. These methods will also allow the project to deliver the curriculum and offer online support.

*Products:* The project will create a statewide distance learning program to prepare early interventionists through a consortium of early childhood special education faculty from six public and private California universities in collaboration with the DDS and the California Early Intervention Technical Assistance Network. Outreach, recruitment, and support for underrepresented populations will help increase the diversity of early intervention personnel. The project will prepare 150 early interventionists and up to 150 Early Head Start professionals, including those in remote and underserved areas, to meet statewide competencies for early interventionists and provide high quality services to infants and toddlers with disabilities.

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Grant Number: H325A000057

**Strengthening Connections: Preparing a Diverse Workforce  
to Serve Young Children with Low-Incidence Disabilities and Their Families**

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*Project Director:* Tuchman-Ginsberg, Linda; Miller, Jon  
University of Wisconsin - Madison  
Waisman Center  
1500 Highland Ave., Room 231  
Madison, WI 53705-2280  
*Voice:* 608-263-6467; *Fax:* 608-263-0529  
*E-mail:* tuchman@waisman.wisc.edu  
*Web site:* www.waisman.wisc.edu/cedd/ecfr.html

*Beginning Date:* 6/1/2000  
*Ending Date:* 5/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will address the immediate and ongoing need for qualified and appropriately trained personnel to provide services for young children (ages birth to 8) with low-incidence disabilities and their families. The program will prepare preservice students for general education, special education, educational psychology, communicative disorders (speech & language pathology and audiology), occupational therapy, physical therapy, and social work.

*Method:* Training will be offered for two different levels of participation to students from these five degree-granting programs meeting state standards. Activities will include course work, community practica, family mentorships, cultural immersion experiences, and seminars, individually designed around a series of required and elective experiences focused on cultural competence and low-incidence interventions. Project objectives are as follows: (a) develop, implement, and evaluate two levels of low-incidence training activities for trainees from education, communication disorders, occupational and physical therapy, and social work, which build on and enhance departmental preservice programs; (b) develop, implement, and evaluate mechanisms for maximizing diversity within the trainee group, staff, consultants, families and all collaborators by establishing project support to meet the needs of students from underrepresented groups, through adaptations, ongoing support and training curriculum; (c) develop, implement, and evaluate new curriculum which ensures that each trainee develops a solid foundation of knowledge of all low-incidence disabilities within the themes of Families and Culture, Early Development, and Low-Incidence Disabilities and that activity continues after the funding period; and (d) develop, pilot, evaluate, revise, and disseminate project curriculum, related materials, and information.

*Products:* Over the five-year period, a total of 265 (60 Level II and 205 Level I) trainees from the five disciplines experiencing critical shortages will be employed in areas of critical need. In addition, the resources requested for this project will make a contribution to universities and state personnel development systems, and leave a legacy of new courses and interprofessional practices. Graduates will make at least a two-year commitment for each year of support received, which will impact on the critical personnel shortages in Wisconsin and the nation.

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*Grant Number:* H325A000071

**The Partnership for Progress: Low-Incidence Population**

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*Project Director:* Gavilan, Marisal; Fernandez, Alberto  
 Florida International University  
 Educational Psych and Special Ed  
 University Park Campus  
 11200 SW 8th St.  
 Miami, FL 33199  
*Voice:* 305-348-2097; *Fax:* 305-348-4125  
*E-mail:* gavilanm@fiu.edu  
*Web site:* www.fiu.edu/~gavilanm/ppp.html

*Beginning Date:* 2/1/2000  
*Ending Date:* 1/31/2005

*OSEP Contact:* Ray Miner  
*Voice:* 202-245-7452  
*E-mail:* raymond.miner@ed.gov

*Purpose:* This project will offer a training program to enhance the knowledge and skills of paraprofessionals currently working with low-incidence populations.

*Method:* Training will be based on participants' experiences and employment settings and will be developed into a model for the state. The training will include master teachers as mentors and parents of students with low-incidence disabilities as co-teachers. The program will be a collaboration between the university and various local institutions.

*Products:* Training will be provided and certification earned by paraprofessionals working in preschool, elementary, middle, and high school classes in inclusive and non-inclusive settings. Training will consist of class instruction and practicum experiences. A total of 300 paraprofessionals will be trained over the five years of the project. Financial support will be provided for 40 students with associate degrees to complete the special education undergraduate and certification program.

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*Grant Number:* H325A000073

**Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists and K-12 Teachers in Vision and Hearing Impairments**

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*Project Director:* Robins, Kathleen; McDonnell, Andrea  
 University of Utah  
 Dept of Special Education  
 1705 E.Campus Center Dr., Rm 225  
 Salt Lake City, UT 84112-9253  
*Voice:* 801-581-6082; *Fax:* 801-585-6476  
*E-mail:* krobin@gse.utah.edu  
*Web site:* www.ed.utah.edu/sped/research/vihi-grant.html

*Beginning Date:* 8/1/2000  
*Ending Date:* 7/31/2005

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will assist in alleviating the shortage of teachers and early intervention providers for children with sensory impairments at both the Utah Schools for the Deaf and Blind and in district-operated programs, by providing competency-based interdisciplinary training statewide to 25 prospective teachers annually.

*Method:* Program graduates will have experienced extensive opportunities to apply what they have learned in classes during practica in supervised, field-based sites that serve children from diverse family backgrounds,

with personnel that implement recommended practices. Utah has adopted an approach of consortium-building involving its two research universities (the University of Utah and Utah State University), school districts, early intervention programs, Utah Schools for the Deaf and Blind, State Department of Health, and State Office of Education. The existing personnel preparation programs have been fused to create a unified program to prepare early childhood specialists and teachers of children in kindergarten through 12th grade in hearing impairments/deaf and visual impairments/blind. Completion of this program leads to the state's required teaching certificates and endorsements. These two preparation programs are the only approved programs in Early Childhood Special Education and Sensory Impairments with established distance education capacity. This project will enhance distance delivery in Sensory Impairments and include use of EDNET (interactive television) technology to offer the program statewide.

*Products:* The project will provide stipends and tuition waivers to eight full-time students and seventeen part-time students. Students may enroll in this program as graduates or undergraduates and complete certification/endorsements as partial fulfillment for undergraduate or graduate degree requirements from either participating university. Graduates will be qualified to fill many roles in serving children who have sensory impairments such as: (a) early interventionists in home and center-based programs; (b) consultants to early intervention programs; (c) preschool teachers in both categorical and integrated preschool programs; (d) classroom teachers K-12; and (e) consultants in integrated programs.

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*Grant Number:* H325A000077

### **Tapping the Untapped: Training Diverse Second-Career Personnel in Early Childhood Special Education**

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*Project Director:* Okada, Doris  
 California State University - Dominguez Hills  
 1000 East Victoria St.  
 Carson, CA 90747-0001  
*Voice:* 310-243-3927; *Fax:* 310-516-3326  
*E-mail:* vnokada@deltanet.com  
*Web site:* www.csudh.edu/soe/programs.html

*Beginning Date:* 9/1/2000  
*Ending Date:* 8/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* California State University, Dominguez Hills (CSUDH), will implement and evaluate a preservice program for the preparation of teachers and related services personnel (speech/language pathologists, nurses, and social workers) from culturally or linguistically diverse backgrounds and individuals with disabilities to work with similar diverse children (ages birth to 5) with disabilities and those at risk.

*Method:* The objectives of this interagency, collaborative project are as follows: (a) to implement a high-quality interdisciplinary preservice program; (b) to recruit and provide opportunities for initial- and second-career candidates and related services personnel to receive preservice training in early childhood special education (ECSE); and (c) to attain 100% retention of trainees throughout the program and in the first year of employment. During the five-year project, a total of 60 prospective teachers and 30 related services personnel will complete course work, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve 900 children and their families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE state credential and an M.A. in Special Education degree.

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*Grant Number:* H325A000085

**SPICE: Specialized Personnel Increases Through Collaborative Efforts**

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*Project Director:* Wormsley, Diane; Huebner, Kathleen  
 Pennsylvania College of Optometry  
 Dept of Graduate Studies  
 8360 Old York Road  
 Elkins Park, PA 19027-1598  
*Voice:* 215-780-1366; *Fax:* 215-780-1357  
*E-mail:* Dwormsley@pco.edu

*Beginning Date:* 6/1/2000  
*Ending Date:* 5/31/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The goal of Specialized Personnel Increases through Collaborative Efforts (SPICE) is to increase numbers of qualified teachers of students with visual impairments (TVIs) and orientation and mobility specialists (O&M) who serve children and youth with visual and multiple disabilities (ages 0-21), by providing support for approximately 113 students over five years.

*Method:* The five objectives of this project include: (a) providing TVI personnel preparation programs in two states and O&M in six states; (b) increasing efforts to recruit potential applicants who reflect underrepresented groups; (c) producing five video-teleconferences addressing current issues faced by TVI and O&M professionals; (d) incorporating additional competencies and sensitivity to cultural diversity into Pennsylvania College of Optometry (PCO) coursework; and (e) incorporating additional competencies for working with children ages birth to three into PCO courses.

*Products:* The project aims to have approximately 50% of SPICE students come from underrepresented groups, including those with disabilities, and/or be from and/or plan to serve in rural areas. SPICE will accomplish these objectives through a variety of activities with the help of several collaborative partners: state education agencies in the seven states where programs will be offered (Pennsylvania, Maryland, Oregon, Minnesota, Ohio, Oklahoma, and Tennessee) and site coordinators in these states; the Distance Learning Center of Pennsylvania; the project's National Advisory Council; Consultants for Cultural Diversity and Early Intervention; and adjunct professors in each state. Mentoring of off-campus adjunct professors by PCO faculty is a large component of SPICE success. SPICE will establish a Minority Mentors/Ambassadors Program to assist with recruitment and mentoring of underrepresented student. Graduates from this program will receive dual TVI/O&M certification.

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*Grant Number:* H325A000087

**Preparation of Early Intervention Personnel**

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*Project Director:* Beckman, Paula J.  
 University of Maryland  
 Room 1308 Benjamin Bldg.  
 College Park, MD 20742-1161  
*Voice:* 301-405-6492; *Fax:* 301-314-9158  
*E-mail:* pb9@umail.umd.edu

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Lisa Gorove  
*Voice:* 202-245-7357  
*E-mail:* lisa.gorove@ed.gov

*Purpose:* This project will meet a pressing need in the state of Maryland for qualified personnel who have been trained to work with infants and toddlers who have disabilities. Approximately 20 students per year will participate in this program. The program will be open to Master's students and Advanced Graduate Specialist students in special education who wish to specialize in early intervention. It is intended to provide training

and experience to students who will be able to serve infants, toddlers, and their families in early intervention programs throughout Maryland. The program will also be available to graduate students who are seeking degrees in disciplines other than special education (e.g., human development) and who wish to provide intervention to infants, toddlers, and families.

*Method:* The program will (a) provide a program of course work and field experiences that reflect the state of the art in early intervention for children from birth to two years of age; (b) enhance existing course work and field experiences to focus on collaboration between professionals from multiple disciplines and between professionals and families; (c) enhance the existing program to address the needs of infants and toddlers from culturally diverse populations; (d) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and (e) make continuous improvements in intervention programs through partnerships with advisory board members and representatives from local school systems and infant and toddler programs.

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*Grant Number* H325A000097

**Multidisciplinary Personnel Training for Work  
with Deaf Children with Cochlear Implants in Rural Settings**

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*Project Director:* Schery, Teris  
Vanderbilt University, Peabody College  
Box 328 Peabody  
Nashville, TN 37240  
*Voice:* 615-322-8195; *Fax:* 615-343-1570  
*E-mail:* terisschery@vanderbilt.edu

*Beginning Date:* 1/1/2001  
*Ending Date:* 12/31/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This collaborative, interagency, and interstate project will implement a high-quality, multidisciplinary preservice program that uses problem-based learning to enable graduates to serve children with cochlear implants effectively in educational settings. It will develop a teleconferencing system in remote/rural areas to facilitate students' skills as consultants and inservice educators in support of children with cochlear implants.

*Method:* During the five years of the project, a total of 55 students (15 audiologists, 25 speech-language specialists, and 15 educators of the deaf) will complete multidisciplinary course work, including individualized field-based practicum experiences. In addition, students will participate as a member of a "distance-education cochlear implant support team" to develop and use teleconferencing as a means of providing educational support for children with cochlear implants in rural and remote settings. At least 10 of the trainees will represent ethnic or linguistic minorities.

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*Grant Number:* H325A000103

**Preparing Occupational Therapists for Careers in Early Intervention: A Program of Targeted Recruitment and Supported Preservice Preparation for Minority Students**

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*Project Director:* Burke, Janice P.  
 Thomas Jefferson University  
 College of Health Professions  
 Dept of Occupational Therapy  
 130 South 9th St., Suite 810  
 Philadelphia, PA 19107-5237  
*Voice:* 215-503-9606; *Fax:* 215-503-3499  
*E-mail:* janiceburke@mail.tju.edu

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* This project will develop an interdisciplinary, inter-institutional program designed to prepare students who are members of racial minority groups or those with disabilities to practice as pediatric occupational therapists within early interventionist contexts.

*Method:* A total of 20-25 students will complete the program and receive both Bachelor's and Master's degrees in occupational therapy. Students will be recruited through an inter-institutional affiliation and collaboration. Students will be members of racial minority groups or individuals with disabilities who will be recruited using innovative strategies designed to provide students with early exposure to occupational therapy and early intervention and ensure that they receive supports necessary to complete prerequisite coursework. The program of study provides students with general background and skills in occupational therapy and specialization in early intervention, through extensive coursework and fieldwork.

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*Grant Number:* H325A000128

**Early Intervention/Early Childhood Specialist Program**

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*Project Director:* McLoughlin, Caven; Espe-Sherwindt, Marilyn  
 Kent State University  
 Education Foundations and Special Services  
 405 White Hall  
 P.O. Box 5190  
 Kent, OH 44242-0001  
*Voice:* 330-672-2928; *Fax:* 330-672-2675  
*E-mail:* caven@kent.edu

*Beginning Date:* 6/1/2000  
*Ending Date:* 5/31/2005

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will provide interdisciplinary, field-based, graduate training to enable special education and related services trainees to acquire the competencies necessary to provide early intervention and early childhood services for infants, toddlers, and preschoolers with low-incidence disabilities and their families. This intensive, full-time training model is designed to meet the national, state, and regional needs for increased numbers of skilled interdisciplinary personnel.

*Method:* Each year, 14 students will complete academic and field-based training toward a Master's degree. Training includes intensive coursework and field-based training in childhood service sites based in the community. Internships will provide hands-on experiences regarding the application of information acquired in the classroom. Recruitment of persons with disabilities is a project priority.

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*Grant Number:* H325A000133

### **Auditory-Oral Training: Serving Young Children Who Have Hearing Impairments**

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*Project Director:* Niemeyer, Judith A.; Compton, Mary V.  
 University of North Carolina - Greensboro  
 School of Education  
 P.O. Box 26171  
 Greensboro, NC 27402-6171  
*Voice:* 336-334-3447; *Fax:* 336-334-4120  
*E-mail:* janiemey@uncg.edu; mvcompto@uncg.edu  
*Web site:* www.uncg.edu/ses/under/aoinindex.html

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will increase the number and quality of personnel prepared to work with infants, toddlers, and young children with low-incidence disabilities, specifically hearing impairments. The project will develop a new and unique track in the existing Education of Deaf Children program at the University of North Carolina at Greensboro by integrating a teacher licensure program in hearing impairment that focuses on Auditory-Oral communication with a teacher licensure program in Birth-Kindergarten.

*Method:* In responding to the absolute priority of preparing personnel to serve infants and young children with low-incidence disabilities, the project will: (a) alleviate North Carolina's critical shortage of adequately trained teachers to work with infants and young children with hearing impairments from diverse cultural backgrounds; (b) recruit and train individuals from underrepresented populations with an emphasis on recruiting and hiring individuals with disabilities; (c) develop an exemplary interprofessional training program with culturally competent, research-based, and outcome-based practices that provides trainees with competencies required by the state of North Carolina and professional accrediting organizations, thereby making them eligible for licensure in Hearing Impairment: Auditory-Oral focus and Birth-Kindergarten; (d) deliver training via technologically and experientially-based learning activities that highlight interprofessional, multidisciplinary connections; and (e) disseminate program components to other institutions of higher education.

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*Grant Number:* H325A010017

### **Preparation of Special Educators to Serve Children and Youth who are Deaf or Hard of Hearing from Different Cultural and Language Backgrounds**

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*Project Director:* Rose, Susan  
 University of Minnesota  
 Educational Psychology  
 200 Oak St SE  
 450 University Gateway  
 Minneapolis, MN 55455-2070  
*Voice:* 612-624-6387; *Fax:* 612-624-8241  
*E-mail:* srose@umn.edu

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project addresses national and local needs for the preparation of teachers to serve infants, children, and youth who are deaf or hard of hearing and come from different cultural and linguistic backgrounds.



*Method:* The teacher development model builds on collaborative resources and expertise at the University of Minnesota and the diverse communities in the region, and is designed to serve urban and rural areas through specialized teacher development. The project's curriculum includes model elements to ensure effective practices and services for children who are deaf or hard of hearing.

*Products:* In addition to the core preparation program, specialized elements include collaboration with families and community organizations serving persons who are culturally and linguistically diverse; specialized strategies in the areas of assessment, communication, instruction, and family support systems; collaboration with master teacher mentors experienced in multicultural contexts; integrated studies with teachers of second languages; and demonstration of skills and qualities required to work with families and children who are deaf or hard of hearing with different cultural or language backgrounds. The project will graduate a minimum of 45 students.

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*Grant Number:* H325A010022

**The Training of Social Workers to Meet  
the Educational and Emotional Needs of Deaf Children in Schools**

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*Project Director:* Arcari, Teresa; Sheridan, Martha  
Gallaudet University  
School of Education and Human Services  
Dept of Education  
800 Florida Ave., NE, HMB 5457  
Washington, DC 20002-3695  
*Voice:* 202-651-5160; *Fax:* 202-651-5817  
*E-mail:* Teresa.arcari@gallaudet.edu  
*Web site:* <http://depts.gallaudet.edu/socialwork/school-swk/Index.html>

*Beginning Date:* 8/15/2001  
*Ending Date:* 8/14/2006

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* This project will institute a master's degree in School Social Work and will expand part-time local internships into full-semester practica in various parts of the country. A special effort will be made to recruit a greater number of qualified candidates with diverse backgrounds, including deaf students, students with disabilities, and students from underrepresented racial and ethnic groups.

*Method:* The program will prepare 55 social work graduates committed to delivering highly specialized services to young deaf children in their schools. The program will offer the additional training required at the graduate level to allow students to work with underserved deaf children with a range of communication and educational needs and from diverse racial and ethnic groups. This includes the full range of children, from those with cochlear implants to those with complex, multiple physical and emotional needs that require significant support to promote success in school settings.

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*Grant Number:* H325A010045

### **Training Options for Early Intervention Personnel**

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*Project Director:* Zeph, Lucille  
 University of Maine  
 Center for Community Inclusion  
 Office of Research and Sponsored Progs  
 5717 Corbett Hall  
 Orono, ME 04469-5717  
*Voice:* 207-581-1084; *Fax:* 207-581-1231  
*E-mail:* lu.zeph@umit.maine.edu

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This collaborative project will develop, implement, evaluate, and institutionalize an interdisciplinary graduate personnel preparation program for well-qualified early intervention and related services personnel to serve children with low-incidence disabilities. Currently there is no sustained graduate program in early intervention in the state of Maine and this project addresses that void by providing flexible training options for related services and early childhood personnel, building on existing academic resources at the university.

*Method:* Program options include an interdisciplinary core curriculum, consisting of courses leading to certification for early childhood special education and a master's degree that focuses on preparation for leadership roles in early intervention. Training will be provided across the state through a combined approach of distance technologies, intensive training institutes, and mentoring. At the end of five years, 100 students will have completed the program, including 30 related services providers.

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*Grant Number:* H325A010046

### **Promoting Early Intervention Careers**

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*Project Director:* Horn, Eva; Thompson, Barbara  
 University of Kansas Center for Research, Inc.  
 Institute for Life Span Studies, Youngberg Hall  
 2385 Irving Hill Road  
 Lawrence, KS 66045-7563  
*Voice:* 785-864-0615  
*Fax:* 785-864-4149  
*E-mail:* evahorn@ku.edu; bthomps@ukans.edu

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will develop a new master's program leading to Kansas State Certification in Early Childhood Special Education. The project will support a total of 68 master's trainees (58 full-time and 10 part-time) during a five year period. The program will embody a theory-to-practice model of teaching and learning and will address the unique nature of infancy and toddler development and family needs in this period. Implementation of the model will include the establishment of a "learning communities" partnership with four early intervention programs that are representative of the diverse communities in which families and their children reside (e.g., urban, rural, linguistic diversity, cultural diversity, and economic diversity).

*Method:* The program is expected to impact on three levels: (a) increase the number of certified early intervention professionals who are competent to assume roles in providing comprehensive, transdisciplinary services to infants and toddlers with disabilities and their families in natural environments; (b) provide high-

quality training and apprenticeships to learn effective strategies for translating recommended practices into real world settings that represent the diverse communities in which families and their children reside; (c) recruit and retain high-quality students who represent a range of cultural, racial, linguistic, and ability backgrounds; and (d) assist program graduates in obtaining positions as early intervention providers, particularly in urban and rural areas.

*Grant Number:* H325A010064

### **Collaborative Professional Education Project (CPEP)**

*Project Director:* Falco, Ruth  
Portland State University  
Graduate School of Education  
P.O. Box 751  
Portland, OR 97207-0751  
*Voice:* 503-725-4486; *Fax:* 503-725-5599  
*E-mail:* falcor@pdx.edu

*Beginning Date:* 9/16/2001  
*Ending Date:* 9/15/2006

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Collaborative Professional Education Project (CPEP) will provide an innovative approach to collaborative team education for approximately 175 preservice professionals. The program will provide advanced training and prepare professionals at the master's level, to improve outcomes for students with significant cognitive, physical, and sensory disabilities.

*Method:* Participants will be trained to be special educators, communication disorder specialists, vision specialists, occupational therapists, and physical therapists. The program will incorporate research-based curriculum and practices for serving children with significant and multiple disabilities, addressing special needs of children from different linguistic and cultural backgrounds through field experiences in settings provided by collaboration with state and local education agencies.

*Grant Number:* H325A010067

### **Linking Research and Intervention: Early Intervention Training for Infants with Low-Incidence Disabilities and their Families**

*Project Director:* Jarrett, Marion; Browne, Barbara  
George Washington University  
2134 G St. NW  
GHESD-DTPSE  
Washington, DC 20052  
*Voice:* 202-994-1509; *Fax:* 202-994-3365  
*E-mail:* mjarrett@gwu.edu

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The George Washington University Linking Research and Intervention (LRI) Project will provide a master's degree training program in infant special education for special educators, related service personnel, and others seeking training in early intervention.

*Method:* Built on an exemplary infant special education program, the LRI program provides a research-based curriculum to improve outcomes and foster access to and achievement in natural environments, and provides

training and practice opportunities to enhance collaborative skills to meet the needs of infants and families from diverse cultural and linguistic backgrounds, especially those living in high poverty urban areas.

*Products:* The program will be implemented in collaboration with George Washington University and other professional development partners to provide field-based training opportunities in various culturally diverse settings. A total of 40 full-time and 20 part-time students will receive master's degrees and be eligible for early intervention/early childhood special education certification.

*Grant Number:* H325A010069

### **Rural Links:**

#### **A Collaborative Teacher Recruitment, Preparation, and Placement Project**

*Project Director:* Rosenkoetter, Sharon  
Oregon State University  
Human Development & Family Sciences  
322 Milam Hall  
Corvallis, OR 97331-5102  
*Voice:* 541-737-8529; *Fax:* 541-737-1076  
*E-mail:* Sharon.rosenkoetter@orst.edu

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project proposes a collaboration among three Oregon universities and rural community partners to recruit, prepare, and place rural early interventionists and preschool/elementary teachers of children with significant disabilities in areas where they are most needed. The project will be coordinated by Oregon State University's Department of Human Development and Family Sciences, which, through its land-grant mission and active 4-H Youth Development Program, has close ties to every rural county in the state.

*Method:* Oregon State University will recruit promising students from rural areas, seeking especially candidates from underrepresented groups. During their undergraduate years, students will receive foundational work in child development, family systems and services, disabilities, and basics of teaching. They will also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students will continue toward early intervention or special education licensure by an articulated transfer to the University of Oregon or Western Oregon University.

*Products:* The universities will then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest. The project will graduate at least nine professionals per year—at least 45 in total—to provide quality services for rural infants and children with low-incidence disabilities and their families. It will also provide materials—including some distance delivery courses—to enable other universities to do the same.

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*Grant Number:* H325A010071

**Project FAMILY 2001+:**

**Facilitating and Mentoring Interdisciplinary Learning for the Years 2001+**

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*Project Director:* Dodd, Mary; Lougeay, Janice  
 University of Texas - Dallas  
 School of Human Development  
 P.O. Box 830688  
 Richardson, TX 75083-0688  
*Voice:* 972-883-2541; *Fax:* 972-883-2491  
*E-mail:* marydodd@utdallas.edu

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will expand an existing practicum and create two others to train interdisciplinary teams of graduate students from two disciplines to provide culturally sensitive, family-centered services to infants and toddlers in natural environments, including homes, centers, health care facilities, and high-poverty community settings.

*Method:* Affirmative strategies will be taken to ensure the participation of culturally, linguistically, socioeconomically, and other diverse individuals as well as those with disabilities and parents of children with disabilities at all levels and in all activities.

*Products:* A cultural competence advisor will develop modules designed to increase the competence of graduates who will be trained in the use of techniques from cultural anthropology to help them better understand the lifeways of others. Students will practice interdisciplinary teaming skills in culturally diverse, high-poverty communities and will have opportunities to provide services under direct supervision by project faculty. The project will support 60 full-time and 20 part-time students over the five years.

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*Grant Number:* H325A010073

**Project S.T.A.R.T.–Sharing Technologies and Resources:  
 Collaborative Personnel Preparation in Visual Impairment**

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*Project Director:* Fazzi, Dianel  
 California State University - Los Angeles  
 Div of Special Education  
 Charter School of Education  
 5151 State University Dr  
 Los Angeles, CA 90032  
*Voice:* 323-343-4411; *Fax:* 323-343-5605  
*E-mail:* dlfazzi@pacbell net

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2006

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project will assist in alleviating the shortage of special education, related services, and early intervention personnel available to serve infants, toddlers, and children with visual impairments in the western region of the US.

*Method:* Through a sharing of distance education technologies and resources, California State University at Los Angeles (CSULA) and the University of Northern Colorado propose to train teachers of students with visual impairments and orientation and mobility specialists to work with learners who have visual

impairments, including those with multiple disabilities. Thirty full-time and 78 part-time graduate students will receive financial assistance. Approximately 87 to 100 educators and related service personnel will complete the M.A. degree and/or credential/certification programs by the end of the project period, with an additional 8 to 21 completing the program in the following years.

*Products:* The project will help to meet the shortage of personnel by increasing the capacity of two university programs to deliver courses using distance technologies. The project will improve the quality of the training programs at both universities by sharing courses and parts of courses available online, joining students at both universities in online chats and discussion boards, and collaboratively designing content that meets the needs of both programs. Each course will incorporate field experiences in LEAs as well as in specialized schools for students with visual impairments. All coursework and fieldwork experiences will reflect best practices. The project will emphasize recruitment, retention, and training of graduate students from traditionally underrepresented backgrounds, including individuals who are bilingual, individuals from ethnic minority backgrounds, and individuals who have disabilities.

*Grant Number:* H325A010077

**Field-Based Teacher Education to Prepare Teachers  
for Diverse Learners who are Deaf or Hard of Hearing**

*Project Director:* Otis-Wilborn, Amy; McLean, Mary  
University of Wisconsin - Milwaukee  
Graduate School  
P.O. Box 340  
Milwaukee, WI 53201-0340  
*Voice:* 414-229-4322; *Fax:* 414-229-5500  
*E-mail:* amy@uwm.edu  
*Web site:* www.uwm.edu/Dept/cate

*Beginning Date:* 4/1/2001  
*Ending Date:* 3/31/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will prepare early childhood educators to teach students who are deaf or hard of hearing and who are from diverse ethnic and linguistic backgrounds. It will recruit students for a certification and a credentialing program, with an emphasis on recruiting from culturally and linguistically diverse populations and students with disabilities. It will prepare 35 teachers with certification in Deaf/Hard of Hearing and 25 teachers with a credential in working with young children who are deaf/hard of hearing and their families.

*Method:* The University of Wisconsin-Milwaukee will work in partnership with other state and local agencies to coordinate the delivery of teacher education to meet project objectives. Distance education will be used to make the programs accessible outside of southeastern Wisconsin. Additionally, master teachers will serve as field-based mentors. The project will also establish a standards-based performance assessment system that will ensure student competence prior to certification and credentialing.

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*Grant Number:* H325A010081

**Intermountain Hearing Impaired Partnership, 2001-2006**

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*Project Director:* Longhurst, Thomas M.  
 Idaho State University  
 Dept of Speech Pathology and Audiology  
 P.O. Box 8046  
 Pocatello, ID 83209-8046  
*Voice:* 208-282-2204 ; *Fax:* 208-282-4602  
*E-mail:* longthom@isu.edu

*Beginning Date:* 8/15/2001  
*Ending Date:* 8/14/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project is a partnership between Idaho State University and other educational entities in the northwest states to fund the training of 120 bachelor-level interpreters for infants, toddlers, and children who are deaf or hard of hearing and 45 master's-level teachers.

*Methods:* An advisory committee will assist with the development of the project by reviewing competencies, coursework, and practica and advisement on program development. They will share training and service delivery information and facilitate recruitment through information dissemination, referrals and nominations. They will also provide a network for employee recruitment and for methods of facilitating employee retention. After completing their general education, educational interpreting graduates will fill leadership roles as mentors/supervisors in school interpreter service programs.

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*Grant Number:* H325A010088

**Early Childhood Low-Incidence Personnel Preparation System (ECLIPPS)**

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*Project Director:* Baird, Samera; Reilly, AmySue  
 Auburn University  
 Rehabilitation and Special Education  
 310 Samford Hall  
 Auburn, AL 36849-5131  
*Voice:* 334-844-4438; *Fax:* 334-844-2088  
*E-mail:* bairdsa@auburn.edu  
*Web site:* www.auburn.edu/eclipps

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2006

*OSEP Contact:* Lisa Gorove  
*Voice:* 202-245-7357  
*E-mail:* lisa.gorove@ed.gov

*Purpose:* Project ECLIPPS (Early Childhood Low-Incidence Personnel Preparation System) will increase the quantity and quality of personnel available to serve young children with low-incidence disabilities and their families. Emphasis will be on providing service in remote, rural regions.

*Method:* Low-technology distance education will be used to train individuals to meet Alabama's standard for providing special instruction to eligible infants and toddlers. The training will lead to a master's level early childhood special education teaching certificate, as well as specialized low-incidence disability training in diverse preservice programs. The program will consist of coursework, mentorships, and field experiences. Over the five years of the project, (a) 50 individuals seeking training to meet Alabama's Early Intervention System (AEIS) standard to provide early intervention special instruction; (b) 20 individuals seeking Master's level Early Childhood Special Education (ECSE) teaching certification; and (c) 20 related service providers seeking low-incidence disability training will complete their respective programs in low-incidence disabilities.

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*Grant Number:* H325A010095  
**Educators Without Borders**

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*Project Director:* Sanchez, Sylvia; Thorp, Eva  
 George Mason University  
 Helen A. Kellar Center for Human disAbilities  
 4400 Univ Dr, Mail Stop 4B3  
 Fairfax, VA 22030  
*Voice:* 703-993-2041; *Fax:* 703-993-3681  
*E-mail:* ssanche2@gmu.edu; ethorp@gmu.edu  
*Web site:* <http://mason.gmu.edu/~ethorp/EvaThorp/EWB.htm>

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2006

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Educators without Borders (EWB) will recruit, support, and mentor individuals from traditionally underrepresented groups entering the field of early intervention. The project will build on the successes of an ongoing preservice program that prepares educators to work with culturally and linguistically diverse young children with low-incidence disabilities. The project will develop the skills needed for effective and responsive service delivery in diverse community settings and will create a mentorship network for participants during both the preservice and induction phases of preparation.

*Method:* Using an advisory group of diverse professionals, EWB will recruit candidates through the university's minority student affairs office and through other resources and it will provide these students with the knowledge and skills necessary to work with culturally and linguistically diverse infants/toddlers and families in early intervention through participation in a field-based personnel preparation program with ongoing partnerships with schools and community programs working with diverse families. EWB will also use a variety of ongoing support strategies to systematically address issues of culture, language, disability, and identity as they impact professional service delivery. It will identify and assist a network of leader/mentors to assist students during their induction period with issues of skill and issues that confront them as educators from underrepresented group.

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*Grant Number:* H325A010107  
**Project Vision**

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*Project Director:* Mercer, Dixie  
 Stephen F. Austin State University  
 Dept. of Human Services  
 P.O. Box 13024  
 Nacogdoches, TX 75962  
*Voice:* 936-468-1142; *Fax:* 936-468-5837  
*E-mail:* dmercer@sfasu.edu

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2006

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project is a preservice program to prepare approximately 300 full- and part-time students for certification as teachers of students with visual impairments or as mobility instructors. Using distance education networks, the project will expand the university's current visual impairments program and ensure accessibility in five states.

*Method:* The project will recruit an increased number of students with disabilities and from culturally and linguistically diverse populations, provide increased supervision and support for students working as visual impairment teachers under emergency certification, expand field-based experiences in public schools



throughout the student's training period, develop and deliver modules on working with culturally and linguistically diverse populations with visual impairments, create a series of training sessions/materials on assessing disability-specific technology needs, develop advanced program considerations for the 0-3-year-old population, and use advanced strategies for teaching braille and encouraging braille literacy.

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*Grant Number:* H325A010114

### **Interdisciplinary Models of Parent and Child Therapeutic Services**

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*Project Director:* Case-Smith, Jane

Ohio State University

Allied Medicine

406 Atwell Hall

Columbus, OH 43021

*Voice:* 614-292-0357; *Fax:* 614-292-0210

*E-mail:* case-smith.1@osu.edu

*Beginning Date:* 8/1/2001

*Ending Date:* 7/31/2006

*OSEP Contact:* Jennifer Tschantz

*Voice:* 202-245-7556

*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This interdisciplinary project will prepare, over a 5-year period, 50 full-time trainees in special education, occupational therapy, physical therapy, nursing, and speech pathology to provide best practice early intervention services. Each trainee will complete a master's degree in one of five disciplines, will receive an Interdisciplinary Specialization in Early Intervention, and will be eligible to apply for Ohio Early Intervention Certification. Fifty additional part-time trainees will receive stipends to complete the courses to qualify for Early Intervention Certification. In addition, long-distance courses will be developed and provided to early intervention (EI) service providers in rural areas so that they can complete the EI certification.

*Method:* The program requires that trainees take at least one course in each of six content areas. The content includes: (a) child development, disability, and health; (b) family systems and dynamics; (c) early intervention theory and practice; (d) inclusive service delivery; (e) interdisciplinary teaming; and (f) cultural diversity. Two intensive practica with families will be established to enable the trainees to appreciate service delivery from a family's perspective and to understand issues related to cultural diversity. Faculty will develop and implement the program with the assistance of a parent coordinator. Long-distance courses for credit toward early intervention certification will be provided to early intervention personnel in rural Ohio. Courses will be developed using Web CT and interactive video, and then will be offered to multiple receiving sites in rural counties.

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*Grant Number:* H325A020009

**Preparation of Speech and Language Specialists  
to Serve Children with Autism Spectrum Disorders**

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*Project Director:* Golper, LeeAnn; Hale, Sue  
Vanderbilt University  
School of Medicine  
1114 19th Ave. S.  
Nashville, TN 37212  
*Voice:* 615-936-5057; *Fax:* 615-936-5013  
*E-mail:* lee.ann.golper@vanderbilt.edu

*Beginning Date:* 7/1/2002  
*Ending Date:* 6/30/2007

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will provide comprehensive, preprofessional training for speech-language pathologists to better serve children with autism spectrum disorders and their families.

*Method:* The project will enroll and train a total of 25 speech-language pathology master's-level students with a targeted curriculum and field experiences aimed at specific competencies for working with autism spectrum disorders. The project will accomplish the following: (a) serve as a model for other preprofessional programs in speech-language pathology considering offering specialty tracks for low-incidence populations; and (b) put entry-level clinicians on a career path in which they will ultimately become key resources for services to individuals with autism and their families, as well as leaders and potential mentors in this area. Trainees will be led through the development of specific competencies related to assessment, diagnosis, and intervention with autism, and the application of multidisciplinary, interdisciplinary, and transdisciplinary team approaches. The project features a multidisciplinary research seminar on autism spectrum disorders that emphasizes the following topics: (a) contemporary issues in autism spectrum disorders; (b) early identification and issues in differential diagnosis of autism spectrum disorders in pre-school populations; (c) school age management of autism spectrum disorders; (d) educational environment and socialization of the adolescent and young adult with autism spectrum disorders; and (e) cultural and other issues with families and working with families in the management of autism spectrum disorders. On-campus clinical training will be offered, and field service training will take place in externships, rotating students through selected practicum settings focused on preschool-aged children with autism. The project will increase both the quantity and quality of trained specialists who are ultimately employed in early intervention programs to provide services within the middle Tennessee area.

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*Grant Number:* H325A020011

**Infant-Family Specialist Personnel (IFSP) Project**

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*Project Director:* Squires, Jane; Bricker, Diane  
University of Oregon  
Office of Research Services & Admin  
5219 University of Oregon  
Eugene, OR 97403-5219  
*Voice:* 541-346-0807; *Fax:* 541-346-5639  
*E-mail:* jsquires@oregon.uoregon.edu

*Beginning Date:* 9/1/2002:  
*Ending Date:* 8/31/2007

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will prepare preservice early intervention and related services personnel, with a strong emphasis on working effectively with infants/toddlers and their families with diverse values, cultures, and

backgrounds, and with an emphasis on recruiting students with diverse backgrounds. The content of this personnel preparation program is designed to assist students in developing competencies in theory and applications.

*Method:* The program will offer on-campus training in which early intervention/special education, related services, and early childhood specialists will receive a master's degree and early interventionist license. It will also offer an online program for trainees in rural areas. Twelve trainees will be funded each year to participate in the master's licensure option and eight will be funded to participate in the rural option.

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*Grant Number:* H325A020014

**Web-Based Preparation of Occupational and Physical Therapists for Early Intervention and Related Services for Students with Low-Incidence Disabilities**

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*Project Director:* McEwen, Irene  
University of Oklahoma  
Health Sciences Center  
P.O. Box 26901  
Oklahoma City, OK 73190-1090  
*Voice:* 405-271-2131; *Fax:* 405-271-2432  
*E-mail:* irene\_mcewen@ouhsc.edu

*Beginning Date:* 7/1/2002  
*Ending Date:* 6/30/2007

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will increase the number of occupational therapists and physical therapists who are well qualified to provide early intervention and related services, including assistive technology, for infants, toddlers, children, and youth with low-incidence disabilities. During this five-year program, the project will support, each year, up to 30 occupational therapists and physical therapists in the 36-credit postprofessional (advanced) Master of Science degree program. Participants will be recruited nationally, with emphasis on identification and recruitment of therapists who are members of traditionally underrepresented groups.

*Method:* The project will provide an entirely Web-based delivery option for a Master of Science degree program in rehabilitation science, with an emphasis on early intervention, school-based therapy, and assistive technology. The Web-based option will make the University of Oklahoma Health Science Center's onsite program available to occupational therapists and physical therapists throughout the United States and the world. Parents of children with disabilities and interprofessional faculty have participated in the development of all of the project courses. Parents of children with disabilities, people with disabilities, and Oklahoma State Department of Education personnel will be involved in the project, including its modification, implementation, and evaluation. At least 125 students will graduate from the program with advanced knowledge, skills, and attitudes, which will lead to improved outcomes for infants, toddlers, children, and youth with low-incidence disabilities.

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*Grant Number:* H325A020023

**A Model of Preparing Graduate Students and Professional Educators  
and Related Service Personnel to Work with Infants and Toddlers with Disabilities**

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*Project Director:* Delaney, Elizabeth; Kolobe, Thubi  
University of Illinois - Chicago  
College of Education  
1040 W. Harrison  
Chicago, IL 60607  
*Voice:* 312-996-4677; *Fax:* 312-996-5651  
*E-mail:* bdelaney@uic.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will institute a transdisciplinary training model to prepare early interventionists to better meet the needs of children with disabilities and their families who live in urban underserved environments. The research-based curriculum focuses on an integrated, team-based, family-centered model of personnel preparation.

*Method:* The curriculum for this project will build on prior student knowledge and disciplinary preparation by adding advanced coursework and field experiences. The flexibility and multifaceted quality of the curriculum will help foster in participants the adaptive skills necessary for working effectively in complex urban environments where families encounter multilevel risk factors. The training program will target graduate students with no prior early intervention experience, those with limited experience, and professionals currently working in early intervention.

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*Grant Number:* H325A020029

**Improved Training of Physical Therapists in Early Intervention Settings (IMPRINTS)**

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*Project Director:* Baker, Christine P.; Wild, Dana  
University of Texas - Galveston  
Medical Branch  
301 University Blvd.  
Galveston, TX 77555-1028  
*Voice:* 409-772-3068; *Fax:* 409-747-1613  
*E-mail:* cbaker@utmb.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2007

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will: (a) improve the preparation of physical therapists as related service personnel to provide services to infants and toddlers with disabilities; and (b) increase the number of physical therapists who are culturally and linguistically different and/or have disabilities to serve young children.

*Method:* Through this project, the University of Texas Medical Branch at Galveston will provide preservice preparation of 50 physical therapists enrolled in the masters-level program, including those who are culturally and linguistically different and those with disabilities, to work with infants and toddlers with disabilities. The project will: (a) develop specific courses to improve the knowledge of physical therapists regarding the needs of infants and toddlers with disabilities; (b) increase the number of clinical practicum sites offering infant and early intervention opportunities to physical therapy interns; (c) improve recruitment efforts and graduate placement to increase the number of physical therapy graduates who are culturally and linguistically different and/or have disabilities who are interested in serving infants and toddlers with disabilities; (d) establish an advisory panel consisting of professionals and families of infants and toddlers

with disabilities to verify the content of the special courses and desired qualities of the graduates; and (e) provide stipends to financially support interns interested in gaining additional training to provide appropriate physical therapy services to infants and toddlers with disabilities.

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*Grant Number:* H325A020032

### **Field-Based Early Childhood Low-Incidence Graduate Training Proposal**

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*Project Director:* Turner, Keith  
 University of Texas - Austin  
 Office of Sponsored Projects  
 P.O. Box 7726  
 Austin, TX 78713-7725  
*Voice:* 512-232-5538; *Fax:* 512-232-5686  
*E-mail:* turner.keith@mail.utexas.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This training project will prepare teachers with competencies in the areas of early childhood special education and low-incidence disabilities. The project will focus on recruiting students with and without teaching experience. Interactive, computer-based, multimedia training content will be developed to enhance course content.

*Method:* The course content will teach the students sensitivity to family values, issues, and practices; it will develop transactive methods of observations in the home, school, and community; it will develop collaborative partnerships with families in the design of intervention programs in the home, school, and community; and it will promote a spirit of belonging in natural and least-restrictive environments. Video case studies will be used to ensure that students are responsive to cultural diversity issues and will be able to design interventions in accordance with the family values and the developmental needs of all children. The program expects to train 100 graduates over the five years of the project.

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*Grant Number:* H325A020041

### **Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication**

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*Project Director:* Kennedy, Marianne  
 Southern Connecticut State University  
 School of Health & Human Services  
 Commun. Disorders, 501 Crescent St.  
 New Haven, CT 06515-1355  
*Voice:* 203-392-5960; *Fax:* 203-392-5968  
*E-mail:* kennedy@southernct.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2007

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will train speech-language pathologists and special educators to provide high-quality services to infants, toddlers, children, and youth who require assistive technology or augmentative communication to benefit from a free appropriate public education.

*Method:* Over the course of five years, the project will provide partial tuition and stipend support to 60 master's-level students in speech-language pathology and special education. Students will complete interdisciplinary coursework and practicum experiences in assistive technology and augmentative communication in competency-based training components. Training will emphasize best practices, including

technical skills, evidence-based practice, cultural competence, collaboration and interdisciplinary teaming, and professional and ethical practice.

*Grant Number:* H325A020067

### **Specialty Preparation for Speech-Language Pathologists to Work with Deaf and Hard of Hearing Children and Youth**

*Project Director:* Brown, Paula M.  
Rochester Institute of Technology  
National Technical Inst. for the Deaf  
52 Lomb Memorial Dr.  
Rochester, NY 14623-5604  
*Voice:* 585-475-6593; *Fax:* 585-475-7920  
*E-mail:* PMBNCI@RIT.EDU

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* A key aspect of improving service delivery to deaf and hard of hearing students is to improve preservice and academic education of professionals working with those students. High-quality speech-language therapy services are essential for the success of students who are deaf or hard of hearing in developing effective communication skills. In response to this, the National Technical Institute for the Deaf and Nazareth College of Rochester will implement a model collaborative certificate program to provide specialized training for speech-language pathologists.

*Method:* The program will provide training in the full range of communication approaches, and provide exposure to deaf culture and the social, educational, and cultural issues facing deaf and hard of hearing children and their families. Cohorts of 10 students annually will complete the certificate program, significantly increasing the number of speech-language pathologists in the region who have the training and skills to provide high-quality speech and language therapy to children and adolescents who are deaf and hard of hearing. The program will be marketed nationally to bring committed graduate students in speech-language pathology to the program.

*Grant Number:* H325A020081

### **Preparing Family-Infant-Toddler Specialists (FITS)**

*Project Director:* Cross, Lee S.  
University of Central Florida  
4000 Central Florida Blvd.  
Orlando, FL 32816-1250  
*Voice:* 407-823-5477; *Fax:* 407-823-5135  
*E-mail:* lcross@mail.ucf.edu

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2007

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The Family-Infant-Toddler Specialists (FITS) project will lead to a credential for early interventionists based on current research and information through competency-based coursework. Participants in the program will be provided with the necessary knowledge and skills from an interdisciplinary perspective, including a family as a faculty component, in order to deliver effective services.

*Method:* The project will deliver competencies developed collaboratively between the University of Central Florida and other educational entities, and mastery of these competencies will result in an FITS credential.

Course content will build on a state pre-kindergarten disability endorsement, focusing on low-incidence disabilities, teaming, collaboration, and consultation in natural environments. Over the course of the project, 175 participants are expected to complete the training program for the FITS credential.

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*Grant Number:* H325A020104

**Project ASSURE–Personnel Preparation:  
Young Children with Low-Incidence Disabilities**

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*Project Director:* McInerney, William; Dinnebeil, Laurie  
University of Toledo  
2801 West Bancroft St.  
Toledo, OH 43606-3390  
*Voice:* 419-530-2284; *Fax:* 419-530-8447  
*E-mail:* william.mcinerney@utoledo.edu

*Beginning Date:* 7/15/2002  
*Ending Date:* 7/14/2007

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The University of Toledo's College of Education will conduct a graduate-level personnel preparation program, anchored in professionally recommended practices, that will address the critical regional, state, and national personnel shortage of teachers of young children (ages birth to 8 years) with severe developmental disabilities. Project ASSURE will prepare 72 graduate students to assume positions as Early Childhood Special Education teachers in preschool and primary grades or as Part C Early Intervention professionals.

*Method:* Project ASSURE will prepare 72 early childhood specialists in four part-time, two-year training cycles and five one- year, full-time training cycles. Recruitment of full-time students will focus on those professionals who hold the Ohio early childhood license (ECL). Immediate priority for selection for the part-time program of study will be afforded to early childhood educators who are currently providing early intervention and early childhood intervention services without appropriate certification or licensure. The focus of the graduate program preparation in the preschool and primary areas will be the synthesis of direct instruction and incidental teaching in the continuum of least restrictive environment (LRE) options for young children who experience severe disabilities. Program content and field experiences will address effective intervention in inclusive environments, consistent with LRE and natural environments initiatives. The principles and practices of family-centered services and multicultural sensitivity will be the cornerstone of the early intervention component of the program. Effective intervention through developmentally appropriate early learning experiences will be emphasized via adoption of incidental and activity-based instructional strategies as primary modes of intervention planning for home-based and center-based intervention. Awareness of transdisciplinary team interaction, itinerant service delivery models, and professional and interpersonal skills that contribute to effective team membership and family support also will be examined. Parents of children with developmental disabilities will be directly involved in the design of courses, seminars, and practicum experiences and also will serve as co-instructors in selected courses and seminars.

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*Grant Number:* H325A020106

**Early Intervention Specialist Program**

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*Project Director:* Mahoney, Gerald  
 Case Western Reserve University  
 10900 Euclid Ave., M.L. 7164  
 Cleveland, OH 44106-7164  
*Voice:* 216-368-3823; *Fax:* 216-368-2295  
*E-mail:* gjm14@po.cwru.edu

*Beginning Date:* 7/1/2002

*Ending Date:* 6/30/2007

*OSEP Contact:* Beth Caron

*Voice:* 202-245-7293

*E-mail:* beth.caron@ed.gov

*Purpose:* This project will provide interdisciplinary, field-based graduate training that will enable social work, speech pathology, and nursing students to acquire the competencies necessary to provide high-quality early intervention services for infants and preschoolers at risk for disabilities or with disabilities and their families.

*Method:* Approximately 56 full-time trainees will complete intensive academic and field-based training. They will receive tuition and stipend support for the 11-month (three-semester) involvement necessary to complete Early Intervention/Early Childhood Specialist requirements. The interdepartmental design of the project will involve three related service training programs at Case Western Reserve University. Trainees will complete a minimum of 15 semester hours of coursework as well as intensive field-based training to fulfill the competencies established by the Ohio Early Intervention (Part C) Comprehensive System for Personnel Development committee. Trainees will complete a minimum of 600 clock hours of supervised field-based training at community-based early intervention/early childhood services sites. Internships will provide hands-on experiences regarding the application of information acquired through formal coursework. Trainees will integrate their early intervention specialization coursework into graduate degree and licensure programs in social work, speech pathology, and nursing.

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*Grant Number:* H325A020113

**Early Childhood and Developmental Risk: An Interdisciplinary Teacher Preparation Program in Psychology, Early Childhood and Early Childhood Special Education**

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*Project Director:* Pullen, Paige C.  
 University of Virginia  
 Curry School of Education  
 254 Ruffner Hall  
 Charlottesville, VA 22904-4268  
*Voice:* 434-243-5502; *Fax:* 434-924-0747  
*E-mail:* pullen@virginia.edu

*Beginning Date:* 8/1/2002

*Ending Date:* 7/31/2007

*OSEP Contact:* Maryann McDermott

*Voice:* 202-245-7439

*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This interdisciplinary teacher preparation program will integrate developmental psychology, early childhood education, and early childhood special education to produce graduates to staff and lead educational programs that serve children birth through age eight with a range of risk and disability conditions, including children with low-incidence disabilities, mild disabilities, and typically developing children.

*Method:* The five-year program will train 16 students each year for a total of 80 graduates. Upon completion of the program, students will earn a bachelor's degree in psychology and a master's degree in education. Graduates of the program will be certified to teach children with low-incidence disabilities in the general



education early childhood curriculum. They are likely to be employed by public schools, Head Start programs, early intervention programs, and a range of other service providers. The program consists of a sequence of courses and practica, including knowledge of child development; appropriate assessment and intervention techniques for young children; family-focused and culturally responsive services, and the collaborative skills required to work with other professionals in related fields. Additionally, the program includes a strong focus on the specialized skills necessary for working with children with low-incidence disabilities such as: (a) the use of augmentative and alternative communication methods; (b) positioning, handling, and self-care techniques; (c) the development of positive behavioral support programs; (d) the development of functional and age-appropriate individualized education programs; and (e) the use of specialized assessment and intervention strategies. Practicum experiences will occur simultaneously with coursework, so that students are continually applying knowledge gained in coursework and developing competencies through real life experiences.

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*Grant Number:* H325A030031

**Alaska Early Intervention Low-Incidence Training Program**

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*Project Director:* Ward, Karen  
 University of Alaska – Anchorage  
 Department of Special Education  
 3211 Providence Dr.  
 Anchorage, AK 99508  
*Voice:* 907-272-8270; *Fax:* 907-786-4445  
*E-mail:* afsmr@uaa.alaska.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2008

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* To meet the demands for trained early interventionists and related service personnel to serve young children from birth through two with low-incidence disabilities, and their families, the University of Alaska Anchorage will conduct a rural personnel preparation program. An estimated 70 qualified applicants from rural Alaskan native communities will receive training.

*Method:* These 70 early intervention specialists will earn a University of Alaska Anchorage master's degree in Special Education with an emphasis in Early Intervention and a State of Alaska endorsement in Birth-to-Five Special Education. Major features of the program include: (a) recruitment of rural, underrepresented Alaska Native individuals, parents of children with low-incidence disabilities, and individuals who experience disabilities; (b) an innovative distance delivery/instructional technology and summer on-campus delivery approach; (c) State of Alaska endorsement in Birth-to-Five Special Education; (d) commitment of more than 55 percent of the budgeted funds to students; and (e) a total of 70 students (and an additional 14 who will graduate in 2009) who will have the skills necessary to provide effective early childhood services as well as to provide local, rural leadership in shaping policy and programming decisions in the low-incidence early intervention systems and programs in Alaska.

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*Grant Number:* H325A030036

**Preparing Diverse Professionals Across Specialty Areas  
to Support the Needs of Children with Autism**

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*Project Director:* Frea, William  
California State University - Los Angeles  
Div. of Spec. Ed.  
5151 State University Dr.  
Los Angeles, CA 90032  
*Voice:* 323-343-4408; *Fax:* 323-343-5605  
*E-mail:* wfrea@calstate.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

*OSEP Contact:* Debra Price-Ellingstad  
*Voice:* 202-245-7481  
*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* Schools in Southern California struggle to find certified teachers and currently consider the dilemma of providing appropriate services to students with autism to be at a crisis level. Districts in the Los Angeles area have responded by increasing inservice opportunities and requesting assistance from local universities. California State University at Los Angeles, which has the only Autism Certificate and Masters Program that is offered in Special Education in California, will offer graduate students the opportunity to acquire knowledge of the unique learning needs of this population, as well as current intervention approaches.

*Method:* Support is needed to ensure the success and institutionalization of the new program and its utilization by other disciplines. Building on the strengths of the current M.A. program in Autism, this project will expand the training of 80 professionals from diverse backgrounds, with these objectives: (a) provide resources for increased training opportunities in the area of autism through an increased number of field work opportunities and a summer autism institute; (b) expand the training in autism interventions to M.A. students in the five areas of school psychology, early childhood special education, transition, applied behavioral analysis, and counseling; and (c) increase the support for students being trained to work with children with autism through summer living allowances and fee reimbursements.

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*Grant Number:* H325A030038

**Preparation of Personnel in Low-Incidence Disabilities: Masters' Program**

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*Project Director:* Kohl, Frances  
University of Maryland  
Special Education Dept.  
1308 Benjamin Building  
College Park, MD 20742-1161  
*Voice:* 301-405-6490; *Fax:* 301-314-9158  
*E-mail:* fk4@umail.umd.edu

*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2008

*OSEP Contact:* Kristen Lauer  
*Voice:* 202-245-7412  
*E-mail:* kristen.lauer@ed.gov

*Purpose:* This Masters' Preparation Program will recruit prospective special education teachers and prepare them to teach children with low-incidence disabilities across types of disabilities, age ranges, cultures, and language backgrounds. Trainees of the program will be prepared to: (a) meet the Council for Exceptional Children's Common Core and Individualized Independence Curriculum Referenced Standards; (b) teach students with low-incidence disabilities in inclusive settings, including neighborhood, school, home, recreational, vocational, and community environments; and (c) assume instructional and leadership roles that promote high expectations for students with low-incidence disabilities and foster access to the general education curriculum.

*Method:* The program is a four-semester, 36-credit hour program. (If trainees are not certified prior to admission into the program, then additional course work and field experiences will be required to receive State of Maryland Generic Special Education Certification in the Area of Severe Disabilities.) The program integrates graduate-level course work with extensive field experiences. Preparation focuses on research-based curriculum and pedagogy to foster skills for collaborating with personnel who share the responsibility of educating students with low-incidence disabilities. By the end of five years, approximately 60 trainees will graduate from this program.

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*Grant Number:* H325A030049

**Project InSPECT:  
The Integrated School Psychology Early Childhood Training Program**

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*Project Director:* Miller, Gloria  
University of Denver  
College of Education  
2450-60 S. Vine St.  
Denver, CO 80208-2121  
*Voice:* 303-871-3340; *Fax:* 303-871-4456  
*E-mail:* gmiller@du.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

*OSEP Contact:* Joseph Clair  
*Voice:* 202-245-7301  
*E-mail:* joseph.clair@ed.gov

*Purpose:* This project, a collaborative venture between a private, urban university (University of Denver) and a public, rural university (University of Northern Colorado), will enable a cohort of up to 60 graduate students over a four-year period to obtain a school psychology license with a concentrated emphasis in early childhood. This degree is transferable to all neighboring states.

*Method:* A preservice specialty curriculum for Educational Specialist (Ed.S.) school psychology graduate students has been designed with an emphasis in the area of early childhood disabilities. This program involves an expanded and integrated sequence of coursework and clinical experiences that goes beyond that expected of students in the generic school psychology licensure program. The InSPECT program is a four-year program to prepare mental health professionals capable of providing services to infants, toddlers, young children, and their families as collaborative members of community, home, and school-based teams. The program design is a research-based curriculum, cross-disciplinary training model, and a sequential, multi-layered approach to home and school collaboration, interagency coordination, and parent involvement. The project's pedagogy stresses the interdependence of expertise across the disciplines of health, social services, mental health, and education. Mentored and supervised casework, fieldwork, and internships will be required across home, school, and community settings to capture the variability of early childhood environments. As a culminating requirement, all third-year students, under faculty supervision, will deliver a series of summer workshop institutes focused on early childhood service delivery. These institutes will be collaboratively planned with core Community Resource Council members and faculty and will be delivered as a culminating program requirement to working professionals from related services areas serving young children and families. These summer institutes not only will enhance the students' ability to offer professional inservice sessions, but also meet a pressing statewide need for continuing professional development opportunities for currently practicing school psychologists who must renew their state license to include birth to 21 competencies.

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*Grant Number:* H325A030060

**Preparation of Speech Language Pathologists in Pediatric Traumatic Brain Injury:  
Service, Advocacy, and Collaboration**

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*Project Director:* Proctor, Adele  
University of Illinois - Urbana/Champaign  
109 Coble Hall  
801 South Wright St.  
Champaign, IL 61820-6242  
*Voice:* 217-244-2554; *Fax:* 217-244-2235  
*E-mail:* aproctor@uiuc.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

*OSEP Contact:* Ray Miner  
*Voice:* 202-245-7452  
*E-mail:* raymond.miner@ed.gov

*Purpose:* This project will train ten master's-level speech-language pathologists each year with specialty training in pediatric traumatic brain injury (TBI), resulting in a total of 50 graduates over the course of the grant. This cadre of professionals will consist of individuals from underrepresented groups and those with disabilities. Graduates will be trained to treat cognitive communication impairments and to provide service by mediating between medical/rehabilitation and educational settings, collaborating with other professionals, advocating for the child, counseling families, and general bridging the gap between hospital and school.

*Method:* The project will provide research-based courses and related practicum experiences to ensure that graduates are capable of providing needed local, state, and national leadership related to service delivery, collaboration/consultation, and advocacy for children and youth with TBI and their families. The master's curriculum will be modified to allow trainees to complete one new course in pediatric TBI, one new class in alternative and augmentative communication, and a new professional seminar on consultation, collaboration, and advocacy.

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*Grant Number:* H325A030061

**Preparing Technologically Competent, Diverse Teachers  
of Young Deaf and Hard of Hearing Children:  
A Distance Learning Approach to Teacher Education with a National Focus**

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*Project Director:* Ragusa, Gisele  
University of San Diego, School of Education  
5998 Alcalá Park  
San Diego, CA 92110  
*Voice:* 619-260-4540

*Beginning Date:* 8/15/2003  
*Ending Date:* 8/14/2008  
*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will prepare fully qualified, technologically competent teachers of young, ethnically diverse deaf and hard-of-hearing (DHH) children and their families. The project will support teacher candidates enrolling in a two-year, distance-learning preservice graduate program designed as an alternative route to teacher preparation for post-baccalaureate candidates currently employed teaching DHH students, but who are not fully qualified or licensed.

*Method:* Over five years, the project will provide tuition support for 40 culturally diverse teacher candidates who enroll in a Web-based distance learning Master's and credentialing program. Through its distance learning and Web-based technology and its focus on the effective use of educational technology in the classroom, teacher candidates will develop expertise and skills in the use of technology. Trainees will also

obtain knowledge in family-centered parent-infant and early childhood education in addition to the education of school-age children. The program will focus on literacy and metacognitive skills, and on providing expertise on teaching children with cochlear implants and other amplification devices.

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*Grant Number: H325A030062*

### **Early Intervention Certificate Program for Occupational Therapists**

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*Project Director:* Kaplan, Margaret; Sabari, Joyce  
 SUNY - Downstate Medical Center  
 OT Program, Box 81  
 450 Clarkson Ave.  
 Brooklyn, NY 11203-2098  
*Voice:* 718-270-7733; *Fax:* 718-270-7464  
*E-mail:* margaret.kaplan@downstate.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* This project will increase the number and quality of occupational therapists serving infants and toddlers with disabilities. The project will develop, implement, and evaluate an Early Intervention Certificate Program for Occupational Therapists (EICP-OT).

*Method:* Occupational therapists have been considered critical service providers since the inception of specialized services in natural environments for infants and children with developmental delays. The EICP-OT will provide licensed occupational therapists with advanced, multidisciplinary education that will lead to their recognition by New York State as approved early intervention providers. Five cohorts of students will complete the EICP-OT within the five-year project. Each cohort will consist of 15 students who will complete five courses and two practicum experiences over three semesters. Courses will be co-taught by faculty representing a variety of professions. The professional practicum experience will be coordinated and supervised by experienced occupational therapists. The family practicum experience will provide students with the opportunity to work collaboratively with volunteer families to experience a family's perspective about the day-to-day life with their child with disabilities. The content of the courses and practica will correspond to competencies that must be demonstrated in order to receive a certificate. The content emphasizes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration. In addition, the content includes evidence-based practice models for advanced occupational therapy intervention strategies to improve children's capacities to engage in meaningful activities within the contexts of their cultural and community settings.

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*Grant Number: H325A030074*

### **Preparing Diverse Teachers of Young Deaf and Hard of Hearing Children: Two Program Options**

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*Project Director:* Cardeiro, Paula  
 University of San Diego, School of Education  
 5998 Alcalá Park  
 San Diego, CA 92110  
*Voice:* 619-260-4540

*Beginning Date:* 7/1/2003  
*Ending Date:* 6/30/2007  
*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will train teachers of young, culturally diverse deaf and hard of hearing children and their families by providing tuition stipends to sixty culturally and linguistically diverse graduate-level candidates over a five-year period. Forty candidates will complete a one-year intensive Master's degree

program with a deaf and hard of hearing credential and twenty candidates will complete a distance education Master's and credential program.

*Method:* All candidates will obtain a solid foundation in parent-infant and early childhood education, emphasizing family-centered early intervention. Candidates will develop the expertise to teach the rapidly increasing number of children with cochlear implants and other assistive amplification devices. The program of study will emphasize service to families of diverse cultural, linguistic, and socioeconomic backgrounds, and parents will assist in program implementation and course design. A majority of candidates will themselves be members of traditionally underrepresented groups or persons with disabilities.

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*Grant Number:* H325A030078

### **Collaborative M.A. Degree Preparation in Special Education/Autism Specialization**

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*Project Director:* Hall, Laura J.

San Diego State University

Dept. of Special Education

5500 Campanile Dr.

San Diego, CA 92182

*Voice:* 619-594-0769; *Fax:* 619-594-6628

*E-mail:* LJHALL@mail.sdsu.edu

*Beginning Date:* 9/1/2003

*Ending Date:* 8/31/2008

*OSEP Contact:* Debra Price-Ellingstad

*Voice:* 202-245-7481

*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* This project will respond to the gaps and weaknesses in the knowledge and skills of personnel working with children with autism by: (a) recruiting and preparing new candidates from diverse backgrounds to work with students with autism; (b) enhancing the knowledge and skills of credentialed teachers without experience with autism; and (c) providing a collaborative model of candidate education that assures that graduates are prepared to work in a variety of educational settings using research-based practices.

*Method:* Support will be provided for 12 candidates enrolled in the M.A. program each year, for a total of 24 candidates that will complete two full years and 12 candidates that will complete half of their program with support. This collaborative project involves two school districts: San Diego Unified School District (the state's second largest school district) and Chula Vista School District (in the south county with 70% identified from traditionally underrepresented groups). In addition, two non-public educational programs and a resource and information center are included in the collaboration: The Institute for Effective Education has a program for children with autism and other severe language delays, the Toddler School of San Diego Children's Hospital offers a program for toddlers at risk for autism and their typical peers, and the Exceptional Family Resource Center is a parent-organized center serving families of children with disabilities and professionals throughout San Diego County. This collaboration has resulted in the design of a "Masters of Arts Program—Autism Specialization" with a strong emphasis on research to practice. The project will support the objectives outlined in the California Department of Education's State Improvement Grant by preparing personnel to implement research-based strategies, to ensure that positive behavioral supports are in place for all students, and to emphasize collaboration with parents. This Masters Program with ongoing collaboration of the district and agency partners will be well-established and will continue long after the project period ends and become a permanent feature of the Department of Special Education at San Diego State University.

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*Grant Number:* H325A030091

**Preparing Interdisciplinary Early Interventionists for Rural States**

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*Project Director:* Maloney, Ted; Forest, Sue  
 University of Montana  
 Rural Institute, Center for Excellence in Developmental Dis,  
 Education, Research & Services  
 52 Corbin Hall  
 Missoula, MT 59812-7056  
*Voice:* 406-243-5467; *Fax:* 406-243-2349  
*E-mail:* tmaloney@selway.umt.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project is jointly operated by the University of Montana's Department of Psychology and its Rural Institute, Minot State University's Department of Communication Disorders and Special Education, and the North Dakota Center for Persons with Disabilities, to provide interdisciplinary early intervention training for personnel to serve infants, toddlers, and young children with low-incidence disabilities and their families.

*Method:* Features of this project include: (a) revise, implement, expand, and evaluate curricula and provide six preservice interdisciplinary early intervention courses and an intensive end-of-course practicum; (b) provide scholarships and support for 100 students; (c) provide training both on campus and through distance education courses; and (d) develop the strategies necessary to provide the training courses through distance education methods at two universities. Students targeted will be upper-level undergraduate students, non-degree graduate students, and graduate students from health, education, and human services disciplines. The expectation of this project is that each year tuition support will be available for 40 students. A total of 60 to 100 students are expected to initiate the sequence within the five-year period. Of these, at least 60 to 80 are expected to complete the entire sequence. Students who complete the series of courses and practicum will be qualified to meet Montana's and North Dakota's Part C requirements for certification of professionals providing early intervention services. Graduates of the program will be qualified in Montana and North Dakota to be employed by Part C service provider agencies, as well as other health, education, and human service agencies/programs that serve Part C children and families.

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*Grant Number:* H325A030092

**Preservice Preparation of Highly Qualified Early Intervention Specialists**

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*Project Director:* Hanline, Mary Frances  
 Florida State University  
 Spec Edu Rehab Couns Services  
 205 Stone Bldg.  
 Tallahassee, FL 32306-4459  
*Voice:* 850-644-4880; *Fax:* 850-644-8715  
*E-mail:* mhanline@garnet.acns.fsu.edu

*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2008

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This five-year project will implement, evaluate, and institutionalize a new preservice Early Intervention Specialist personnel preparation program in the Department of Special Education and Rehabilitation Counseling Services at Florida State University (FSU) and will provide financial support to 137 program participants.

*Method:* The program will be implemented in conjunction with the FSU Center for Early Intervention and Prevention Policy. Upon completion of the program, all individuals will meet the qualifications for Florida's requirements to be a Part C service provider. Individuals also have the option of completing requirements for the Florida Pre-Kindergarten Disability Endorsement. Preservice personnel preparation activities will focus on special education, nursing, early childhood education, social work, and school psychology; and will be made available to professionals throughout the state who wish to meet the new requirements for Part C service provision. The importance of transdisciplinary collaboration, cultural sensitivity, providing services in natural environments, promoting optimal child development within the context of the family, and early social-emotional development will be emphasized throughout the program activities. Web-based courses will be available to students at other universities in the state within the context of the state Web-based special education teacher certification program. Personnel preparation will be accomplished through traditional graduate coursework, Web-based coursework, and summer institutes offering graduate coursework and/or continuing education units. Fieldwork is required of all participants, and the program is competency-based.

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*Grant Number:* H325A030093

### **Preparing Personnel to Work with Young Children with Autism and Their Families**

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*Project Director:* Wolery, Mark  
 Vanderbilt University, Peabody College  
 110 21st Ave South, Suite 937  
 Nashville, TN 37203  
*Voice:* 615-343-8278; *Fax:* 615-343-1570  
*E-mail:* mark.wolery@vanderbilt.edu

*Beginning Date:* 1/1/2004

*Ending Date:* 12/31/2008

*OSEP Contact:* Beth Caron

*Voice:* 202-245-7293

*E-mail:* beth.caron@ed.gov

*Purpose:* This project will prepare master's degree students in early childhood special education/early intervention with a special emphasis on young children with autism spectrum disorders (ASD) and their families. The 21 master's degree early childhood educators for low-incidence disabilities will be skilled in providing instructional support to young children with autism, including those from culturally and linguistically diverse backgrounds, and in assisting and supporting the families of these children. They will be trained to train other early childhood personnel related to interventions with children who have ASD and to understand and apply research-based evidence to their practice with young children with ASD and their families.

*Method:* Students in the project will complete a two-year program in early childhood special education (ECSE), including coursework in ECSE, specialized coursework in autism and in consultation strategies to be used with parents and professionals, field experiences in early intervention classrooms and preschool classrooms, and work with parents and professionals. The field experiences will emphasize working with children with autism in inclusive classrooms and natural environments. The 21 graduates will be prepared for positions as early childhood special education teachers, itinerant and consultant teachers, parent support and training personnel, and leaders in their programs and school districts. They will gain experience in evidence-based practice as it relates to young children with ASD and they will become fluent in assisting children and families.



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*Grant Number:* H325A030101

**Project TEESET: Technology Enhanced Education for Special Education Teachers**

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*Project Director:* Demchak, MaryAnn  
 University of Nevada - Reno  
 Curriculum and Instruction, MS 282  
 Reno, NV 89557-0204  
*Voice:* 775-784-4961; *Fax:* 775-327-5220  
*E-mail:* mad@unr.edu

*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2008

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Project TEESET will increase the number of special educators and early interventionists by preparing teachers of students with moderate to profound mental retardation or serious emotional disturbance requiring moderate to intense assistance or who need early intervention or early childhood special education.

*Method:* Project TEESET will offer a sequence of coursework to be delivered through a combination of face-to-face meetings and the Internet, which will facilitate the participation of trainees from rural and remote locations. The project will support 30 students for each of the five years, 20 of whom will be from rural areas in Nevada and 10 within commuting distance of Reno. Participants will earn a master's degree in conjunction with teacher licensure, making them eligible for a teaching endorsement in Nevada.

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*Grant Number:* H325A030112

**Graduate Interdisciplinary Preparation of Special Education Personnel to Serve Children and Youth with Autism—Training in Autism, Cultural/Linguistic Diversity, and Teaming for Interdisciplinary Community Services (TACTICS)**

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*Project Director:* Woods, Juliann J.  
 Florida State University  
 Dept. of Communication Disorders  
 Tallahassee, FL 32306-1200  
*Voice:* 850-645-4972; *Fax:* 850-644-8994  
*E-mail:* jwoods@garnet.acns.fsu.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2008

*OSEP Contact:* Debra Price-Ellingstad  
*Voice:* 202-245-7481  
*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* This personnel preparation project is a collaborative effort between the Department of Communication Disorders and the Department of Special Education and Rehabilitation Counseling at Florida State University (FSU), the FSU Center for Autism and Related Disabilities (CARD), and the Southside Professional Development School Network (SPDSN). The project will positively impact the critical shortage of specialized personnel in the early intervention programs and schools in Florida by providing at least 60 newly trained specialists.

*Method:* The project will provide the specialized training needed for the newly developed endorsement in autism for 12 full-time speech-language pathology or special education students per year. Research-validated practices will be integrated into the coursework and practica to produce personnel to provide services to diverse students with autism. The competency-based model will include the broad-based knowledge and skills essential for educators facing the challenges of working with students with autism and their families, and the specialized skills to address the needs of culturally and linguistically diverse or high poverty children and families. The curriculum content areas that will be addressed include: (a) characteristics and nature of autism and severe communication disorders; (b) assessment and intervention strategies including appropriate

learning goals, functional curriculum, individualized programming, and inclusion strategies; (c) functional assessment and positive behavioral support for challenging behaviors; (d) use of assistive technology and alternative and augmentative communication systems; and (e) interdisciplinary teaming and consultative service delivery models.

*Grant Number:* H325A030116

### **Preparing Birth-to-Three Early Interventionists**

*Project Director:* Flynn, Linda  
University of New Orleans  
246 Education Bldg.  
Lakefront Campus  
New Orleans, LA 70148-2530  
*Voice:* 504-280-6541; *Fax:* 504-280-5588  
*E-mail:* lflynw@uno.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2008

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will support the preparation of highly trained, culturally competent professionals who are certified to work with infants/toddlers and their families. Graduates of this program will be knowledgeable and skilled to work with culturally and linguistically diverse populations as well as competent with technology, specifically augmentative and alternative communication systems. Trainees will be prepared to assume teaching and early intervention positions in birth-to-three programs, public and private inclusive child care centers, family support programs, and Early Head Start programs.

*Method:* The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio-driven. Training will be conducted with students at various levels in the field of early intervention with a focus on students in early childhood, leading to a master's degree with early intervention certification or add-on certification in early intervention. A key feature of the project is the urban partnership between the University of New Orleans and Xavier University. The project will also integrate general education and special education in developing and implementing the core curriculum.

*Grant Number:* H325A040016

### **Preparation of Clinical Audiologists with a Pediatric-Educational Audiology Program Emphasis to Serve Culturally and Linguistically Diverse 0-21 Populations**

*Project Director:* LaSasso, Carol  
Gallaudet University  
800 Florida Avenue, NE  
Washington, DC 20002-3695  
*Voice:* 202-651-5377; *Fax:* 202-651-5324  
*E-mail:* carol.lasasso@gallaudet.edu

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2009

*OSEP Contact:* Ray Miner  
*Voice:* 202-245-7452  
*E-mail:* raymond.miner@ed.gov

*Purpose:* This project addresses the need for additional and more diverse clinical audiologists to serve 0-21 pediatric populations, including those who are deaf or hard of hearing (D/HH). Gallaudet University will implement a new, interdisciplinary pediatric-educational audiology emphasis (PEAE) in its clinical doctoral (Au.D.) program and prepare 40 PEAE trainees to meet the competencies for educational audiologists developed by the Educational Audiology Association (EAA) and the certification requirements of the American Speech-Language-Hearing Association (ASHA).

*Method:* Au.D. Trainees who elect the interdisciplinary PEAE program option associated with this project will substitute for their three required electives two courses in early intervention and one in human genetics. Project assignments in 12 required Au.D. Courses will be adapted for pediatric populations. Practica, internships, and the residency will be adapted so that at least half of the internships will be done with pediatric populations, and each trainee will complete at least one internship in a school setting. At least one of the aural habilitation practica will involve either cochlear implant or pediatric clients, and the trainee's residency will have at least 50% pediatric clients. The candidacy examination will include questions related to pediatric and educational audiology. Emphasis will be put on recruiting trainees who have disabilities or who are from underrepresented groups. At project end, 25 trainees will be graduated, and 15 trainees in the pipeline will have committed to completing the program.

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*Grant Number:* H325A040017

**Project TransTeam:  
Transdisciplinary, Research-Based Alliances Necessary for Successful Teaming**

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*Project Director:* Kilgo, Jennifer  
University of Alabama at Birmingham  
EB 210B  
901 South 13th Street  
Birmingham, AL 35294-1250  
*Voice:* 205-975-9613; *Fax:* 205-975-5389  
*E-mail:* jkilgo@uab.edu

*Beginning Date:* 8/1/2004  
*Ending Date:* 7/31/2009

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* Project TransTeam is designed to address the acute shortages in early intervention/early childhood special education (EI/ECSE) that exist in the United States and particularly in Alabama. This masters-level program will increase the quantity, quality, and diversity of personnel representing the disciplines of early childhood special education, general early childhood education, physical therapy, occupational therapy, and speech-language pathology to provide research-based, transdisciplinary services to young children with disabilities and their families. Over TransTeam's five-year period, 130 students will be prepared.

*Method:* Young children with disabilities from diverse backgrounds require teams of personnel from a variety of discipline. Accordingly, TransTeam emphasizes collaboration, team-based learning, and student development of core research-based, transdisciplinary competencies. Masters-level students from five disciplines will meet their discipline-specific degree requirements as well as complete TransTeam's coursework and field experiences. Students from underrepresented groups will be actively recruited for the project. Each student will have an Individualized Transdisciplinary Planning Document (ITPD), which will be used to establish and monitor mastery of the required competencies. Through the program's team-based courses and seminars and through working in teams of three or more to complete field-based experiences, students will develop the knowledge and skills to function as members of transdisciplinary teams. Participation in TransTeam will lead to Transdisciplinary EI/ECSE Certification.

*Products:* Results include transdisciplinary EI/ECSE Certification for 130 graduate students across five disciplines working with young children with disabilities.

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Grant Number: H325A040033

### **Multidisciplinary Literacy Project for Children who are Deaf or Hard of Hearing**

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*Project Director:* Schwarz, Ilsa  
 University of Tennessee  
 Claxton Complex 416  
 Knoxville, TN 37996-3454  
*Voice:* 865-974-5019; *Fax:* 865-974-3522  
*E-mail:* ischwarz@utk.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* Children with a prelingual onset (before age 3) of an educationally significant hearing loss show early delays in acquiring spoken language and preliteracy skills. These missing skills can profoundly impede later reading ability and academic achievement. Accordingly, this project directly addresses the development of preliteracy skills in children who are deaf or hard of hearing. Its purpose is to develop 50 educational leaders able to serve as consultants or direct service providers in preliteracy education for such children.

*Method:* This project represents collaboration among faculty at the University of Tennessee in four key campus areas: Audiology, Speech-Language Pathology, Education of Students who are Deaf or Hard of Hearing, and the Center on Deafness. Ten graduate students per year will be recruited; each class will be divided into three teams of 3-4 students with at least one student from each of the collaborating disciplines. Students will be awarded tuition waivers and stipends for one year of their professional program, during which time the majority of coursework and fieldwork will be devoted to the preliteracy project. The project requires three semesters of clinical practicum in assessment and intervention for children with hearing impairments, each of which will be carried out in distinctly different sites. A thesis or action research paper will also be required of each student, based upon his or her field experience and seminar work. At the completion of their graduate programs, students will be awarded a degree in their discipline as well as a special certificate indicating completion of an academic Concentration in Aural Habilitation.

*Products:* Outcomes include: project brochures; the project Web site; dissemination of project research and results through national and state conference presentations, the Web site, and the publication of at least five professional journal articles.

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Grant Number: H325A040036

### **Graduate Preparation Project (GPP) in Early Childhood Special Education**

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*Project Director:* Garfinkle, Ann  
 University of Montana  
 School of Education, Room 210  
 Missoula, MT 59812-6696  
*Voice:* 406-243-5512; *Fax:* 406-243-4908  
*E-mail:* ann.garfinkle@mso.umt.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The number of children identified as being eligible for preschool special education services has increased over time, but the supply of high-quality teachers has not. The chronic shortage of qualified service providers is particularly acute in rural areas. This Montana project addresses this need by providing high-quality, intensive training and education to 32 students who, through successful completion of the project, will have the skills necessary to provide high-quality educational services to young children with low-incidence disabilities in inclusive settings.

*Method:* The project will provide trainees with competency-based training in early childhood education, early childhood special education, inclusion, and strategies for young children with severe disabilities. The project will use state-of-the-art distance education pedagogy as well as intensive traditional face-to-face experiences. The use of distance education to deliver required coursework and the four semester-long seminars will allow the project to recruit students from the entire rural Northwest region. The face-to-face component will permit students to complete an intensive, field-based immersion experience in the summer with close supervision. Each semester, students must also complete a field-based practicum experience in an assigned field site. Graduates will have earned a Master's degree in Education and will qualify for an endorsement in Special Education and the permissive special competency in Early Childhood Education in Montana.

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*Grant Number:* H325A040063

**Project PASS: Preparing Autism Specialists for Schools**

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*Project Director:* Herr, Cynthia  
 University of Oregon  
 5260 University of Oregon  
 Eugene, OR 97403-5260  
*Voice:* 514-346-1410; *Fax:* 541-346-2897  
*E-mail:* cherr@oregon.uoregon.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* Project PASS is a multidisciplinary, preservice program designed to meet three critical educational needs in Oregon: (a) alleviate the serious shortage of educational professionals who are trained to serve infants, children, and youth with autism spectrum disorders (ASD); (b) improve the quality of services provided to students with ASD; and (c) increase the likelihood that students with ASD can be served effectively within inclusive settings by providing highly qualified autism specialists trained in a program that emphasizes research-based curricula and pedagogy, integrated training and practicum experiences in diverse settings, and instruction in the skills needed to work effectively with culturally and linguistically diverse students, and to work collaboratively with all personnel who share responsibility for providing effective services to children with ASD.

*Method:* Participants in Project PASS will gain content that focuses on research-based strategies for working with children with ASD including the following: (a) behavior management and applied behavior analysis techniques, (b) communication techniques effective for verbal and non-verbal students with ASD, (c) techniques for effectively involving and collaborating with parents of children with ASD, (d) curriculum methods for low-functioning children with ASD and curriculum methods for high functioning children with ASD, (e) techniques for teaching social skills to children with ASD, and (f) strategies for collaborating with agency and school personnel. Curriculum content will be reinforced through practicums in schools and other diverse settings that serve children with ASD.

*Products:* At the end of the five year grant period, a total of 70 graduate level students will have been trained as autism specialists eligible for either initial or continuing license in special education and/or master's degree in special education, school psychology, or early intervention.

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Grant Number: H325A040077

### **Preparing Relationship-Based Early Intervention Personnel (PREP)**

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*Project Director:* Santos, Rosa  
 University of Illinois – Urbana/Champaign  
 288 Education Building  
 1310 S. 6th Street  
 Champaign, IL 61820  
*Voice:* 217-333-0260; *Fax:* 217-333-6555  
*E-mail:* rsantos@uiuc.edu

*Beginning Date:* 8/16/2004  
*Ending Date:* 8/15/2009

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The PREP Project will provide preservice training that addresses two major goals. The first is to help reduce the shortage of early intervention (EI) personnel in Illinois and to help retain EI personnel who are seeking additional education to enhance their knowledge and skills. The second goal is to prepare EI personnel to provide high quality services to very young children and their families. Project graduates will be uniquely prepared with expertise in the areas of social-emotional development and relationship-based intervention as a foundation for providing early intervention services.

*Method:* Students will be recruited from early intervention and related service programs as well as from among current, entering, and potential undergraduate and graduate students in a variety of programs on campus. The project will be developed and managed by an interdisciplinary core of faculty from EI/Early Childhood Special Education, Speech and Hearing Science, and Human and Community Development.

*Products:* Across the five year project, 72 graduate and undergraduate students will acquire specialized knowledge for working with children aged birth to three with or at-risk for disabilities and their families.

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Grant Number: H325A040084

### **An ECSE Personnel Preparation Program Emphasizing Validated Inclusion Practices**

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*Project Director:* Raschke, Donna  
 University of Northern Iowa  
 1227 West 27th Street  
 Cedar Falls, IA 50614-0601  
*Voice:* 319-273-3285; *Fax:* 319-273-7852  
*E-mail:* donna.raschke@uni.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The purpose of this project is to target (a) general and special education teachers with disabilities and/or from underrepresented groups, and (b) ECSE teachers who are not fully certified and currently teaching to participate in an innovative personnel preparation program in the area of ECSE which emphasizes empirically validated inclusive educational practices.

*Method:* In this program a parents of a child with severe disabilities will co-teach the families course, a minority educator will co-teach the professional interdisciplinary relationships course, and an ECSE educator with disabilities will co-teach the inclusion class to emphasize the importance of natural environments and collaborative processes essential to the provision of effective services. Twenty-five of the trainees will be full-time students acquiring the Master's degree will an additional 40 trainees will be practicing ECSE educators on conditional licenses obtaining the coursework needed to become fully certified. All certification

coursework will be offered on the Iowa Communications Network (ICN), a hard-wired optic system linking over 600 sites throughout the state.

*Products:* The program will prepare a total of 65 trainees who will have the competencies and skills needed to design, implement, and evaluate inclusive educational programs enabling all young children to learn, play, and work together.

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*Grant Number:* H325A040099

**Teacher Preparation: Deaf Education (TPD)**

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*Project Director:* Cannon, Beverly  
Western Oregon University  
345 N. Monmouth Avenue  
Monmouth, OR 97361-1394  
*Voice:* 503-838-8077; *Fax:* 503-838-8228  
*E-mail:* cannonb@wou.edu

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2009

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This master's degree program prepares candidates for licensure as educators of deaf and hard of hearing students, ages 3-21. As the only remaining such program in the Pacific Northwest, it addresses the critical need for more teachers of deaf and hard of hearing children to become licensed each year in the Northwestern states, particularly teachers who are deaf or hard of hearing themselves and/or members of other traditionally underrepresented groups. Across the five years of the program, a total of 50 teachers will be graduated.

*Method:* The program involves four main objectives. The first is that, with an emphasis on diversity, the program will recruit and select 10 qualified applicants for participation in TPD each year. Second, ten new, highly qualified teachers with an MS in Deaf Education will graduate from the enhanced, two-year TPD each year. Preservice activities involve: academic coursework, which includes development of proficiency in American Sign Language (ASL) and the requirement of proficiency in English; several practica in a variety of programs serving children who are deaf and hard of hearing; student teaching, which includes working with a mentor teacher; and the demonstration of graduate competencies in six specific areas. The third objective of the program is to assist in the appropriate job placement of graduates and efficiently monitor their scholarship-related employment obligation. And fourth, staff will continually evaluate all academic and operational elements of the program, revising its components as needed.

*Products:* The project will produce 50 fully certified, academically-competent, language-proficient teachers of deaf and hard of hearing students.

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*Grant Number:* H325A040109

**Collaborative AAC Services in Inclusive Early Intervention Settings**

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*Project Director:* Soto, Gloria  
 San Francisco State University  
 1600 Holloway Avenue, Burk Hall 271  
 San Francisco, CA 94132-1722  
*Voice:* 415-338-1757; *Fax:* 415-338-2845  
*E-mail:* gsoto@sfsu.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2009

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This program will prepare educators and speech language pathologists (SLPs) to provide augmentative and alternative communication (AAC) services to infants, toddlers, and young children with low-incidence disabilities in inclusive urban early intervention settings. Up to 40 individuals will be trained each year (30 graduate students and 10 practicing professionals). The program provides trainees with experiential learning to achieve effective practice for collaboration, cultural competence, and family support in the provision of inclusive early AAC intervention.

*Method:* In order to complete the specialization emphasis, graduate trainees in existing special education and SLP programs will add six semester hours of academic coursework and a 120-hour practicum in AAC service delivery in inclusive early intervention settings (for the purposes of this program, early intervention is defined as covering services to children birth through five). The program stresses development of the following specific areas of knowledge and skills: (a) collaborative teaming; (b) supporting participation in the learning opportunities present in early childhood settings and other natural environments; (c) cultivating social supports; (d) AAC system maintenance and operation; and (e) creating system structures that support the learning of heterogeneous groups of children.

*Products:* Project outcomes include: project brochure; recruitment materials; conference presentations/ submission of articles describing project; and 200 educators and SLPs who enter the workforce with specific areas of AAC knowledge and competency.

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*Grant Number:* H325A040122

**Advanced Training Program in Assistive Technology  
 for Leadership Personnel Serving Students with Low-Incidence Disabilities**

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*Project Director:* Bodine, Cathy  
 University of Colorado Health Sciences Center  
 1245 E. Colfax Avenue, Suite 200  
 Denver, CO 80218-2216  
*Voice:* 303-315-1281; *Fax:* 303-837-1208  
*E-mail:* cathy.bodine@uchsc.edu

*Beginning Date:* 11/1/2004  
*Ending Date:* 10/31/2009

*OSEP Contact:* Ray Miner  
*Voice:* 202-245-7452  
*E-mail:* raymond.miner@ed.gov

*Purpose:* This Assistive Technology Training Program (ATTP) builds upon expertise acquired during four previous personnel preparation grants. This project will develop and deliver 12 credit hours of graduate level AT coursework and 6 credit hours of field work experience to graduate students, so they become transdisciplinary practitioners and researchers, capable of implementing appropriate AT devices and services for infants, toddlers, and children with low-incidence disabilities.



*Method:* The ATTP program is targeted to individuals who have completed introductory coursework in assistive technology and every year offers the opportunity for yearlong advanced training in AT to 12 students majoring in early intervention, regular and special education, or a related services profession. The program will feature instructional coursework, structured research seminars and study groups, and advanced field work experiences, and will provide opportunities for skills practice in a final applied research project. For the field work experiences, the trainees will be placed side by side with leading AT clinicians, engineers, and other technology specialists to discuss and learn about new and advanced clinical practices and research. Skills emphasized include: transdisciplinary/collaborative practice, family-centered care, cultural competency, and community integration within the context of acquiring advanced AT competencies for children with low-incidence disabilities.

*Products:* Among planned project outcomes will be: advanced AT coursework; project Web site; trainee portfolios; DVD and online AT; presentations at professional conferences; and manuscripts submitted for publication.

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*Grant Number:* H325A040127

**Team Leadership and Collaboration (TLC) for Children  
with Low-Incidence Disabilities and Their Families**

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*Project Director:* Lytle, Rebecca K.  
California State University, Chico  
The CSU, Chico Research Foundation  
Physical Education & Exercise Science  
Chico, CA 95929-0330  
*Voice:* 530-898-6179; *Fax:* 530-898-4932  
*E-mail:* rlytle@csuchico.edu

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2009

*OSEP Contact:* Betty Baker  
*Voice:* 202-245-7262  
*E-mail:* betty.baker@ed.gov

*Purpose:* The TLC Project is designed to implement preservice training for 90 adapted physical education specialists to serve children with low-incidence disabilities from birth through their transition into adulthood and the community.

*Method:* Candidates, especially those from minority backgrounds, will be recruited to complete a teaching credential program with a multicultural emphasis in adapted physical education. The research-based program will include: (a) faculty teaching across disciplines; (b) family mentors; (c) case-based learning with actual families of children with low-incidence disabilities; (d) strength-based assessment; (e) team leadership development; (f) service learning; (g) cultural competence, including Spanish language immersion; and (h) formative and summative evaluation for trainees, families, children, and faculty.

*Products:* The project anticipates producing the following: the project brochure and recruitment materials; literature reviews synthesizing critical team participation, family partnerships, communication, and facilitation and leadership skills; two-hour video conference/class every two weeks of academic year; project Web site; interactive Web-based instruction; and CD-formatted case studies with children with low-incidence disabilities and their families.

## 84.325B

# Training Center in Early Intervention for Infants and Toddlers Who Have Visual Impairments Including Blindness

*Grant Number:* H325B000003

### **Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/Blindness**

*Project Director:* Hatton, Deborah  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8040  
Chapel Hill, NC 27599-8040  
*Voice:* 919-966-7186; *Fax:* 919-966-7532  
*E-mail:* Deborah\_Hatton@unc.edu  
*Web site:* www.fpg.unc.edu/~edin

*Beginning Date:* 1/1/2000  
*Ending Date:* 12/31/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* The aim of this five-year project is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families.

*Method:* In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules that will also be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, and physicians (pediatrics and ophthalmology). Parent information, resource, and training centers and families will be able to use these resources. Modules will be accessible via the Internet, culturally and linguistically appropriate, and produced in multiple formats including Braille and disks. In collaboration with faculty, the project will develop options for using the modules and a technical assistance plan. Modules may be used for self-directed individual instruction. Faculty may choose to use video clips from the modules as part of classes. Content from the modules may be infused into existing courses, used for summer institutes or semester-long classes, or in distance learning courses.

*Products:* The project's Web Site and Internet component will facilitate and support module development and implementation, collaboration among partners, and dissemination and evaluation activities.

# 84.325C

## Training Center in Early Intervention for Infants and Toddlers Who Have Hearing Impairments Including Deafness

*Grant Number: H325C000007*

### Center for Early Intervention Professionals in Hearing Impairment, Including Deafness

*Project Director:* Compton, Mary V.; Niemeyer, Judith;  
Shroyer, Edgar  
University of North Carolina - Greensboro  
P.O. Box 26171, School of Education  
Greensboro, NC 27402-6171  
*Voice:* 336-334-3771; *Fax:* 336-334-4120  
*E-mail:* mvcompto@uncg.edu; janiemey@uncg.edu;  
ehshroye@uncg.edu  
*Web site:* <http://center.uncg.edu>

*Beginning Date:* 1/1/2001  
*Ending Date:* 12/31/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments.

*Method:* The center will develop and field-test empirical Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. The modules will be disseminated to university programs preparing personnel to work with infants and toddlers who have hearing impairments, and to university programs preparing infant development specialists, infant special educators, social workers, speech-language pathologists, audiologists, nurses, occupational therapists, physical therapists, parent educators, psychologists, counselors, interpreters, and transliterators. A conceptual framework that integrates developmental, comprehensive, transdisciplinary, family-focused, and transactional perspectives permeates each project objective. Professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to engage in appropriate, state-of-the-art best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

*Products:* The project will mitigate the disparity of achievement gaps between individuals with hearing and hearing impairments. The project will develop, field-test, and disseminate empirical Web-based modules in early intervention for preservice professionals who serve infants and toddlers with hearing impairments, and

## 84.325D

### Preparation of Leadership Personnel

*Grant Number:* H325D010002

#### **Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or At Risk for Emotional/Behavior Disorders**

*Project Director:* Shapiro, Edward S.; DuPaul, George  
Lehigh University  
College of Education  
111 Research Dr., Iacocca Hall  
Bethlehem, PA 18015-4794  
*Voice:* 610-758-3258; *Fax:* 610-758-6223  
*E-mail:* ed.shapiro@lehigh.edu  
*Web site:* www.lehigh.edu/~inpedpsy/wpage/pedpsy.html

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will develop pediatric school psychologists as leaders in the research and practice of strengthening linkages among school, community, and health care settings to address the needs of young children with or at risk for emotional/behavior disorders (E/BD).

*Method:* A total of 12 doctoral students, consisting of two cohorts of six trainees, will participate over a two year period to achieve competencies in five areas for students with or at risk for E/BD: (a) service delivery to preschool and school-age students; (b) design and evaluation of health promotion programs; (c) promoting family-school partnerships; (d) developing community-responsive programs; and (e) designing and evaluating academic skill interventions. In addition, students will design, evaluate, and disseminate action research related to pediatric school psychology. Trainee activities will include: coursework in areas relevant to pediatric school psychology; practica in school, community, and health care settings; and mentorship in the conducting of independent research. Upon graduation, trainees will become leaders in educational, health care, and university settings. Trainees will complete their Ph.D. in School Psychology and receive an endorsement from Lehigh University's Department of Education and Human Services indicating that they have completed a specialization in Pediatric School Psychology. They also will receive certification as a school psychologist in Pennsylvania.

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*Grant Number: H325D010022*

**Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood  
Special Education and School Psychology**

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*Project Director:* Correa, Vivian  
University of Florida  
Dept. of Educational Psychology P.O. Box 117050  
G-315 Norman Hall  
Gainesville, FL 32611-7050  
*Voice:* 352-392-0701; *Fax:* 352-392-2655  
*E-mail:* vcorrea@coe.ufl.edu

*Beginning Date:* 6/1/2001  
*Ending Date:* 5/31/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* In an effort to meet the supply and demand needs for future special education and school psychology faculty, this project will develop a unified leadership program in special education and school psychology emphasizing early intervention. The project will support 14 students to be trained as researchers, school leaders, and faculty in the area of personnel preparation in early intervention. Emphasis will be placed on recruitment of program participants from historically underrepresented groups, including individuals with disabilities.

*Method:* The program will include training in competencies identified as important to becoming an effective educator of teachers, school psychologists, and researchers with a specialization in early intervention (EI). One track will be established for doctoral students in special education who want to specialize in EI. A second track will be for doctoral students in school psychology who want to specialize in the early childhood years. Students will develop competency in four areas: (a) transdisciplinary and inclusive early intervention practices, (b) personnel preparation pedagogy, (c) professional collaboration, and (d) research and scholarship. Doctoral students will benefit from the combined relationship of the two disciplines as well as a close-working interdisciplinary relationship with the departments of Communication Disorders, Psychology, Allied Health Professionals, and Shands Teaching Hospital, the regional center for neonatal intensive care in Florida. Assistantships will be completed in college teaching of early childhood special education and school psychology courses, supervision, inservice and consultation, research design, and professional writing.

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*Grant Number: H325D010039*

**Meeting Emerging Agendas in Special Education Administration:  
A Collaborative Education Specialist Leadership Training Program (ESLT)**

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*Project Director:* Freund, Maxine; Browne, Barbara  
George Washington University  
Dept. of Teacher Preparation and Special Education  
2134 G St., NW  
Washington, DC 20052  
*Voice:* 202-994-1547; *Fax:* 202-994-3365  
*E-mail:* mfreund@gwu.edu

*Beginning Date:* 6/1/2001  
*Ending Date:* 5/31/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project offers a new Education Specialist program structured to advance the training of administrators who are capable of meeting the diverse and complex challenges of service delivery and educational reform. This project will support 36 administrative candidates' training to develop collaborations

and partnerships situated in learning communities; forward practice at the local and regional levels; advance the agendas of special education; and incorporate policy essentials into student coursework and practice. Using principles of effective leadership and management, the project will prepare special education administrators who are capable of embracing and meeting the challenges of educating children with disabilities in inclusive settings and adept at working with culturally and linguistically diverse populations.

*Method:* The program will prepare special education administrators who can work as part of a collaborative effort to transform the work of schools and early intervention and early childhood systems. Two student cohorts (18 in years one and two; 18 in years three and four) will complete their degrees in two years of part-time study. Specifically, the program will: (a) offer an integrated curriculum of study including coursework in counseling, public health, educational administration, and leadership; (b) draw upon field expertise and employ case-study and action research; (c) develop leadership competencies required to ensure appropriate services for children with disabilities served in inclusive settings and to work with culturally diverse populations; (d) model and demonstrate collaborative methodologies and establish opportunities for application of effective practices with diverse populations; (e) establish "Practice to Policy" and "Policy to Practice" internships for special education administrators; and (f) employ technology to support program goals and Ed.S. candidates' growth. The project will recruit traditionally underrepresented students, including individuals with disabilities.

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*Grant Number:* H325D010044

**Preparation of Leadership Personnel:  
Training Doctoral Students to Focus on Participation and Academic Achievement**

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*Project Director:* Biklen, Douglas  
Syracuse University  
376 Huntington Hall  
Syracuse, NY 13244-1200  
*Voice:* 315-443-2699; *Fax:* 315-443-9218  
*E-mail:* dpbiklen@syr.edu

*Beginning Date:* 8/15/2001  
*Ending Date:* 8/14/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This new project will recruit and train doctoral-level leaders to support the goal of ensuring access to participation and academic achievement for students with disabilities in New York State's and America's schools, through collaboration with the Syracuse City School District and the Central New York School Study Council.

*Method:* Eight students who have interest in education (early childhood through grade 12) of students with severe and multiple disabilities and learning disabilities will be supported annually, including individuals with disabilities and individuals from groups underrepresented in the profession at the doctoral level. The doctoral students will participate in research and program development internships in urban and rural schools where teacher shortages are greatest, to conduct research and collaborate with school leaders and teachers in improving participation and academic achievement by students with significant disabilities in the regular academic curriculum. The project will involve collaboration by university faculty in special education, early childhood education, elementary education, and secondary education to prepare doctoral students in strategies to ensure, support, and evaluate participation and academic achievement by students with disabilities in standards-based academic curriculum.

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*Grant Number:* H325D010045

**Preparation of Leadership Personnel in Early Childhood Special Education**

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*Project Director:* Lieber, Joan; Beckman, Paula J.  
 University of Maryland  
 1308 Benjamin Bldg.  
 Dept. of Special Education  
 College Park, MD 20742  
*Voice:* 301-405-6467; *Fax:* 301-314-9158  
*E-mail:* jl39@umail.umd.edu

*Beginning Date:* 7/1/2001  
*Ending Date:* 6/30/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will prepare leadership personnel with skills in research and teacher education to assume positions in settings that include universities as well as local and state education agencies and the federal government. The project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are culturally sensitive and responsive.

*Method:* The doctoral program of this project incorporates intensive coursework in early childhood special education and related fields with courses in research design and methodology. The program will also include supervised research apprenticeships, development of professional writing skills, and an internship to enhance collaborative skills in varied local/state/federal settings. Graduates from this program will be qualified research consumers and generators; teacher educators who can work effectively with students from diverse populations; experienced teachers who design, implement, and evaluate instructional content; and effective advocates for services for young children with disabilities and their families, who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

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*Grant Number:* H325D020012

**Preparing Early Childhood Special Education and Related Service Academic and Research Leaders with an Emphasis on Communication and Social Relationships**

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*Project Director:* Crais, Elizabeth; Boone, Harriet  
 University of North Carolina - Chapel Hill  
 CB#7190 Wing D Medical School  
 Chapel Hill, NC 27599-7190  
*Voice:* 919-966-9458; *Fax:* 919-966-0100  
*E-mail:* bcrais@med.unc.edu  
*Web site:* www.fpg.unc.edu/phd

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will prepare leaders in early intervention for academic and research careers through the following interdisciplinary approaches: (a) recruit 20 ethnically, culturally, linguistically, and ability diverse students from Early Childhood Special Education, Speech-Language Pathology, and Audiology; (b) offer four early intervention seminars; (c) develop monthly student/faculty research seminars; (d) provide teaching and research apprenticeships (one each annually); and (e) facilitate students' professional development through participation in conferences.

*Method:* The program focuses on two themes. First, all teaching and research activities will emphasize interdisciplinary collaboration within a strong mentorship model. Students will be linked with outstanding faculty across participating University schools and centers (e.g., Frank Porter Graham, Developmental Science). Second, because of the profound impact that early communication and social skills have on child

development; these will be critical areas in the preparation of early interventionists. This preparation will in turn enhance the development of young children with disabilities in natural environments.

*Grant Number:* H325D020026

### **Preparation of Leadership Personnel: Faculty for ECSE Teacher Educators**

*Project Director:* Horn, Eva; Thompson, Barbara  
University of Kansas - Lawrence  
Dept. of Special Ed.  
1122 W. Campus Rd., Rm 517  
Lawrence, KS 66045  
*Voice:* 785-864-4954; *Fax:* 785-864-4149  
*E-mail:* evahorn@ukans.edu

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* To address the critical need in early childhood special education/early childhood education (ECSE/ECE), the University of Kansas will develop and implement a four-year doctoral leadership program that will focus on the critical knowledge and skills needed to become highly effective early education teacher educators.

*Method:* The program is based on the belief that in order to be an effective teacher educator, higher education faculty must accomplish the following: (a) have content knowledge and understand how to serve as a resource for obtaining knowledge in those areas currently at the forefront of ECSE/ECE teachers' everyday professional lives as they provide services to young children with and without special needs and their families (e.g., diversity of learners and contexts, family-centered practices, individually and developmentally appropriate practices); (b) have knowledge of key elements of teacher education reform and demonstrate competence in strategies and approaches that have been documented as effective in the preparation and continued learning of early education professionals; (c) possess leadership skills and characteristics to become innovators, leaders, and mentors; and (d) understand the activities and behaviors required to be successful in the culture of academics across a range of types of institutions of higher education. The project will work closely with the university placement services and the Higher Education Consortium of Special Education to assist program graduates in obtaining positions in key teacher education vacancies in the United States.

*Grant Number:* H325D020027

### **Early Intervention/Early Childhood Special Education Leadership Program**

*Project Director:* Bricker, Diane; Squires, Jane  
University of Oregon  
Early Intervention Program  
5253 University of Oregon  
Eugene, OR 97403-5219  
*Voice:* 541-346-0807; *Fax:* 541-346-5639  
*E-mail:* dbricker@oregon.uoregon.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This doctoral personnel preparation program is designed to produce a cadre of eight graduates to fulfill personnel leadership roles related to young children with disabilities, particularly those with social-emotional problems, their families, and communities. The program has a cross-disciplinary core faculty that



will offer coursework and emphasize situated learning in a variety of field experiences. Students will be prepared to be program developers, applied researchers, policy analysts, and instructors.

*Method:* The cross-disciplinary training and related field experiences will equip graduates to assume leadership roles in program and policy development for training future personnel and to conduct relevant research focused on diverse groups of children and families being served in early intervention/childhood special education programs. In addition, an emphasis will be placed on recruiting students into the program who are from diverse backgrounds, particularly students from minority groups and with disabilities. The program of studies is a cohesive set of research-based coursework and field experiences that target specific competencies, professional activities, and leadership qualities.

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*Grant Number:* H325D020028

### **The Preparation of Leadership Personnel to Implement the Research to Practice Model in Adapted Physical Education, Physical Therapy, and Occupational Therapy**

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*Project Director:* Ulrich, Dale A.  
University of Michigan  
Div. of Kinesiology  
401 Washtenaw Ave.  
Ann Arbor, MI 48109-2214  
*Voice:* 734-936-2607; *Fax:* 734-936-1925  
*E-mail:* ulrichd@umich.edu

*Beginning Date:* 7/1/2002  
*Ending Date:* 6/30/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This leadership training project's goals include: (a) conduct interdisciplinary research that leads to the creation of new scientific knowledge; (b) increase the availability and use of this knowledge to develop and test intervention programs designed to improve the functional motor behavior in infants, children, and youth with special educational needs; (c) increase the dissemination of the knowledge to parents, professionals, and policymakers; and (d) increase the use of this new scientific knowledge in preservice training programs for physical and occupational therapists and regular and adapted physical education teacher preparation programs.

*Method:* Participants in this leadership training project will be four pre-doctoral students and four post-doctoral students. Graduates of the training program will assume faculty positions in the Departments of Physical Therapy (PT), Occupational Therapy (OT), Kinesiology, or Physical Education with primary responsibility for conducting interdisciplinary developmental research and training new professionals to deliver quality services in PT, OT, or Adapted Physical Education as mandated by IDEA. Trainees will demonstrate leadership in the following ways: (a) conducting and publishing research; (b) collaborating with other researchers in a variety of developmental domains on longitudinal research projects, mentoring undergraduate minority students or students with disabilities in the University Undergraduate Research Opportunity Program (UROP); (c) publishing a parent training manuscript; (d) designing parent training material and disseminating it on the Web site, and answering questions submitted by parents; (e) teaching an undergraduate course appropriate for students in PT, OT, or Adapted Physical Education; (f) presenting a research presentation and a poster at a national or international research conference; and (g) submitting a research grant proposal for funding.

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*Grant Number:* H325D020049

**Mentoring Special Education Leaders for the 21st Century:  
Preparation of Leadership Personnel**

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*Project Director:* Darch, Craig  
 Auburn University  
 Rehabilitation & Special Ed  
 1228 Haley Center  
 Auburn, AL 36849-5131  
*Voice:* 334-844-5943; *Fax:* 334-844-2080  
*E-mail:* darchcb@auburn.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will provide leadership training at the doctoral level, addressing critical areas of need in special education such as early intervention, school-based instruction, and secondary/transition. A mentoring model will be employed to prepare future leaders in personnel preparation, administration, supervision, and research.

*Method:* Five distinguishing characteristics of the program model are: focused training in content areas, diversity recruitment and retention, emphasis on development of an individualized leadership education plan, extensive applied experience, and intensive mentoring. Students will be paired with a faculty mentor upon entrance to the doctoral program to facilitate student retention and steady matriculation through the program. In addition to coursework, students will actively participate in a variety of applied experiences in education agencies throughout the course of their study to help them understand the complexity and the importance of establishing the university and education agency "connection." Individualized training will be a focus of both coursework and applied experience, through which future leaders will be prepared to analyze special education trends and proactively facilitate change, rather than react to it. The project is expected to graduate nine doctoral students, no less than three from underrepresented groups.

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*Grant Number:* H325D030008

**Creating Doctor of Audiology Pediatric/Educational Specialists  
to Provide Comprehensive Services for Infants and Children  
who are Deaf or Hard of Hearing and Their Families**

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*Project Director:* Hawks, John; Flexer, Carol  
 Kent State University  
 Dept. of Speech Pathology and Audiology  
 P.O. Box 5190  
 Kent, OH 44242-0001  
*Voice:* 330-672-2672; *Fax:* 330-672-2643  
*E-mail:* jhawks@kent.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2007

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will train pediatric/educational audiologists to become leaders in the development of appropriate and effective service programs for infants, toddlers, preschoolers, and school-age children with hearing loss or deafness. It will provide support for 12 doctoral student trainees in the Kent State and University of Akron combined Doctor of Audiology (Au.D.) program.

*Method:* Courses will deal with cultural aspects of deafness, early intervention, and interdisciplinary teaming. Experienced audiologists and speech-language pathologists who deliver services to children with cochlear implants or hearing aids will supervise clinical training. Trainees will receive practicum in homes and schools and interact with family members, teachers, and related school personnel. Each trainee will receive a clinical externship assignment in settings having children who have hearing aids or cochlear implants during the fourth and final year of the program. During the summer following the first training year, the project will upgrade the knowledge and leadership skills of 10 practicing educational audiologists.

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*Grant Number:* H325D030012

**Doctoral Leadership Training in Early Childhood Special Education**

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*Project Director:* Kaiser, Ann; Wolery, Mark  
Vanderbilt University, Peabody College  
Box 328  
Nashville, TN 37203-5701  
*Voice:* 615-343-8160; *Fax:* 615-343-1570  
*E-mail:* ann.kaiser@vanderbilt.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2007

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will build capacity for training direct service personnel in early childhood special education (ECSE), for strengthening the empirical knowledge base of ECSE, and for translating empirical knowledge into ECSE practice. The project will train 12 doctoral-level professionals in ECSE who will be leaders in: (a) research, (b) translation of research to practice, and (c) infusion of culturally and linguistically appropriate principles and content into research and practice in ECSE.

*Method:* Trainees will complete the Ph.D. program in special education. Training will be anchored in a "junior colleague" training model that includes intensive mentoring by ECSE faculty, core content in ECSE, rigorous training in research methods, and research-to-practice internships, as well as opportunities to learn skills needed as an academic leader involved in classroom teaching, teacher training and supervision, research, research-mentoring, infusion of linguistic and cultural perspectives in current research and training methods, grant writing, and writing for publication. Trainees will be prepared for roles in providing academic instruction in universities and colleges, conducting innovative applied research, translating research into practice, and providing leadership in developing evidence-based programs and policies for young children with disabilities.

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*Grant Number:* H325D030046

**Improving Language and Literacy Outcomes for Children with Disabilities  
in High Poverty Communities: A Leadership Training Partnership  
to Prepare Personnel in Communication Disorders**

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*Project Director:* Goldstein, Howard; Woods, Juliann  
Florida State University  
Communication Disorders Div.  
401A Regional Rehab Center  
Tallahassee, FL 32306-1200  
*Voice:* 850-644-6264; *Fax:* 850-644-8994  
*E-mail:* howard.goldstein@comm.fsu.edu

*Beginning Date:* 1/1/2004  
*Ending Date:* 12/31/2007

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will train doctoral students in communication sciences and disorders to provide leadership in teaching, developing model programs and policy, and conducting research in natural environments. Trainees will develop in-depth knowledge and skills in: (a) language and literacy outcomes and interventions for populations identified or at high risk for identification for special education services; (b) influences of family, culture, disability, and poverty on education and society; (c) personnel preparation, instructional design, and technology; and (d) research methods.

*Method:* At least 14 doctoral students in communication disorders will acquire the expertise needed to develop research programs, educational programs, personnel preparation programs, and policies that will promote functional outcomes in language and literacy (and associated academic and social areas) among children who are at high risk for or have been identified for special education services. Other doctoral students from special education, general education, early childhood education, psychology, and social work also will be invited to participate in project activities. Trainees will collaborate weekly with public school personnel in Professional Development School partnerships or in early intervention agencies targeting high-poverty communities.

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*Grant Number:* H325D030057

**Extending Collaborative Processes to Inclusive  
Early Childhood Programs in Rural Schools**

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*Project Director:* Fugate, Mark  
Alfred University  
Div. of School Psychology  
Lea R. Powell Inst. for Children and Families  
Saxon Drive  
Alfred, NY 14802-1205  
*Voice:* 607-871-2212; *Fax:* 607-871-3422  
*E-mail:* ffugate@alfred.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2007

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will provide leadership training for nine doctoral-level practitioners of rural school psychology, with a particular focus on provision of services to preschool-age children. The grant will prepare practitioners who are trained to work with culturally and linguistically diverse populations and who will

utilize a model of practice that fosters collaborative relationships within schools and between schools and community agencies that share responsibility for providing effective services to children with disabilities.

*Method:* The project will focus on developing the skills necessary to improve outcomes for children (ages 3 to 5) with disabilities and to facilitate their transition into the general education curriculum. The project will offer integrated training and practice opportunities that will enhance the ability of graduates to facilitate services provided to preschool children with disabilities within rural communities, by developing skills necessary to promote effective collaboration among regular and special educators, related service personnel, families, and community services providers. The nine doctoral-level students will develop understanding of the unique characteristics of rural schools and communities and develop competencies in the following areas: culturally competent school psychology practice; instructional, behavioral, and mental health consultation; leadership, collaboration, and team-building skills; development and implementation of empirically supported interventions to improve student outcomes by assisting students with disabilities to achieve in general education curricula; development and coordination of school-community service linkages; and provision of psychoeducational services to preschool-age children with disabilities in rural school communities. Participating students will practice the skills they have learned in preservice training in practica associated with grant-specific course work, a summer practicum in a preschool program, and a year-long internship in one of three high-need, rural school communities.

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*Grant Number:* H325D030059

**Preparing Speech-Language Pathologists  
to Take Doctoral Leadership Roles in Language and Literacy**

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*Project Director:* Prendeville, Jo-Anne; Creaghead, Nancy  
University of Cincinnati  
Communication Sciences & Disorders  
P.O. Box 670379  
Cincinnati, OH 45267-0379  
*Voice:* 513-558-8517; *Fax:* 513-558-8500  
*E-mail:* joanne.prendeville@uc.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2007

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will prepare at least 15 leadership personnel to meet the urgent nationwide shortage of speech language pathologists (SLPs) qualified to enhance services for children with language and literacy disabilities. The project will prepare doctoral-level leaders to develop and administer evidence-based programs for students with disabilities in language and literacy, to conduct research, and to teach personnel who can meet the critical shortages of specialized knowledge in this area.

*Method:* Trainees will have opportunities to: (a) integrate evidence-based training with practice; (b) implement research and teaching competencies in settings serving diverse cultural and socioeconomic populations; (c) increase accountability of programs and positive outcomes for students through the implementation of Ohio's Standards of Learning; and (d) participate in collaborative activities with children and youth with language and literacy disabilities, their family members, and other professionals. Trainees will be mentored by community experts in early intervention and school-based settings as they "learn by doing" and "teach others while learning."

## 84.325E

# Preparation of Personnel in Minority Institutions

*Grant Number:* H325E010050

### **Reducing Attrition and Increasing Special Education Minority Teachers (Project RAISE-MT)**

*Project Director:* Taylor, Ron  
 Florida Atlantic University  
 Exceptional Student Education  
 Boca Raton, FL 33431-0991  
*Voice:* 561-297-3280; *Fax:* 561-297-2507  
*E-mail:* TAYLOR@FAU.EDU  
*Web site:* www.coe.fau.edu/raisemt/

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2005

*OSEP Contact:* Joseph Clair  
*Voice:* 202-245-7301  
*E-mail:* joseph.clair@ed.gov

*Purpose:* The Department of Exceptional Student Education (DESE) at Florida Atlantic University (FAU) will conduct Project RAISE-MT for 30 masters-level minority students using a professional development school model. By the end of the four-year project, a total of 30 students will receive masters degrees in ESE in one of the following specialization options: learning disabilities, mental retardation, emotional handicaps, varying exceptionalities, English for Speakers of Other Languages (ESOL), reading, and early childhood special education

*Method:* Project RAISE-MT will work closely with the Broward and Palm Beach school districts, which are among the most diverse counties in the country. Each district will identify 6 to 10 Professional Development Schools (PDSs) with the heaviest concentration of minority, multicultural faculty who are serving similar students with disabilities. At each school, minority exceptional student education (ESE) and general education (GE) teachers will be offered tuition-free coursework for the masters degree as well as a stipend. Regular and alternative admission criteria will be used. Students will initially complete the Clinical Educator Training as part of their program, which is required training in Florida for teachers who supervise interns or student teachers. A series of nine one-credit seminars will be developed, which address teacher effectiveness and pertinent multicultural issues. Project RAISE-MT will use research-based curriculum and pedagogy and provide a mentoring system to enhance student retention and success.

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*Grant Number:* H325E010053

**Educational Administration Guided Leadership Experiences**

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*Project Director:* Saravanabhavan, R. C.  
Howard University  
School of Education  
2441 4th St., NW  
Washington, DC 20059  
*Voice:* 202-806-6015; *Fax:* 202-806-5310  
*E-mail:* rsaravanabhavan@howard.edu

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2005

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will prepare eight doctoral students to successfully complete (72 hours of course work toward an Ed.D. in Educational Administration and Leadership, with a special emphasis in Special Education.

*Method:* In addition to a rigorous study of educational administration and leadership, these students will be required to study and exhibit thorough knowledge in special education and related subject areas. Students will participate in experiential learning such as: (a) active membership in special education professional organizations; (b) planning, organizing, and conducting an annual colloquium on special education-related administrative and policy issues; (c) practical training in disability advocacy, disability research, school-community partnership, grass-roots outreach, and empowerment activities implemented by university-based institutions such as the Center for Disability and Socioeconomic Policy Studies and the Center for Research on the Education of Students Placed at Risk; and (d) internship at a special education administrative division within any of the five school districts in the Washington, D.C. metropolitan area (D.C. Public Schools, Prince George's County Public Schools, Montgomery County Public Schools, Alexandria Public Schools, and Fairfax County Public Schools). Trainees will emerge as well-qualified administrators who can enhance and provide special education and related services; effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and integrate state of the art research knowledge and skills and put them to use in their day-to-day administrative work.

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*Grant Number:* H325E020031

**Project INSPIRE**

**(Inclusive Natural Settings Promote Instructionally Relevant Education)**

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*Project Director:* Pyfer, Jean  
Texas Woman's University  
College of Health Sciences  
P.O. Box 425527  
Denton, TX 76204-5527  
*Voice:* 940-898-2850; *Fax:* 940-898-2853  
*E-mail:* JPyfer@twu.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Betty Baker  
*Voice:* 202-245-7262  
*E-mail:* betty.baker@ed.gov

*Purpose:* Project INSPIRE (Inclusive Natural Settings Promote Instructionally Relevant Education) will conduct a professional preparation leadership training program to improve the quality of physical education for learners with disabilities, from birth to adulthood, by preparing doctoral-level professionals who represent ethnic, cultural, and linguistic minorities and the disability culture as researchers, pedagogists, and collaborators with the skills to train adapted physical educators and general physical educators.

*Method:* A total of five disabled full-time and five part-time culturally, ethnically, linguistically, and diverse trainees will receive a Ph.D. degree and be nationally Certified Adapted Physical Educators. The four major program goals are to use a research-based, pedagogical approach so trainees will be able to: (a) demonstrate competencies needed to interact effectively with culturally and linguistically diverse learners, particularly learners living in poverty, and their families; (b) conduct family-based and school-based research regarding the impact of quality adapted physical education on learners with disabilities and their families; (c) develop state-of-the-art pedagogical skills and collaboration skills, including the use of technology, to facilitate communication; and (d) prepare trainees to collaborate as part of a trans-disciplinary team of parents and professionals to serve students and their families in the most natural environment.

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*Grant Number:* H325E020038

### **Culturally Responsive Early Intervention in Assistive Technology Training (CREATT)**

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*Project Director:* Bridges, Sheila  
 North Carolina Central University  
 School of Education  
 712 Cecil St.  
 Durham, NC 27707  
*Voice:* 919-530-7299; *Fax:* 919-530-7975  
*E-mail:* bridges@wpo.nccu.edu

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2006

*OSEP Contact:* Lisa Gorove  
*Voice:* 202-245-7357  
*E-mail:* lisa.gorove@ed.gov

*Purpose:* Culturally Responsive Early Intervention in Assistive Technology Training (CREATT—pronounced "create") is an innovative approach to effective service delivery for young culturally and linguistically diverse (CLD) children with disabilities such as dual sensory, motor, cognitive, and/or communicative disorders. This model training program emulates best practices in early intervention and will train and graduate a total of 30 early intervention specialists in assistive technology (AT).

*Method:* The strategies of this model program include the following: (a) training professionals from CLD and disabled groups; (b) creating interdisciplinary and transdisciplinary teams of AT early intervention specialists (e.g. speech-language pathology, educational technology, early child development, and other related disciplines); (c) promoting family-centered and culturally responsive service delivery models; (d) providing a research-based curriculum in the classroom and in natural settings (homes, clinics, schools, childcare centers, etc.) that integrates training and practice; (e) providing a high-quality interdisciplinary Master's-level training program, which meets requirements for professional certification and licensure; (f) graduating master clinicians and educators exemplifying a level of cultural competency that supports the needs of culturally and linguistically underserved families of children with low-incidence disabilities; (g) establishing mutually beneficial university, school, and agency partnerships that promote team teaching, interdisciplinary practicum training, and collaboration in diverse settings; and (h) establishing a support network through professional and peer mentorships that increases retention and decreases attrition of culturally and linguistically diverse trainees. It is anticipated that graduate trainees will serve 225 culturally and linguistically diverse children with disabilities in schools, child care centers, and clinics during their first year of clinical practice/teaching and a total of 450 children by the end of their second year. Graduate trainees will engage in thesis research and will play a critical role in the dissemination of information through professional presentations, parent workshops, and publications.



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Grant Number: H325E020061

**Project Embrace**

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*Project Director:* McSwain, Arletha  
 Norfolk State University  
 Sponsored Programs  
 700 Park Ave.  
 Norfolk, VA 23504  
*Voice:* 757-823-2700; *Fax:* 757-823-8133  
*E-mail:* amcswain@nsu.edu

*Beginning Date:* 7/1/2002  
*Ending Date:* 6/30/2006

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This four-year project, Project Embrace, embraces the issue of recruiting and retaining African American, Hispanic, and Filipino master's-level educators of culturally and linguistically diverse young children with disabilities in inclusive settings.

*Method:* This project will target and prepare 40 African American, Hispanic, and Filipino educators to obtain the Masters of Art in Pre-Elementary Education with a specialization in Early Childhood Special Education. Priority will be given to males. The project will address the critical shortage of African American, Hispanic, and Filipino master's-level special education teachers in classrooms for children with disabilities in the Virginia public school systems who have the necessary knowledge, skills, attitudes, and understanding of culturally and linguistically diverse young children with disabilities in inclusive settings and the knowledge and skills to foster appropriate access to and achievement in the general education curriculum which is aligned with Virginia's Standards of Learning.

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Grant Number: H325E020065

**Preparing the Special Education Professoriate of Tomorrow:  
 A Doctoral Program for Expert Competencies in Research and Teacher Education**

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*Project Director:* Montague, Marjorie  
 University of Miami  
 School of Education  
 P.O. Box 248065  
 Coral Gables, FL 33124-2040  
*Voice:* 305-284-2891; *Fax:* 305-284-3003  
*E-mail:* mmontague@miami.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* The University of Miami (UM) Ph.D. program will prepare special education doctoral students for research/teaching positions in universities in the United States. The program will prepare 10 special education scholars who will be highly qualified for positions as college or university professors of special education.

*Method:* This project addresses the increasing need for academic leaders in special education to fulfill all requirements of the professoriate by demonstrating in-depth knowledge in a specific area of their discipline; excellent scholarship and research skills; high potential for establishing a research program; and exemplary teaching competencies. The project will involve doctoral students in an integrated program of coursework, research apprenticeships, mentoring, and scaffolded teaching experiences. Trainees will affiliate with one of four focus areas: learning disabilities and reading, behavioral and emotional disabilities, family issues, or special education policy. The three-year doctoral program includes: (a) four doctoral seminars emphasizing

the cognitive and psychological foundations of high-incidence disabilities, effective intervention research, family and multicultural issues, and special education policy; (b) a rigorous sequence of courses in research methods, statistics, and qualitative data analysis; (c) mentoring for submitting a student-initiated grant proposal; (d) experience co-teaching a special education course; (e) three rotations on large-scale research or special projects in special education; (f) presentations at regional and national conferences; and (g) a dissertation that will set the stage for their early career research program. Research experience in many related areas (e.g., autism, early childhood special education, adolescent psychopathology) is also available to students in the program through rotations on projects of other participating UM faculty spanning several departments (e.g., Pediatrics, Psychology, Sociology) and representing many different research perspectives. The program will actively recruit students representing the ethnic diversity of South Florida, including individuals of African-American, Haitian, Hispanic, Asian, and Native American descent as well as individuals with disabilities.

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*Grant Number:* H325E030035

**Preparation of Early Childhood Special Education Teachers  
to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities**

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*Project Director:* Valle-Riestra, Diana  
University of Miami  
School of Education  
P.O. Box 248065  
Coral Gables, FL 33124-2040  
*Voice:* 305-284-6393; *Fax:* 305-284-3003  
*E-mail:* driestra@umiami.edu

*Beginning Date:* 10/15/2003  
*Ending Date:* 10/14/2007

*OSEP Contact:* Beth Caron  
*Voice:* 202-245-7293  
*E-mail:* beth.caron@ed.gov

*Purpose:* This project will recruit, prepare, and retain individuals at the graduate level with the interest and commitment to work with culturally and linguistically diverse young children with low-incidence disabilities and their families in inclusive, collaborative, and natural environments, leading to a master's degree in early childhood special education that meets state endorsement requirements.

*Method:* The program is aimed at recruiting individuals already certified in any area of special education and interested in specializing in working with culturally and linguistically diverse young children with low-incidence disabilities. The project will prepare 34 individuals over the course of four years who will provide direct services to culturally and linguistically diverse young children and their families. Graduates of the program will be eligible for add-on endorsements in pre-K disabilities and English for Speakers of Other Languages.

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*Grant Number:* H325E030058

**Sitting Bull College Early Childhood/Special Education Project:  
One Teacher at a Time**

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*Project Director:* Froelich, Kathryn  
Sitting Bull College  
Teacher Education  
1341 92nd St.  
Fort Yates, ND 58538  
*Voice:* 701-854-3861; *Fax:* 701-854-3403  
*E-mail:* kathyf@sbc.edu

*Beginning Date:* 12/1/2003  
*Ending Date:* 11/30/2007

*OSEP Contact:* Betty Baker  
*Voice:* 202-245-7262  
*E-mail:* betty.baker@ed.gov

*Purpose:* This project will enhance and increase the capability of the teacher training program at Sitting Bull College on the Standing Rock Indian Reservation. Because of the growing population on the Standing Rock Indian Reservation, the Special Education/Elementary Education program needs to be expanded to include an endorsement in Early Childhood Education. The first goal of this project will be to expand access to culturally competent teachers trained to serve children. The second goal will be to ensure the presence of highly qualified special education teachers on the Standing Rock Reservation to meet the mandates of the No Child Left Behind Act.

*Method:* The following objectives will be addressed: (a) increase, retain, and graduate two cohort groups of 15 Special Education/ Early Childhood teachers in rural North Dakota and South Dakota; (b) provide Special Education/Early Childhood curriculum that meets the mandates of the No Child Left Behind Act and North Dakota/South Dakota teacher certification requirements; (c) develop curriculum and assessment tools to meet North Central Accreditation four-year approval while continuing to provide a four-year degree in collaboration with Sinte Gleska University; (d) provide training experiences including student teaching, mentoring, and service learning that include diverse populations; and (e) expand and revise the curriculum requirements of the Special Education/Early Childhood program.

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*Grant Number:* H325E030084

**Bank Street College of Education Minority Educators for Special Education Program**

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*Project Director:* Romero, Olga  
Bank Street College of Education  
610 West 112th Street  
New York, NY 10025-1120  
*Voice:* 212-875-4468; *Fax:* 212-875-4753  
*E-mail:* olgar@bankstreet.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2007

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* This collaborative project will prepare 20 early childhood and childhood minority teachers for a graduate special education program to become highly qualified, credentialed special education teachers. Graduates of the program will be required to commit to working in New York City public schools for two years for each year of assistance they receive as part of the program, thus addressing the acute shortage of certified special education and bilingual special education teachers in the city and state.

*Method:* Coursework and pedagogy in the program will be based in scientifically based research on teaching and learning and will combine theoretical and practical coursework in addition to one semester of supervised

fieldwork in city schools and a summer practicum in teaching children with disabilities. Bilingual special education will be integrated into the program and a special emphasis will be provided on working effectively with parents, with multidisciplinary teams, and with colleagues teaching in inclusive classrooms.

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*Grant Number:* H325E040001

### **Speech Therapists/Early Intervention Certificate Program**

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*Project Director:* Bou, Nydia  
 Universidad del Turabo  
 School of Health Sciences  
 P.O. Box 3030  
 Gurabo, PR 00778-3030  
*Voice:* 787-743-7979; *Fax:* 787-744-5427  
*E-mail:* ut\_nbou@suagm.edu

*Beginning Date:* 8/1/2004  
*Ending Date:* 7/31/2008

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This program will prepare speech-language therapy students to deliver early intervention services in a family-centered approach. The project goals are directed to: (a) increasing the number of highly qualified personnel serving families from a family-centered approach; (b) facilitating access of families from diverse backgrounds to early intervention programs; and (c) facilitating the Puerto Rico Department of Health improvement plan "to develop collaborative agreements with higher education institutions to prepare personnel according to the family centered services approach."

*Method:* Undergraduate, third-year, speech-language therapy students will be selected each year to complete this Early Intervention Certificate program. Students complete 21 credits during their junior and senior year, in addition to courses required to complete for the B.S. degree in Speech-Language Therapy. Via collaborative agreement with the Puerto Rico Department of Health, students will participate in interdisciplinary teams to deliver clinical and consultant services to underserved early intervention families in Puerto Rico's east-central region.

*Products:* The project anticipates having an impact on approximately 820 people. This includes program participants (100 students), who will attain B.S. degrees in Speech-Language Therapy with Early Intervention Certification; annual dissemination activity and One-Day Professional Workshop participants (320 people); and an estimated 400 family members through the Family-Cultural Community Immersion Experience.

**84.325G**  
**Center for Educating and Providing**  
**Early Intervention Services to Children with Autism**  
**and Autism Spectrum Disorders**

*Grant Number:* H325G020003

**Center for Training Personnel to Provide Evidence-Based Educational Services  
to Students with Autism Spectrum Disorders**

*Project Director:* Schwartz, Ilene; Sandall, Susan  
 University of Washington  
 Experimental Education Unit  
 Box 357925  
 Seattle, WA 98195-7925  
*Voice:* 206-543-4011  
*E-mail:* ilene@u.washington.edu  
*Web site:* www.pdcenter.org

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2007

*OSEP Contact:* Gail Houle  
*Voice:* 202-245-7381  
*E-mail:* gail.houle@ed.gov

*Purpose:* This project creates a center to increase the capacity of local school districts to meet the needs of students with autism spectrum disorders (ASD) through training, materials preparation, and dissemination. The Center is a consortium of professionals dedicated to improving educational services and the quality of life for students with ASD. The five universities and one education institution that make up the consortium represent professionals from across the United States who have had great success in creating positive outcomes for students with ASD and their families and in facilitating change in public schools.

*Method:* The Center will meet the goal of building capacity through a series of activities, including: (a) synthesizing the extant research data and summarizing evidence-based practices into documents that are accessible to different groups of consumers; (b) implementing in-depth site-based training in geographically diverse model centers across the country, including on-going follow-up and consultation as part of the training; (c) implementing a range of regional and national training opportunities; (d) developing and supporting educational materials for different groups of consumers, including families, teachers, paraprofessionals, and instructors at institutions of higher education who are preparing the next generation of educational professionals; and (e) working with diverse groups of consumers to evaluate training and dissemination efforts and to integrate this feedback into program modifications.

*Products:* After thorough literature reviews and creation of synthesis documents, the project will begin a series of site-based training activities that will involve over 200 local school districts and all state education agencies. These training activities will be based on the strong foundation of evidence-based practice and will be tailored to meet the needs and unique circumstances of individual trainees. Information and data developed through the Center will be disseminated to consumers through networks that are accessible, that are efficient, and that capitalize on technology.

# 84.325H

## Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

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*Grant Number:* H325H010023

### **Language and Literacy for Diverse Populations: Personnel Preparation of Speech-Language Pathologists to Foster Language and Literacy for Students with High-Incidence Disabilities**

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*Project Director:* Hyter, Yvette; Nelson, Nickola  
Western Michigan University  
301 Speech Center  
Kalamazoo, MI 49008-5355  
*Voice:* 616-387-8025; *Fax:* 616-387-8044  
*E-mail:* hytery@wmich.edu

*Beginning Date:* 9/1/2001  
*Ending Date:* 8/31/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* This project will increase the supply of fully qualified speech-language pathologists from traditionally underrepresented ethnic/racial or disability groups who are prepared to support the acquisition of oral and written language abilities needed for school success by collaborating with diverse families and educational agencies and serving on interdisciplinary teams to improve service delivery to children, from preschool through adolescence, with high-incidence disabilities residing in poor and underserved urban areas.

*Method:* The project will: (a) recruit and retain 48 diverse trainees committed to employment in school settings; (b) provide research-based academic and practicum experiences enabling trainees to acquire specialized competencies; (c) partner with education agencies to provide field-based practicum experiences, and work with state and local education agencies to ensure that master's level graduates of all Michigan training programs have experiences in working with preschool and school-age children with high-incidence disabilities; (d) involve trainees in disseminating project information; and (e) assist trainees to find employment serving children with disabilities. Training participants will develop proficiency in: using culturally sensitive methods, providing contextually relevant and nonbiased assessments, providing culturally sensitive intervention strategies to develop language and literacy, using collaborative methods as members of interdisciplinary teams, and demonstrating professionalism for life-long learning.

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*Grant Number:* H325H010092

**Interdisciplinary Field-Based Preparation of Personnel Serving Preschool/Primary Children and Families in Culturally/Linguistically Diverse Urban Settings**

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*Project Director:* McLean, Mary; Rhyner, Paula

University of Wisconsin - Milwaukee

Dept. of Exceptional Education

P.O. Box 413

Milwaukee, WI 53201-0413

*Voice:* 414-229-2213; *Fax:* 414-229-5500

*E-mail:* mmclean@uwm.edu

*Web site:* [www.soe.uwm.edu/pages/welcome/](http://www.soe.uwm.edu/pages/welcome/)

Partnerships\_and\_ProjectsTeacher\_Preparation\_Partnerships/  
Diverse\_Urban\_Interdisciplinary\_Team\_ProjectPartnerships/  
Diverse\_Urban\_Interdisciplinary\_Team\_Project/

*Beginning Date:* 12/1/2001

*Ending Date:* 11/30/2005

*OSEP Contact:* Jennifer Tschantz

*Voice:* 202-245-7556

*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* This project will address three critical areas of need in preservice personnel preparation in special education and related services: (a) the need for personnel from underrepresented populations (including individuals from culturally and linguistically diverse populations, individuals with disabilities, and financially disadvantaged students) to serve preschool/primary children, ages 3-8, with disabilities and their families; (b) personnel prepared to work with children and families from culturally and linguistically diverse urban settings; and (c) personnel prepared to work within an interdisciplinary model. The project will recruit and prepare personnel from three disciplines to provide services to young children with high-incidence disabilities and their families within an interdisciplinary model: special education, occupational therapy, and speech-language pathology.

*Method:* During each year, 15 students will be recruited, including 5 students in special education, 5 students in occupational therapy, and 5 students in speech-language pathology. Project faculty will collaborate across the target disciplines, as well as with Milwaukee Public Schools and with family members and community professionals, to carry out the following activities: (a) recruit students from underrepresented groups for the post-baccalaureate and/or master's degree programs; (b) provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; and (c) provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas.

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*Grant Number:* H325H010097

**Preparation of Adapted Physical Educators  
to Meet the Needs of Children with High Incidence Disabilities**

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*Project Director:* McCubbin, Jeffrey A.

Oregon State University

Dept. of Exercise & Sport Science

120 Women's Bldg.

Corvallis, OR 97331-6802

*Voice:* 541-737-3256; *Fax:* 541-737-4230

*E-mail:* Jeff.McCubbin@orst.edu

*Web site:* [www.hhs.oregonstate.edu/exss/graduate/msd/index.html](http://www.hhs.oregonstate.edu/exss/graduate/msd/index.html)

*Beginning Date:* 7/1/2001

*Ending Date:* 6/30/2005

*OSEP Contact:* Betty Baker

*Voice:* 202-245-7262

*E-mail:* betty.baker@ed.gov

*Purpose:* This project will support approximately 36 master's degree students in the area of adapted physical education, with specialization in high-incidence populations. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children aged 3 to 21 years.

*Method:* The educational curriculum will be a theoretically based, non-categorical approach using best teaching practice. Field-based experiences will include early childhood programs, campus and community-based programs, and transition classes for beyond-high-school-aged students. Trainees will be prepared not only on how to provide physical education for children but also on how to serve as consultants and active members of an educational team. Courses in exercise science, special education, multicultural diversity, and adapted physical education will give project graduates valuable competencies consistent with teaching quality physical education to all children. Full-time as well as part-time students will participate in the project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes. The project will make an effort to recruit and retain students from underrepresented minority groups, including those with disabilities.

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*Grant Number:* H325H020086

**Project GRACIAS  
Gaining Readiness and Achieving Competency for Instructing All Students**

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*Project Director:* Valle-Riestra, Diana

University of Miami

School of Education

P.O. Box 248065

Coral Gables, FL 33124-2040

*Voice:* 305-284-6393; *Fax:* 305-284-3003

*E-mail:* driestra@umiami.edu

*Beginning Date:* 8/15/2002

*Ending Date:* 8/14/2006

*OSEP Contact:* Joseph Clair

*Voice:* 202-245-7301

*E-mail:* joseph.clair@ed.gov

*Purpose:* Project GRACIAS (Gaining Readiness and Achieving Competency for Instructing All Students) will prepare individuals at the master's level with the background, interest, commitment, experience, and language competency in early childhood special education (ECSE) to work primarily with young Hispanic children with high-incidence disabilities and their families.

*Method:* The intensive, interdisciplinary, and collaborative master's-degree program will prepare 30 ECSE teachers who will provide direct services to approximately 420 young children with high-incidence



disabilities and their families. Graduates of the program will meet Florida's certification and endorsement requirements.

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*Grant Number:* H325H020106

**Campus-Community Collaboration  
for Preparation of Interdisciplinary Inclusion Facilitators**

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*Project Director:* Boone, Harriet A.; Crais, Elizabeth  
University of North Carolina - Chapel Hill  
School of Education  
Peabody Hall CB#3500  
Chapel Hill, NC 27599-3500  
*Voice:* 919-962-9371; *Fax:* 919-962-1533  
*E-mail:* haboone@email.unc.edu; bcraais@med.unc.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2006

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The University of North Carolina at Chapel Hill will offer a collaborative, interdisciplinary program for experienced early childhood interventionists seeking professional licensure and for masters-level students in special education, audiology, and speech and language pathology to prepare them to become inclusion facilitators in community-based settings for young children with diverse abilities and backgrounds and their families.

*Method:* The project links the Division of Speech and Hearing Sciences in the School of Medicine with the Early Childhood Intervention and Family Support program in the School of Education as well as community-based early childhood intervention programs via joint coursework, seminars, and practica. Interdisciplinary preparation will be provided for 46 students to include full-time graduate students and practicing professionals over the four-year project period. Project participants will learn collaborative consultation skills to fully include young children with disabilities, who are diverse because of language, ethnic, or cultural backgrounds, into community-based programs and activities. The project will also facilitate students' and practitioners' professional development by engaging them in collaborative action research and clinical projects with community-based programs.

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*Grant Number:* H325H020125

**Early Childhood Special Education High-Incidence Disabilities  
Personnel Preparation Program for Master's Level A ECSE Certification  
and Master's Level ECSE Minor Specialty Training**

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*Project Director:* Reilly, AmySue  
Auburn University  
College of Ed., Dept. of Rehab. & Special Ed.  
1228 Haley Center  
Auburn University, AL 36849  
*Voice:* 334-844-5943; *Fax:* 334-844-2080  
*E-mail:* reillam@auburn.edu

*Beginning Date:* 9/1/2002  
*Ending Date:* 8/31/2006

*OSEP Contact:* Joseph Clair  
*Voice:* 202-245-7301  
*E-mail:* joseph.clair@ed.gov

*Purpose:* This project will increase the quantity and improve the quality of personnel available to serve children with high-incidence disabilities ages three to eleven.

*Method:* Two student groups will have the option of taking their program either on campus or via distance education. Group A students (both traditional and 5th year) will earn a Master's degree and a Class A teaching certificate through their graduate program in Early Childhood Special Education (ECSE). A minor in ECSE will be earned by the Group B students who are in General Education (Early Childhood, Elementary, Physical Education), or in Related Services (Speech and Language, School Psychology, Social Work). The project will accomplish the following: (a) recruit, select, retain, and graduate no fewer than 64 students over the course of the four-year project, including 48 graduates with ECSE Master's degree and 14 general education students and related services students completing the ECSE minor (21 of these will be from underrepresented groups); (b) provide all ECSE master's-level students the same curriculum, yet the option for one of two modes of instructional delivery—campus-based vs. distance education; and (c) implement a comprehensive research-based curriculum, comprised of academic course work, field-based projects, and summer learning clinics.

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*Grant Number:* H325H020126

**Improving Language and Literacy Outcomes  
for Children with Communication Impairments in High Poverty Communities**

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*Project Director:* Goldstein, Howard  
Florida State University  
Dept. of Comm. Disorders  
Tallahassee, FL 32306-1200  
*Voice:* 850-644-2238; *Fax:* 850-644-8994  
*E-mail:* hgoldste@fsu.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2006

*OSEP Contact:* Louise Tripoli  
*Voice:* 202-245-7554 (V/TTY)  
*E-mail:* louise.tripoli@ed.gov

*Purpose:* This project will positively impact the critical shortage of speech-language pathologists in the schools in Florida and meet the need to have specialized preparation in the area of language and literacy by providing at least 18 newly trained specialists.

*Method:* Trainees will develop in-depth knowledge and skills in the following: (a) language and literacy outcomes and interventions for populations at high-risk and with disabilities; (b) influences of family, culture, linguistic diversity, and poverty on education and society; (c) interdisciplinary teamwork and consultation models for effective service delivery in regular classrooms; and (d) assessment methods appropriate for children from diverse cultural and linguistic backgrounds. During the four years of the project, at least 18 graduate students in communication disorders will acquire the expertise needed to assess children's language and literacy abilities. They will design, implement, and evaluate individualized programs within the school curriculum that will promote functional outcomes in language and literacy (and associated academic and social areas) among children at high risk or with disabilities, and will function as consultants to support families, professionals from regular and special education, and paraprofessionals working directly with the children. Trainees will collaborate weekly with public school personnel in a Professional Development School (PDS) partnership or in other early intervention agencies targeting high-poverty communities to assure that research-validated practices are integrated from the curriculum into reality. This will be achieved through: (a) participation in a 60 semester-hour graduate program emphasizing coursework in language, literacy, and cultural and linguistic diversity; (b) participation in weekly practica and a semester-long internship in early intervention or school-based programs; (c) participation in community outreach, continuing education/staff development activities, and action research with an emphasis on translating research to practice especially in the area of literacy development; and (d) completion of a competency-based program with an emphasis on developing critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive projects. Students seeking a master's degree will meet departmental requirements in speech-language pathology. Unique aspects of this

project are the following: (a) Each student will be mentored by an advanced student in communication disorders and/or an educator from the community from an underrepresented population; (b) family members and community providers will be active participants in the practica/seminars; (c) students will have opportunities to integrate evidence-based practices into home, school, and community settings; and (d) students will learn to function as consultants to support families, professionals from regular and special education, and paraprofessionals who often provide direct intervention in classroom settings and as advocates for individuals with autism.

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*Grant Number:* H325H030053

**A Master's Program in Early Childhood Special Education  
High-Incidence Disabilities**

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*Project Director:* Lieber, Joan; Beckman, Paula  
University of Maryland  
Dept. of Special Education  
1308 Benjamin Bldg.  
College Park, MD 20742-1161  
*Voice:* 301-405-6467; *Fax:* 301-314-9158  
*E-mail:* jl39@umail.umd.edu

*Beginning Date:* 7/1/2003  
*Ending Date:* 6/30/2007

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The Master's Program in Early Childhood Special Education will prepare graduate students to work with children (ages 3-6) with high-incidence disabilities.

*Method:* The project will accomplish the following: (a) provide a program of coursework and field experiences that integrates research-based curriculum and pedagogical knowledge and practice in early childhood special education; (b) enhance existing coursework and field experiences to focus on multidisciplinary training opportunities in public schools, children's participation in community settings, and issues facing teachers of young children with disabilities from diverse cultural groups; (c) recruit qualified candidates for master's training who have diverse backgrounds, particularly those with disabilities; (d) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and (e) make continuous improvements in the project's training program through partnerships with advisory board members, local education agencies (LEAs) that have professional development school sites, and LEAs with critical shortages of special educators in Maryland. The training program is open to students who are seeking master's degrees in special education and to students from other disciplines who wish to receive training to work with this population. The program seeks to increase the number of professionals serving this population as well as improve the quality of personnel currently serving young children with disabilities.

**84.325J****Center to Guide Personnel Preparation Policy and Practice  
in Early Intervention and Preschool Education (Birth to 5)***Grant Number:* H325J020002**Center for Early Childhood Education/Early Intervention Personnel Preparation**

*Project Director:* Bruder, Mary Beth  
 University of Connecticut  
 A.J. Pappanikou Center for Developmental Disabilities  
 263 Farmington Ave. MC6222  
 Farmington, CT 06030  
*Voice:* 860-679-1505  
*E-mail:* mbruder@nso1.uhc.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2007

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project establishes a Center for Personnel Preparation in Early Childhood Special Education and Early Intervention. The Center will collect, synthesize, and analyze information related to: (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families; (b) the quality of training programs that prepare these professionals; and (c) the supply and demand of professionals representing all disciplines who provide both early childhood special education and early intervention services. In addition, individuals affiliated with the Center will use this information to identify critical gaps in current knowledge and to design and conduct a program of research at the national, state, institutional, and direct provider levels to address these gaps. This program of research and policy formation will yield information vital to developing policies and practices at all levels, including institutions of higher education.

*Method:* The Center will work with an advisory council to focus on issues related to certification and licensure, personnel preparation, and supply and demand. After data have been gathered on these three issues, project staff will work cooperatively with the advisory board and Center consultants to design and implement a series of research studies that will serve to determine the relationships among the three issues as well as the impact of these issues on the education and development of young children with special needs.

*Products:* The dissemination of findings and results emanating from the Center is a critical component, and dissemination will occur at multiple levels and to multiple audiences. The Division of Early Childhood of the Council for Exceptional Children, a partner in this project, will assist in dissemination and will link with other key professional organizations in multiple venues. The project will also maintain a database of information collected by the Center and will sponsor regional forums to create opportunities for state stakeholder groups to discuss policy and practice changes in their systems of personnel preparation.

# 84.325L

## Interdisciplinary Preservice Programs in Large-Scale Special Education Research

*Grant Number:* H325L020001

### **Carolina Interdisciplinary Large-Scale Policy Research Training**

*Project Director:* Harbin, Gloria L.  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8185  
Chapel Hill, NC 27599-8185  
*Voice:* 919-962-7369; *Fax:* 919-843-5784  
*E-mail:* gloria\_harbin@unc.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2006

*OSEP Contact:* Brown, Scott  
*Voice:* 202-245-7282  
*E-mail:* scott.brown@ed.gov

*Purpose:* This project will prepare special education doctoral students to conduct large-scale and longitudinal policy studies. The training project will use an interdisciplinary team of faculty from University of North Carolina - Chapel Hill and from research organizations such as SRI across the United States, with considerable experience in large-scale, longitudinal and policy research.

*Method:* Predoctoral (individuals who have completed all course work) and postdoctoral fellows from relevant disciplines will attend an intensive eight-week session. Fellows will: (a) gain knowledge and competencies needed to improve their skills in conducting large-scale research; and (b) understand the policy context in which these studies are conducted, and in which special education and early intervention reforms are recommended. Each fellow will then be required to develop a proposal to conduct secondary analyses of a large-scale dataset, which will be reviewed and approved by an interdisciplinary faculty research team, including both the Frank Porter Graham Institute and its partners. Each fellow will then participate in a ten-month research apprenticeship with a mentor, who is associated with the large-scale research effort, in order to carry out the study proposed by the fellow. Fellows will remain connected during the research apprenticeship via the Internet, including a chat room to address issues encountered.

*Products:* The flexibility of the training modules will allow them to be incorporated into existing courses, to be used as independent studies, or to be added as new courses to the doctoral training curriculum. Training modules will be put on a CD-ROM and posted on the project's Web site which will be accessible to persons with disabilities.

## 84.325N

### Projects of National Significance

*Grant Number:* H325N020065

#### **TAPS Model: Team Approach to Paraeducator/Supervisor Professional Development**

*Project Director:* Deardorff, Pamela  
Western Oregon University  
Teaching Research Division  
345 N. Monmouth Ave.  
Monmouth, OR 97361-1394  
*Voice:* 503-838-8780; *Fax:* 503-838-8150  
*E-mail:* deardop@wou.edu

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Maryann McDermott  
*Voice:* 202-245-7439  
*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The Early Childhood Department at Western Oregon University's Teaching Research will develop, evaluate, and disseminate an innovative model for an improved training approach that will address the national need for early intervention/early childhood special education (EI/ECSE) supervisors to provide ongoing supervision and professional development for paraeducators in a collaborative format.

*Method:* A competency-based curriculum will be developed related to national paraeducator standards, which will be implemented using a self-directed training format with onsite follow-up for both paraeducators and their supervisors. The TAPS Model will be field tested in five EI/ECSE programs in Oregon and one in Nevada. The model is a blueprint for ongoing professional development and will be based on recommended practice in adult education, case study methodology, and early intervention practices. This model will enable EI/ECSE paraeducators to develop improved skills in providing services to children and families with disabilities and to access training that is individualized and accessible in their work site. Materials and training procedures will be developed and implemented to enable others to replicate the TAPS Model.

*Grant Number:* H325N020070

#### **HERITAGE: Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways**

*Project Director:* Rowan, Lori; Glover, Barbara  
Utah State University  
College of Education ComD/DE  
6500 Old Main Hill  
Logan, UT 84322-6500  
*Voice:* 435-797-5588; *Fax:* 435-797-5580  
*E-mail:* lorir@coe.usu.edu

*Beginning Date:* 8/1/2002  
*Ending Date:* 7/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Project HERITAGE (Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways) will develop, evaluate, and disseminate an innovative model to provide professional development to early interventionists in delivering effective services to grandparents raising grandchildren with disabilities who are age birth to three years.

*Method:* The project activities include: (a) establish partnerships to assure that all components of the model have broad applicability; (b) develop case/problem-based training modules; (c) develop inservice training strategies using technology; (d) implement the model with early interventionists through group and individual training; (e) evaluate the effectiveness of the ANGELS training model; and (f) disseminate results of Project ANGELS nationally. Presenters with expertise in legal issues, mental health, social work, early intervention, and adult learning issues related to grandparent families will provide ongoing training without the necessity of being onsite. The training model will be developed, implemented, and evaluated in collaboration with the states of California, Michigan, Tennessee, and Utah. The project design enables it to be easily incorporated into state Comprehensive System of Personnel Development trainings. To meet the training preferences of early intervention programs, two options will be made available: group training using DVD technology and print materials; and individual training using DVD technology, print materials, and online Internet support that includes chat rooms and e-Group.

*Grant Number:* H325N020075

### **Project LEAD**

*Project Director:* Harbin, Gloria L.  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8185  
Chapel Hill, NC 27599-8185  
*Voice:* 919-962-7369; *Fax:* 919-843-5784  
*E-mail:* gloria\_harbin@unc.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* glinda.hill@ed.gov

*Purpose:* This project will create a comprehensive model for developing leadership skills in community program administrators who administer service delivery programs to young children between birth and six years of age, especially those children with risks, delays, or disabilities.

*Method:* This leadership development model will: (a) increase capacity of local administrators; (b) increase capacity of states to provide ongoing and systematic leadership training; (c) develop an infrastructure which will utilize multiple training strategies, including the Internet, conference presentations, workshops, and a Leadership Academy which will provide intense and in-depth training over the course of the year for a select group of administrators; (d) increase capacity of university faculty and university training programs; and (e) utilize and coordinate existing resources for leadership development. Concepts and theories that will undergird the training content and strategies include: ecological theory, inclusion, cultural sensitivity, system theory, systems change, community of learners theory, community development theory, mentoring, and peer coaching.

*Products:* This leadership development model will increase knowledge and skills of program administrators in six broad areas: (a) research-based practices regarding child learning and development; (b) administration; (c) human resource management; (d) policies and politics; (e) collaborative systems; and (f) conceptual leadership. The project will develop a minimum of ten modules, which include Web-based learning experiences. Other products that will be developed to improve both preservice and inservice training include: a set of validated competencies for early intervention program administrators; a tool to assess training strengths and needs; a multidimensional Comprehensive System for Personnel Development training plan; a national registry of leadership developers and resource materials; and an interactive Web site.

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Grant Number: H325N020085

**National Individualizing Preschool Inclusion Project:  
A Project of National Significance**

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*Project Director:* McWilliam, Robin  
Vanderbilt University Medical Center  
John F. Kennedy Center for Research on Human Development  
426 Medical Center South  
Nashville, TN 37232-3573  
*Voice:* 615-936-2985; *Fax:* 615-936-0256  
*E-mail:* robin.mcwilliam@vanderbilt.edu

*Beginning Date:* 2/12/2003  
*Ending Date:* 12/31/2005

*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* Despite considerable research on inclusion in the preschool years, the need still exists for a model that is specific enough to consist of preferred practices yet broad enough to be applied for individual children in different settings. Capitalizing on a model that has been developed and demonstrated through a previous project, this project will implement the model in various settings, and will establish partnerships with states for inservice training, institutions of higher education for preservice training, and direct-service programs for implementation.

*Method:* The Individualizing Inclusion approach hinges on three critical components: functional intervention planning, integrated therapy, and embedded intervention. Functional intervention planning is carried out principally through a "routines-based assessment," featuring an interview of the family and the teaching staff. Integrated therapy consists of provision of occupational therapy, physical therapy, speech language pathology, and early childhood special education. Embedded intervention involves the use of proven instructional principles, especially incidental teaching, in the context of developmentally appropriate activities. An innovation of the Individualizing Inclusion Project is to base its activities on networks: (a) a network of demonstration-and-training sites will be developed constituting programs providing direct services to children; (b) a network of institutions of higher education will be developed to assist in the development of modules and syllabi and to implement and evaluate these training products; (c) a network of states and their technical assistance projects will be developed to assist in the development, implementation, and evaluation of inservice and technical-assistance products. Once they have been developed, the three networks will be connected and expanded so that, ultimately, large networks of demonstration-and-training sites, institutions of higher education, and state agencies will work together to implement and evaluate the Individualizing Inclusion approach.

*Products:* The project will develop manuals, modules, and syllabi and will cosponsor a four-day institute each year.



# 84.325Q

## Center to Inform Personnel Preparation Policy and Practices in Special Education

*Grant Number:* H325Q000002

### Center on Personnel Studies in Special Education (COPSSE)

*Project Director:* Sindelar, Paul; Brownell, Mary T.  
University of Florida  
Dept of Special Education  
G-315 Norman Hall  
Gainesville, FL 32611  
*Voice:* 352-392-0701  
*E-mail:* pts@coe.ufl.edu; mbrownell@coe.ufl.edu  
*Web site:* <http://www.coe.ufl.edu/copsse>

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Helen Thornton  
*Voice:* 202-245-7546  
*E-mail:* helen.thornton@ed.gov

*Purpose:* This project, the Center on Personnel Studies in Special Education (COPSSE), is a research and dissemination project focused on the problem of providing adequate numbers of qualified professionals for special education and other disciplines that serve students with disabilities.

*Method:* The research content of the Center is organized into three areas: certification and licensure, professional preparation, and supply and demand. The project has three phases: conducting a "tiered" synthesis of relevant research, developing and prioritizing research questions, and designing studies to address them. The research program will be reviewed and approved by a panel of design and evaluation specialists. In the second phase, studies will be conducted, data analyzed, and findings organized and synthesized according to a conceptual framework. Policy implications and dissemination strategies will also be developed. In the final phase, a policy and dissemination panel will review and approve the plan and disseminate it through an extensive network of professional organizations and other dissemination outlets.

## Contracts

*Contract Number:* ED01CO0082-0007

### **OSEP Personnel Preparation Performance Reporting Support**

*Project Director:* Brauen, Marsha  
Westat, Inc.

1650 Research Blvd  
Rockville, MD 20850-3129

*Voice:* 301-738-3668; *Fax:* 301-294-4475

*E-mail:* marshabrauen@westat.com

*Web site:* www.ideadata.org

*Beginning Date:* 10/1/2002

*Ending Date:* 9/30/2007

*OSEP Contact:* Helen Thornton

*Voice:* 202-245-7546

*E-mail:* helen.thornton@ed.gov

*Purpose:* This Task Order continues the annual collection and analysis of data on students who are preparing for careers in special education and who receive financial support from OSEP-funded training grants. Information collected on trainees includes demographic characteristics, areas of specialization, previous and current employment information, status in the supported training program each year, and early post-training employment status.

*Method:* The Web-based data system used to collect student-level data will be designed by Westat to help OSEP assess the effectiveness of the training resources expended, provide information to guide future training investments, and assist states in developing plans to meet their personnel needs.

**Technical Assistance  
and  
Dissemination**



## 84.326A

# IDEA Partership Project

*Grant Number:* H326A030002

### The IDEA Partnership Project

*Project Director:* Cashman, Joanne  
 National Association of State Directors of Special Education  
 (NASDSE)  
 1800 Diagonal Road, Suite 320  
 Alexandria, VA 22314  
*Voice:* 703-519-3800; *Fax:* 703-519-3808  
*E-mail:* jcashman@nasdse.org

*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2008

*OSEP Contact:* Debra Price-Ellingstad  
*Voice:* 202-245-7481  
*E-mail:* debra.price-ellingstad@ed.gov

*Purpose:* As the No Child Left Behind Act focuses educators on performance improvement of students with disabilities, there is an urgent and common need among special and general educators to find new ways to understand each other and work together effectively. This project of the National Association of State Directors of Special Education (NASDSE) will help policy makers, service providers, administrators, and families translate knowledge into action in a way that creates personal meaning and informs their work and interactions every day.

*Method:* The project will form a partnership that will drive change to the state and local level while working to make systems permanently more collaborative. Three kinds of partners will be organized into one affiliated group: Leveraging Partners, Strategic Partners, and Technical Assistance Partners. First, NASDSE and the Council of Chief State School Officers will act as Leveraging Partners, opening opportunities at the practice level at the state and local levels. They will be joined by the National Technical Assistance Center to the Parent Training and Information Centers. Together, the Leveraging Partner organizations will enable work across state and organizational boundaries to make the connections and solidify shared interest around issues among policymakers, service providers, administrators, and families. Policy organizations, professional organizations, and family groups will join the partnership as Strategic Partners that help connect policy agendas with the realities of implementation. Together the Leveraging Partners and the Strategic Partners will translate policy and research into practice by actively engaging policy makers, implementers, and families around practice problems in sites at the state and local levels. Technical Assistance Partners, the array of federally funded research and technical assistance centers, will join to learn from partner work and to provide information that will inform partner planning. The unified Partnership will: (a) move strategically toward greater systemic impact at the state and local levels; (b) deliver accurate, relevant, and customized information to policy makers, implementers, and consumers regarding NCLB and IDEA, including Part C; (c) promote interaction and cross-stakeholder affiliation around shared issues, including the involvement of individuals from underrepresented groups; (d) stimulate cross-stakeholder involvement in state and local systems to deliver professional development and solve implementation problems; and (e) facilitate systemic change and cultural shift toward greater and more meaningful cross-stakeholder involvement. As the sponsoring organization, NASDSE will assure that the Partnership serves as a valued source of high quality, accessible, user-friendly resources that go beyond information delivery to information use. It will continuously identify the current organizational agendas and emerging interests that will allow cross-stakeholder information to be presented meaningfully in the context of the partner work. It will also uncover shared interests and stimulate systemic change initiatives, join individuals and groups undertaking systemic

change in learning communities and communities of practice, and establish a data collection and evaluation system that permits claims of impact.

*Products:* Product development, as it is currently conceptualized, is not a primary function of this project. The Partnership will invest in more prototype products that can be disseminated in various formats, including Web sites, CD-ROMs, and rebroadcastable telecasts/Webcasts. The Partnership will reconfigure its Information Specialist role into a Knowledge Management role and will present features such as Web-based surveys and polling, online discussions, cross-role learning communities, topical mini-Webs, and profiles of efforts underway. The project will use existing sources of vetted documents and publicly available information to design a "suite" of products that can be combined in varying configurations and customized in style, formats, and delivery mode for intended audiences. The project will broker and implement eight cases of partner participation in state systems of professional development, broker and implement six cases of partner participation in state pilot problem-solving efforts, broker participation in existing communities of practice, and build learning communities of state and local decision makers.

**84.326B**

**Urban Inclusion Technical Assistance Center**

*Grant Number:* H326B020002

**The National Institute for Urban School Improvement: Inclusive Schools—  
Good for Kids, Families, and Schools**

*Project Director:* Kozleski, Elizabeth

University of Colorado - Denver

School of Education

CCEL, Campus Box 193

P.O. Box 173364

Denver, CO 80217-3364

*Voice:* 303-556-3990; *Fax:* 303-556-6142

*E-mail:* elizabeth.kozleski@cudenver.edu

*Web site:* www.inclusiveschools.org/

*Beginning Date:* 10/15/2002

*Ending Date:* 10/14/2007

*OSEP Contact:* Anne Smith

*Voice:* 202-245-7529

*E-mail:* anne.smith@ed.gov

*Purpose:* The mission of the National Institute for Urban School Improvement is to partner with the Regional Resource Centers (RRCs) to develop powerful networks of urban local education agencies (LEAs) and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

*Method:* Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports. The project will accomplish the following: (a) continuous improvement by increasing knowledge and understanding through evaluation of current practice, change efforts, and impact; (b) research and development, by synthesizing and expanding research in inclusive practices; (c) professional development through regional technical assistance plans and collaborative work with leading urban districts focusing on research-validated practices in early intervention, reading, behavior, and universal design; (d) networking and dissemination by engaging national discourse in

urban, professional practice and policy communities on improving educational outcomes; and (e) participatory and multimethod evaluation through engaging sites in examining patterns in the impact of change efforts on the placement and outcomes for students with severe disabilities and their general education peers in participating sites.

*Products:* The National Institute will be networked to nearly 3,000 professional and family organizations and leaders who focus their efforts on improving outcomes for students in urban schools. Ongoing threaded discussions, Web-based school improvement tools, site-based progress, online action research groups, and other networking activities will be hosted on the Institute's Web site.

## 84.326C

### Projects for Children and Young Adults Who Are Deaf-Blind

*Grant Number:* H326C030001

#### Washington State Services for Children with Deaf-Blindness

*Project Director:* Gill, Douglas H.  
Washington State Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200  
*Voice:* 360-725-6075; *Fax:* 360-586-0247  
*E-mail:* dgill@ospi.wednet.edu  
*Web site:* www.wsdsonline.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* Washington State Services for Children with Deaf-Blindness (WSSCDB) will address the unique needs of infants/toddlers, children, and youth aged birth to 21 years with deaf-blindness.

*Method:* The project will: (a) enhance state capacity to improve services and results for children and young adults who are deaf-blind, through collaboration with public and private agencies; (b) develop and implement procedures to evaluate the impact of program activities on services and outcomes for children/young adults with deaf-blindness and families; (c) disseminate research-based effective practices and relevant information and products to families, local education agencies, and other Part C/Part B service providers; (d) facilitate activities that address the needs of families of children and young adults with deaf-blindness; and (e) ensure that service providers have the necessary skills to address the unique needs of children/young adults who are deaf-blind. In order to accomplish these goals, the project will collaborate with a variety of local, state and national agencies and programs, including institutions of higher education, to provide an array of technical assistance (TA), information, and training on early intervention, special education, related services, and transition services. The state of Washington has no higher education programs that provide training specific to the child with sensory disabilities including deaf-blindness. Therefore, training of families, professionals, and agencies serving the child is crucial. To address the high number of requests for technical assistance, the project will continue to train and mentor regional consultants who can help to support TA needs within their part of the state.

*Products:* Each infant/toddler, child, and young adult with deaf-blindness will receive a high-quality individual program of services to meet his or her unique developmental and educational needs.

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*Grant Number:* H326C030002

**Georgia Sensory Assistance Project**

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*Project Director:* Heller, Kathryn  
 Georgia State University  
 College of Education  
 Dept. EPSE, MSC 6A0820  
 33 Gilmer St., SE, Unit 6  
 Atlanta, GA 30303-3086  
*Voice:* 404-651-2310; *Fax:* 404-651-4901  
*E-mail:* kheller@gsu.edu  
*Web site:* <http://education.gsu.edu/georgiaDeaf-Blindproj>

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Georgia Sensory Assistance Project will meet the critical needs of the state as identified by over 40 parent advocacy groups, community-based groups, professional agencies, government agencies, individuals who are deaf-blind, parents of students with deaf-blindness, and their teachers and related services staff.

*Method:* Statewide needs will be addressed through the following objectives of this project: (a) Locate and identify children with deaf-blindness and maintain a deaf-blind census; (b) promote systems change through coordination of activities and collaboration with Georgia Department of Human Resources priorities; (c) build statewide local capacity through advisor training, best practice sites, and preservice training; (d) provide early intervention technical assistance services and early transition support; (e) provide technical assistance to teachers, related service staff, families, and service providers responsible for children with deaf-blindness; (f) provide young adult transition technical assistance to families and service personnel and continue collaborative activities with the Department of Labor; (g) provide technical assistance to families, especially targeting parents/caregivers, siblings, children who are deaf-blind, and teenagers seeking other teens who are deaf-blind; (h) collaborate and support the Georgia Deaf-Blind Stakeholders and Advisory Committee and national projects; (i) maintain needs assessment and evaluation data; and (j) disseminate effective practices and relevant information.

*Products:* This project is anticipated to greatly improve services for children who are deaf-blind and their families.



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Grant Number: H326C030004

## Nebraska Deaf-Blind Project for Children and Youth

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*Project Director:* Schliesser, Barbara  
Nebraska Department of Education  
Special Populations Office  
301 Centennial Mall South  
Box 94987  
Lincoln, NE 68510-4987  
*Voice:* 402-471-2471; *Fax:* 402-471-5022  
*E-mail:* bschlies@nde.state.ne.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Nebraska Deaf-Blind Project, under the administration of the Nebraska Department of Education, Special Populations Office, will provide technical assistance, information, and training on early intervention, special education, related services, and transitional services, which will result in the building of local capacity and statewide systems change to improve services for children/youth who are deaf-blind and their families. The vision of the project is to improve outcomes for children and youth who are deaf-blind (birth to age 21) by providing research-based practices in technical assistance, training, information, and dissemination to families, educators, and agencies serving this population so that children and their families will be successful members of their community.

*Method:* Achievement of this vision will be evidenced by outcomes associated with each of the project's six goals. They are: (a) identification of children/youth with deaf-blindness and maintenance of an accurate census; (b) provision of ongoing, appropriate, and effective technical assistance, training, and information to families, educators, and agencies; (c) provision of effective services to enhance transition from school to adult agencies, postsecondary education, and community living; (d) empowerment of families to meet the needs of their children/youth through knowledge and skill development; (e) completion of formative evaluation activities for management decisions and summative evaluation to provide evidence of project impact; and (f) dissemination of information, products, and other materials to relevant audiences. These goals are linked to the needs identified in the state of Nebraska by key stakeholders including family members and educators. Some of these needs include: identify children who are deaf-blind at a younger age; provide training and technical assistance in a variety of formats to service providers, families, and agencies; increase the skills of family members and establish a network for families to develop support systems; develop materials for awareness and to increase knowledge and skills in the area of deaf-blindness; disseminate project and national materials; and provide materials for awareness and identification of underrepresented populations (Hispanic, Asian).

*Products:* Outcomes to be achieved from this project will include some of the following: (a) increase in the number of children identified as deaf-blind, especially those underrepresented and young; (b) increase in the knowledge and skills of families, educators, and agencies serving children who are deaf-blind; (c) successful transitions for youth who are deaf-blind; (d) dissemination of materials which support the overall vision of the project; (e) implementation and increased knowledge for selected families in regard to Project SPARKLE (an outreach grant that supports parent access to resources and education); and (f) successful evaluation tools/strategies utilized to gather child change and results.

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Grant Number: H326C030006

**Texas Deaf-Blind Project:  
Technical Assistance for Children Who Are Deaf-Blind**

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*Project Director:* Murrell, Martha R.  
Texas Education Agency  
Division of Special Education  
1701 N. Congress Ave.  
Austin, TX 78701-1494  
*Voice:* 512-463-9362; *Fax:* 512-463-9560  
*E-mail:* mmurrell@tea.state.tx.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Texas Deaf-Blind Project will provide technical assistance and training to the parents, families, educators, related services personnel, community providers, and relevant staff of other agencies, to achieve the following outcomes for the 687 Texas children and young adults with deaf-blindness: (a) young adults will successfully transition into a meaningful and preferred adult life and career; (b) families from diverse cultures will successfully and appropriately parent and advocate for their child with deaf-blindness; and (c) children will develop essential skills.

*Method:* The Texas Education Agency will subcontract with the Deaf-Blind Outreach Team at the Texas School for the Blind and Visually Impaired to implement the following project objectives: (a) Family members and students will increase effective participation in the secondary transition process; (b) community service providers will demonstrate relevant skills for serving transitioned students; (c) selected families will provide leadership and training to other families and advocate for students regionally and statewide; (d) all families will become effective partners on their child's educational team; (e) more interveners will provide effective instructional support; and (f) regional networks will increase expertise to provide local support. The goals and objectives will be realized through a multitude of project activities designed to build local capacity to serve children with deaf-blindness, including: onsite visits to homes and classrooms, training and planning with each of the 20 regional education service center deaf-blind specialists, regional workshops, biennial statewide Deaf-Blind Symposia and topical workshops, and various products. Training and technical assistance will be delivered in person and via the Web, video, teleconferencing, and mail.

*Products:* Products will include a Deaf-Blind Census, Family Leadership Series, Transition from School to Adult Life Series, SEE/HEAR newsletter, CD-ROM materials, and summative and formative tools to evaluate the project's success in meeting the targeted outcomes. All activities will be designed to meet the language and cultural needs of the diverse Texas population.

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Grant Number: H326C030008

## Missouri Deaf-Blind Technical Assistance Project

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*Project Director:* Van Eck, Linda  
Missouri Department of Elementary and Secondary Education  
Missouri School for the Blind  
3815 Magnolia Ave.  
St. Louis, MO 63110-4099  
*Voice:* 314-776-4320; *Fax:* 314-776-1875  
*E-mail:* lvaneck@msb.k12.mo.us  
*Web site:* www.msb.k12.mo.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project represents interagency team collaboration among service providers and families to continue and expand Missouri's services to individuals who are deaf-blind and their families, by strengthening partnerships, coordinating service networking, and providing systematic training. These efforts build local capacity for identification, early intervention, education, transition, related services, and family support.

*Method:* The project will provide technical assistance to 200 identified infants, toddlers, children, and youth with deaf-blindness and their families. Interagency team collaboration will take place with national, state, local, public, and private agencies currently serving or having the potential to serve individuals who are deaf-blind. The project scope will be achieved through six major activities: (a) Assist local and state agencies in the identification and tracking of infants, toddlers, and youth with deaf-blindness to enhance services; (b) provide an array of technical assistance activities that increases family support services, parent education, and parent networking; (c) provide an array of technical assistance and training activities to service providers that improves services and outcomes; (d) strengthen the statewide interagency collaboration model designed to build local capacity and to facilitate systems change; (e) implement a dissemination plan which includes information about the project teams, effective practices, and materials developed by the project; and (f) evaluate and measure impact and benefits to children with deaf-blindness, their families, and their service providers.

*Products:* The outcomes of this project will include: (a) continuation of state and local interagency teams; (b) expansion of mentor teams to serve as statewide resources; (c) continuation of parent training and parent-to-parent networking; (d) expansion of regional employment teams; and (e) development of team handbooks and train-the-trainer manuals. The project will have the following impact: (a) increased interagency collaboration and linkages; (b) increased participation in job placement in the community; (c) increased capacity of public, private, and state agencies serving this population; and (d) systems change resulting in improved, coordinated, and individualized services to 200 individuals who are deaf-blind and their families. The project will develop fact sheets, newsletters, and protocols that will raise the awareness of the project, deaf-blind issues, and resources. Training materials will be developed to enhance skills in areas identified by stakeholders. Team handbooks, train-the-trainer manuals, and parent booklets will outline models and best practices that can be replicated in the state and nationally with deaf-blind and other disability groups.

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Grant Number: H326C030009

## Vermont State Project for Children and Youth with Deaf-Blindness

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*Project Director:* Cloninger, Chigee  
University of Vermont  
College of Education & Social Svcs  
Center on Disability & Community Inclusion  
101 Cherry St., Ste 450  
Burlington, VT 05401-4439  
*Voice:* 802-656-1143; *Fax:* 802-656-1357  
*E-mail:* Chigee.Cloninger@uvm.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The mission of the Vermont Project for Children and Youth with Deaf-Blindness is to increase the capacity of state and local agencies to facilitate improved outcomes of children with deaf-blindness and their families to live, go to school, play, work, and have friends in their communities.

*Method:* This mission will be achieved through seven project activities: (a) Identify all children and youth who are deaf-blind and maintain related demographic information; (b) maintain assessments of current needs including critical needs of identified children and youth, needs of their families, and general needs of the state; (c) provide interdisciplinary technical assistance, information, and training to families, service providers, and administrators on local education teams in the development and implementation of research-based best practices that enhance the state's capacity to improve services and results for children who are deaf-blind; (d) coordinate and collaborate with state/local education agencies as well as other relevant agencies; (e) collaborate with four states in the region through a multistate mentorship training initiative; (f) disseminate effective practices and relevant information to families and service providers, local education agencies, and other agencies; and (g) evaluate the impact of this project in consultation with the project's advisory committee on services and outcomes for children and youth with deaf-blindness, their families, and service providers.

*Products:* Project benefits will be increases in local and state capacity to: (a) identify goals and priorities for students, modify and adapt intervention strategies and service delivery characteristics to ensure congruence with home and community life, and access available network and service supports; (b) use expertise from varied professional specialties; (c) improve processes for interaction through coordination, collaboration, and shared decision making; and (d) know and use available information and resources. A variety of conventional and technologically oriented products will be developed to support project outcomes. Project brochures, informational brochures, and other printed publications on specific topics, events, and suggested practices will be developed to focus audiences on improving services and opportunities for students with deaf-blindness. The project's Web site will provide alternate access to the same information. In addition, videotapes of training activities will be added to a growing lending library.

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Grant Number: H326C030010

**Together We Can: Virginia's Deaf-Blind Project**

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*Project Director:* Orelove, Fred  
Virginia Commonwealth University  
Partnership for People with Disabilities  
Box 843020, 700 E. Franklin St.  
Richmond, VA 23284-3020  
*Voice:* 804-828-3908; *Fax:* 804-828-0042  
*E-mail:* forelove@mail1.vcu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Together We Can (TWC) project at the Partnership for People with Disabilities at Virginia Commonwealth University will provide technical assistance to address the unique needs of children and young adults who are deaf-blind, their families, and the professionals who support them.

*Method:* The conceptual framework of the project addresses three critical dimensions: (a) results and outcomes with a focus on both individual and systematic change; (b) specific project activities and strategies; and (c) the role of the project to accomplish results and outcomes. The project activities are aligned with state and federal initiatives, including the Individuals with Disabilities Education Act and the No Child Left Behind Act. The project recognizes the emphasis on student achievement and has included a number of objectives focused on providing training and materials to team members to promote participation and achievement of students who are deaf-blind in the accountability system. The project capitalizes on collaborative relationships with partners to address the needs of individuals across their lifespan and increase the capacity of preservice programs, paraprofessional training, parent outreach vehicles, technical assistance providers, and local school division personnel to meet the needs of children and young adults who are deaf-blind, their families, and the educators who support them. The project includes an innovative multistate evaluation component that uses multiple sources of data to ensure project effectiveness and measure child and systemic change. The role of TWC will change across time as partner agencies and programs assume more responsibility for specific activities. This shifting of resources will allow TWC to focus on new initiatives, thus maximizing project resources to contribute to positive outcomes for children and young adults while enhancing the capacity of existing entities to meet the unique needs of this population.

*Products:* The desired results and outcomes for this project are: (a) improved quality of life for individuals who are deaf-blind through enhancing skill performance in multiple settings; (b) increased numbers of instructional team members who effectively meet the needs of individuals who are deaf-blind; (c) improved capacity of family members to act as equal partners in the teaming process; and (d) validated technical assistance efforts based on impact to individual children, team members, and family members.

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*Grant Number:* H326C030012

**Utah Deaf-Blind Project**

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*Project Director:* Fowers, Darla  
Utah State Office of Education  
Special Education Services Unit  
742 Harrison Blvd.  
Ogden, UT 84404-5298  
*Voice:* 801-629-4730; *Fax:* 801-629-4758  
*E-mail:* darlaf@usdb.org  
*Web site:* www.usdb.org/dbs/home.htm

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Utah Deaf-Blind Project will provide critical funding needed to: (a) assure qualified personnel to serve children and young adults with deaf-blindness; (b) facilitate appropriate systems change; and (c) "scale up" activities in the state to lead to improved outcomes for children. A broad array of training and technical assistance activities will be provided in many settings, with various individuals and groups, in person and via technology links.

*Method:* The training, information, and technical assistance objectives that will provide the direction for the project during the next five years are to: (a) increase the capacity of families in support of their role in the development and education of their child; (b) build the capacity of teachers, early interventionists, administrators, and other service providers to educate and support the child; (c) increase the awareness level of community members, including peers, about deaf-blindness; (d) build the capacity of and collaborate with families, service providers, programs, and agencies to assist young adults who are deaf-blind during the school-to-adult transition; and (e) collaborate with state and national projects and programs, including other deaf-blind projects, to increase the knowledge, skills, and capacity of families, agencies, and service providers in the area of deaf-blindness. Project personnel will share their successful strategies used for intervener training, targeted school and peer training, family support, and program development.

*Products:* As strategies, materials, information, and techniques are developed they will be widely shared. Some of these activities will include: (a) the project newsletter, which transmits information and ideas to over 400 persons or organizations, both within and out of Utah, and is published tri-annually; (b) the project Web site; (c) collaboration with other states in the western regional, including sharing pertinent articles produced by one another and participating in the electronic newsletter spearheaded by the National Technical Assistance Center; and (d) family support and communication intervener training protocols and strategies will be shared throughout the U.S.

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*Grant Number:* H326C030013

**University of Alabama at Birmingham (UAB) Alabama Deaf-Blind Project**

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*Project Director:* Sanspree, Mary Jean  
 University of Alabama  
 701 20th Street South, Ste #1170  
 Birmingham, AL 35294-0111  
*Voice:* 205-934-6723; *Fax:* 205-934-6722  
*E-mail:* msanspree@icare.opt.uab.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Alabama Deaf-Blind Project will build the capacity of state and local agencies, parents, and professionals to improve outcomes for the 308 Alabama children and young adults who are deaf-blind and their families, by providing technical assistance, information, and training on early intervention, special education, related services, and transitional services.

*Method:* Statewide, research-based training will be provided to parents, paraprofessionals, and professionals, through interactive television, topical conference training sessions, graduate vision/deaf-blind classes, etc. Information will be disseminated via an accessible toll-free telephone number, a "Bobby-approved" Web site, and a project newsletter. Through continued collaboration with the Southeast Regional Resource Center (SERRC), effective communities of practice will provide the up-scaling needed in training for early intervention, special education, related services, and transition. Transition for children at age three years and adults at age 14 years and up will be implemented by an interagency, interdisciplinary Alabama PATHfinders team and by personnel who are contracted by the Alabama Department of Rehabilitation Services. This transition effort will enhance the capacity of schools, agencies, and local counselors to serve persons who are deaf-blind with training and family and community intervention. Collaboration with major state agencies, parents, consumers, and community entities will take place through the Alabama Deaf-Blind Coalition.

*Products:* The project will work with others to develop products for each objective, which will include such items as procedure manuals, protocols for training and replication, overhead transparencies, CD's, video of interactive presentations, Web page, tapes, and presentation kits utilizing technology tools and best practices/strategies. The project has a central inventory and distributes materials and equipment to local education agencies, other agencies, and families for use in technical assistance activities.

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*Grant Number:* H326C030014

**Mississippi Services for Deaf-Blind**

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*Project Director:* McDowell, Linda  
 University of Southern Mississippi  
 Box 5115  
 Hattiesburg, MS 39406-5115  
*Voice:* 601-266-6143; *Fax:* 601-266-4978  
*E-mail:* linda.mcdowell@usm.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* To address the needs of individuals (ages birth to 21) with deaf-blindness, their families, and their providers in Mississippi, the Mississippi Services for Deaf-Blind (MSDB) project will conduct activities proven effective over past grant cycles and supported by current literature on best practices. The selected activities are designed to meet the following project objectives to: (a) identify children with deaf-blindness and conduct statewide needs assessments; (b) facilitate critical systems change; (c) provide an array of

technical assistance and training for capacity building; (d) disseminate information on best practices; and (e) efficiently manage and evaluate project activities for desired outcomes.

*Method:* To reach these expected outcomes, MSDB initiatives include three major systems change efforts: (a) Establish funding and adoption of individual student portfolios by teams receiving training and technical assistance from MSDB; (b) establish three training systems, which would include inservice trainings that occur regionally for multi-agency teams; a master's degree in severe disabilities with an emphasis in dual sensory impairment from the University of Southern Mississippi, offered online collaboratively with Texas Tech University; a training system for paraprofessionals; and (c) establish a Deaf-Blind Home- and Community-Based Medicaid Waiver with comprehensive means of support for individuals of all ages with deaf-blindness to live meaningful lives in their home communities.

*Products:* Ultimate outcomes will include: documented enhanced communication and access to inclusive community environments for individuals with multiple disabilities and deaf-blindness; organized, systematic, and varied sources for training and ongoing consultation as needed by support providers, including families; and alignment of MSDB technical assistance activities with other state initiatives for systems change.

*Grant Number:* H326C030015

### **Arizona Deaf-Blind Project**

*Project Director:* Dykes, Earlene  
Arizona State Schools for the Deaf and the Blind  
P.O. Box 87010  
Tucson, AZ 85754

*Voice:* 520-884-0323; *Fax:* 520-884-0353

*E-mail:* edykes@asdb.state.az.us

*Web site:* www.asdb.state.az.us

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The Arizona Deaf-Blind Project will provide technical assistance, information, training, and support throughout Arizona to families and service providers of children, birth to 21 years of age, who are deaf-blind or at risk of being identified as deaf-blind. Project services will focus on early intervention, educational programs, and related services to assist parents and service providers to meet the unique needs of children who are deaf-blind.

*Method:* Project staff will collaborate with key service providers to assist them in developing knowledge and skills, based on current research and improved practices, to be able to effectively serve children who are deaf-blind. This partnering will facilitate maximum effectiveness of services and will assist programs in meeting federal requirements. The project will be accomplished through the following objectives, which reflect federal priorities: (a) Collaborate with state and local agencies to identify, refer, and track children with deaf-blindness from birth through 21 years of age; (b) strengthen services for parents of children with deaf-blindness to empower them with information, resources, and supports in order to advocate for, and participate in, their child's educational program; (c) enhance state and local capacity to serve children with deaf-blindness through technical assistance, dissemination, and training designed to increase knowledge and skills of staff and families; and (d) collaborate with the project's advisory committee, Arizona agencies, state deaf-blind projects in the Western Region, the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC), and other key resources to complete activities that will enhance services through leveraging of state, regional, and national resources.



*Products:* General products that will result from project activities and that will be routinely disseminated include brochures, fact sheets, newsletters, announcements of workshops and conferences, handouts from workshops and conferences (print, disk, Braille), technology summaries, and the Loan Library Directory. Those that will be available for use or upon request include materials from the library, videotapes of inservice sessions and workshops, and the project Web site in both English and Spanish.

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*Grant Number:* H326C030016

**Technical Assistance and Training for Service Providers  
of Children with Deaf-Blindness in Delaware**

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*Project Director:* Touchette, Brian  
Delaware Department of Education  
Townsend Building  
P.O. Box 1406  
Dover, DE 19903  
*Voice:* 302-739-4667; *Fax:* 302-739-2388  
*E-mail:* btouchette@doe.k12.de.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will address the critical technical assistance and training needs as identified by families and education/related services personnel, in providing services to infants, toddlers, children, and youth with deaf-blindness throughout Delaware.

*Method:* The project will facilitate activities that address the following goals: (a) Every child with deaf-blindness from birth through 21 years will have access to and information regarding services within Delaware; (b) families will have knowledge and skills to be equal participants in the educational planning and programming for their children with deaf-blindness; (c) in collaboration with the University of Delaware and the Delaware Department of Education, formal personnel preparation programs will be established to increase the numbers of teachers and related services personnel who are qualified and certified; (d) direct services personnel, in collaboration with families, will develop, implement, and evaluate appropriate educational plans that reflect best practices; and (e) the Delaware Program for Deaf-Blind Children's Resource Team will demonstrate skills that reflect current best practices.

*Products:* The project will continue to support the integration of coursework to formalize preservice training in Delaware's higher education institutions. Teachers and other related service professionals will receive systematic training that will prepare them to effectively develop and implement appropriate, quality programs for students with deaf-blindness and other significant disabilities. This training will be available to regular and special educators, as well as other professional preservice programs, and will result in increasing opportunities to include all children in more natural educational settings and enable them to have access to the general education curriculum.

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*Grant Number:* H326C030017  
**California Deaf-Blind Services**

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*Project Director:* Goetz, Lori  
San Francisco State University  
Special Education Dept.  
1600 Holloway Ave.  
San Francisco, CA 94132-1722  
*Voice:* 415-338-6230; *Fax:* 415-338-2845  
*E-mail:* lgoetz@sfsu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* San Francisco State University will continue to operate the California Deaf-Blind Services (CDBS) project that will focus on building local and state capacity to serve children from birth to age 22 who are deaf-blind and to support their families.

*Method:* This goal will be accomplished within the context of ongoing school reform that promotes integration of services for children and their families. The CDBS Network of Family Support Providers represents an innovative approach to parent-to-parent support and capacity building. The network, which currently includes 21 family members from every region in the state, will be maintained and expanded so that every Family Resource Center Network in California includes at least one family member of a child who is deaf-blind in its support network. Interveners will be trained using a model that includes training interveners and training of trainers simultaneously. This activity will result in longitudinal training for local interveners and will support the paraprofessional education requirements of the No Child Left Behind Act. An additional training initiative will target the state's two largest early intervention programs devoted solely to serving children with sensory impairments. As a result, early intervention specialists will be better prepared to meet the unique needs of infants and toddlers who have both hearing and vision problems. The project will coordinate and collaborate with local and state agencies for relevant services, particularly California's Department of Education, Department of Rehabilitation, and Department of Developmental Services, which serves as the lead agency for California's Part C programs.

*Products:* Products will include the development of three videotapes that will support the training initiatives, on the following topics: (a) effective use of interveners; (b) effective teaming and the roles of team members; and (c) adaptation of visual instruction and materials for learners who are deaf-blind. Products also will be developed to assist local educational agencies to more accurately identify children who are deaf-blind. Technical assistance will be provided that utilizes innovative technology to increase cost-effectiveness and increase numbers of children served. The CDBS newsletter, "reSources," will continue to be published quarterly in both English and Spanish editions. Resources and materials will be disseminated via the CDBS Web site. Project activities will develop a level of expertise in deaf-blindness statewide that will continue beyond the project duration.

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*Grant Number:* H326C030020

**Center for Development and Disability (CDD) Project for New Mexico  
Children and Youth Who Are Deaf-Blind**

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*Project Director:* Osbourn, Pat  
University of New Mexico  
School of Medicine, Dept of Pediatrics  
Center for Dev & Disability  
Albuquerque, NM 87107-1851  
*Voice:* 505-272-0387; *Fax:* 505-272-9014  
*E-mail:* posbourn@salud.unm.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will provide a comprehensive statewide program of technical assistance, training, and education for service providers, families, and educational teams of children and youth who are deaf-blind. The project will work closely with an advisory committee, as well as collaborate and partner with state and local agencies and organizations to enhance state capacity to improve services and results for children who deaf-blind, and to effect the achievement of targeted, statewide, systemic change.

*Method:* The project will conduct the following activities: (a) Collaborate with local and state agencies to deliver a comprehensive and coordinated statewide system of technical assistance and training to families, educational/intervention teams, and related service providers that addresses the individualized needs of children and youth who are deaf-blind; (b) develop, implement, and respond to an ongoing system of needs of families, educational teams, related service providers, children, and youth who are deaf-blind; (c) develop and implement ongoing procedures to evaluate the impact and effectiveness of project activities on children and youth who are deaf-blind and their families as well as educational/intervention teams; and (d) disseminate information and resources about deaf-blindness that include research-based practices and effective educational strategies to families, educational teams, and related service providers.

*Products:* Products will include educational fact sheets, materials, informational packets, module presentations, and an updated Web site. Products will be used by families, service providers, administrators, paraprofessionals, and others to ensure improved outcomes for children and youth who are deaf-blind. Products will be utilized to provide information that will increase awareness and knowledge of recipients of these products. The technical assistance and training provided will increase local capacity of educators and service providers, foster statewide systemic change, and assist in the development and implementation of high-quality, individualized educational plans for children with deaf-blindness. Through the efforts of this project to collaborate and share state and national resources, the project will enhance the educational services provided to children and youth who are deaf-blind, which will contribute to improved educational outcomes and achievement of the highest quality of life possible.

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*Grant Number:* H326C030022

**Colorado Services to Children with Combined Vision and Hearing Loss**

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*Project Director:* Anthony, Tanni  
 Colorado Department of Education  
 Exceptional Student Services Unit  
 201 East Colfax Ave.  
 Denver, CO 80203

*Voice:* 303-866-6681; *Fax:* 303-866-6811

*E-mail:* anthony\_t@cde.state.co.us

*Web site:* www.cde.state.co.us

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The Colorado Services to Children with Combined Vision and Hearing Loss Project is 100% dedicated to providing information (e.g., lending library, Web page, newsletter, and FACT Sheets); technical assistance to early intervention agencies, schools, and community and state agencies; and training that is specific to learners who have a combined vision and hearing loss, their families, and service providers.

*Method:* The project will conduct several major activities: (a) Employ a statewide system of identification and referral; (b) develop and maintain regional expertise of parents and service providers; (c) deliver statewide technical assistance that supports community involvement and high student achievement; (d) provide transition support services; (e) provide opportunities for family networking and support; (f) utilize input from an advisory committee to plan, develop, and implement services; and (g) build and foster collaborative relationships and communities of learning with other agencies serving this unique population of children and youth.

*Products:* The project will develop a variety of written products to provide information about the project's services and to enhance information pertinent to educating and supporting learners who are deaf-blind, their families, and service providers. Products include a newsletter, FACT sheets, brochures, and posters. This project will result in better educated children and youth who have combined vision and hearing loss, more empowered and supported families, and an increase in statewide capacity to address the social, education, and transition needs of these learners.

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*Grant Number:* H326C030025

**Connections Beyond Sight and Sound: Maryland's Project for  
 Children and Young Adults Who Are Deaf-Blind**

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*Project Director:* White, Jerry; Kohl, Frances  
 Maryland State Department of Education  
 200 West Baltimore St.

Baltimore, MD 21201

*Voice:* 410-767-0249; *Fax:* 410-333-8165

*E-mail:* jwhite@msde.state.md.us

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will deliver technical assistance and training throughout Maryland to foster systemic change, build partnerships, and increase the capacity of local systems to provide educational services that will result in improved outcomes for students with deaf-blindness. The project has also received supplemental funding to provide information and technical assistance services on deaf-blindness to professionals and families in the District of Columbia.

*Method:* The major strategies of this project are the following: (a) Conduct ongoing, statewide, multilevel needs assessment to determine the array, type, and intensity of technical assistance and training necessary to sustain students with deaf-blindness within the educational system as outlined in the provisions of IDEA and the No Child Left Behind Act; (b) provide technical assistance and consultation to families, local school systems, local infants and toddlers programs, state-operated programs, private agencies, and rehabilitation programs that result in appropriate assessment, placement, and support services to all children who are deaf-blind, enabling these children to make progress in their educational programs; (c) provide preservice and inservice training to administrators, educational professionals, paraeducators, and agency personnel that focuses on research-based, effective, and promising practices, and contributes to the state's provision of highly qualified personnel; (d) enhance state and local capacity to improve services and outcomes for children with deaf-blindness and their families; (e) provide training and support to families of children with deaf-blindness to meet their needs in the context of the family, extended family, neighborhood, school, and community; and (f) facilitate ongoing coordination, collaboration, and dissemination among families, MSDE, local school systems, national projects, and other relevant agencies and organizations to promote service integration, systemic change, and interagency cooperation.

*Products:* Anticipated products and outcomes will be achieved through a variety of activities and initiatives which include, but are not limited to, the following: (a) field-based, child-focused consultation and deaf-blind support teams within local school systems; (b) summer institutes, special topics workshops, and a model inclusion project; (c) the BEST ("Building Effective Student Teams) Program Training Initiative; (d) Family Forums and Family Learning Weekend; (e) a newsletter, Web site, and family/professional lending library; (f) family/professional advisory committee and family steering committee; and (g) a Cortical Visual Impairment Multistate Mentorship Project and Usher Syndrome Screening Project.

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*Grant Number:* H326C030026

### **Ohio Center for Deaf-Blind Education**

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*Project Director:* Stephens, Thomas  
 University of Dayton  
 School of Education and Allied Professions  
 4807 Evanswood Dr., Suite 300  
 Columbus, OH 43229  
*Voice:* 614-785-0481; *Fax:* 614-785-0513  
*E-mail:* tstephens@ssco.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The University of Dayton will further develop the Ohio Center for Deaf-Blind Education (OCDBE) to build the capacity of parents, professionals, and agencies to improve outcomes for the 535 Ohio children and young adults with deaf-blindness and their families, by providing technical assistance, information, and training from early intervention through transition from school.

*Method:* The project will expand the Deaf-Blind Technical Assistance Project (DB-TAP), which uses a trained consultant base to assist project staff with the provision of a full array of services that promote improved educational outcomes of children with deaf-blindness, and also provides support and training for their families and service providers. DB-TAP comprises skilled professionals and knowledgeable parents of children with deaf-blindness who provide: technical assistance; onsite observation; recommendations for the child's educational, vocational, and home setting; onsite workshops and training; and presentations at institutions of higher education that are preparing future service providers. Besides DB-TAP, the project will also provide other types of training to target populations. This training will include: (a) site-based staff

development for school district staff, in deaf-blindness issues, dual sensory loss, communication, and orientation and mobility; (b) deaf-blind institutes for all service providers and family members, on topics identified through needs assessments and national best practices; (c) staff development for early interventionists; (d) outreach support services, which will provide information packets to parents and service providers; (e) presentations to teacher education students at institutions of higher education; and (f) presentations to school programs, through which project staff orient children in general education classrooms to the issues of deaf-blindness.

*Products:* This project has these expected outcomes: (a) increased capacity of service providers at the local and state levels to provide effective and appropriate educational support to children and young adults who are deaf-blind; (b) increased ability of parents to provide physical, academic, and emotional support to their children and to advocate effectively on their child's behalf; (c) dissemination of information that is essential to full understanding of issues related to deaf-blind education; (d) continued collaboration among state agencies, school districts, and professional deaf-blind service providers; (e) collection of census and needs assessment data that will allow for the development and delivery of the most appropriate and effective services; (f) collection of evaluation data that can be used to measure the change in knowledge and skill of parents and service products and the consequent effect on outcomes for students with deaf-blindness; and (g) dissemination of impact data, effective training practice, and other products that are beneficial to families and service providers.

*Grant Number:* H326C030027

### **West Virginia Services for Children Who Are Deaf-Blind**

*Project Director:* Carey, Annette  
 West Virginia Department of Education  
 Office of Special Education, Bldg. 6, Rm. 304  
 1900 Kanawha Blvd.  
 Charleston, WV 25305-0330  
*Voice:* 304-558-2696; *Fax:* 304-558-3741  
*E-mail:* acarey@access.k12.wv.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The West Virginia Services for Children and Young Adults Who Are Deaf-Blind project will provide technical assistance under the priorities of the West Virginia State Improvement Plan and Part C to ensure that children with deaf-blindness are not left behind.

*Method:* This project will improve outcomes/lives of children and families by maintaining/enhancing proven initiatives; improve outcomes for children with specific needs within the population of deaf-blindness through research-based focused initiatives; and improve adult outcomes for individuals who are deaf-blind. The project will: (a) identify all children in West Virginia who are deaf-blind; (b) increase family capacity and participation by providing a variety of opportunities for interaction and learning through family-based teams, agency collaboration, and family interaction; (c) enhance instruction and environmental supports, communication, and access to services in inclusive/natural settings for children with deaf-blindness through a variety of research-based technical assistance strategies based on identified needs; (d) improve results for children who are deaf-blind on the campuses of the West Virginia Schools for the Deaf and Blind; (e) enhance the awareness and knowledge of families, service providers, and the community through the dissemination of effective practices and relevant information; (f) enhance the project's effectiveness by utilizing an advisory committee and focus groups in the development and implementation of services; and (g) facilitate cooperation and coordination of the delivery of services for children who are deaf-blind with other agencies. This project will increase early identification of children with Usher Syndrome as well as

develop and implement a multistate model of service delivery for the identification and intervention of children with cortical visual impairments (CVI). The project will increase interagency technical assistance and adult transition plans in individualized education programs. The project will maintain an adult registry for use in a longitudinal study for national transition data research and ensure, to the extent possible, that appropriate services are continuing for former children on the Deaf-blind Census.

*Products:* This project will have a far-reaching impact on services to children who are deaf-blind and their families, as well as other children with significant disabilities. The project will conduct trainings, conferences, and onsite visits targeted to children on the census. The project will maintain a comprehensive database for each child on the census, which will allow all census information (age, etiology, type of program, etc.) to be linked with the child's program, including teachers and all related personnel and their families. Mass mailings of general information, such as the project's brochures and newsletters and welcome packets for new teachers and families on the census, as well as general information from DB-LINK, NTAC, and relevant teleconferences will occur. Additionally, mailings relevant to specific children, e.g., information about Usher Syndrome workshops, early childhood conferences, or transition materials, will be targeted to the respective audiences. Two major products will be developed during this cycle, the CVI Mentorship Training Guide and the Usher Syndrome Screening Manual. The project will maintain the expanding lending library and provide materials to all interested individuals. Teachers, service personnel, and administrators serving children who are deaf-blind as well as families will have access to a variety of materials including videotapes, books, and other resources.

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*Grant Number:* H326C030028

**DB-FACES (Deaf-Blind—Family and Community Educational Supports): Promoting Quality Education and Successful Outcomes for Students with Deaf-Blindness**

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*Project Director:* Petroff, Jerry G.; Ruetsch, Cynthia L.  
 College of New Jersey  
 CATIES (Ctr for Assistive Technology and Inclusive Ed Studies)  
 P.O. Box 7718  
 Ewing, NJ 08628-7718  
*Voice:* 609-771-2998; *Fax:* 609-637-5172  
*E-mail:* JerryGP@aol.com; CynthiaLR@aol.com

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* DB-FACES (Deaf-Blind—Family and Community Educational Supports) will assure the provision of high-quality education programs within natural environments and supported inclusive settings and provision of appropriate services for infants, toddlers, children, and youth who are deaf-blind.

*Method:* This goal will be accomplished through the following activities: (a) improving the state's ability and continuing efforts in the early identification of infants, toddlers, children, and youth with deaf-blindness; (b) improving the state's ability and continuing efforts in the provision of an appropriate intervention system for all infants, toddlers, and preschoolers who are identified with or are at risk of deaf-blindness and their families; (c) maintaining and expanding the opportunities for all students with deaf-blindness to be educated within their home schools, community/natural environments, and/or least restrictive educational environments; (d) improving and expanding the coordination of educational programs, associated community services, and adult services to assure successful transition from school to adult life for youth with deaf-blindness; (e) offering and providing services to parents/guardians/family members to support and increase their ability to become more active participants in early intervention, education, and transition to

adult life of their children with deaf-blindness; and (f) influencing local and state service systems to better address the needs of infants, toddlers, children, and youth with deaf-blindness and their families.

*Products:* DB-FACES will be actively engaged in developing materials and processes to enhance the lives of children with deaf-blindness and their families. The project is committed to a proactive approach in the dissemination of information regarding the education of students with deaf-blindness. DB-FACES has incorporated an information and resources component within each of the identified objectives, as access to information and resources has been identified as an important need. Project staff will develop a variety of products and materials including a project brochure, registry eligibility checklist, fact sheets on issues related to deaf-blindness, program evaluation guides/quality indicators, technical assistance checklists, training modules/protocols, and sensory functioning assessment protocols. A DB-FACES Web site will be developed and maintained by the project staff, with support from The College of New Jersey Information Technology staff.

*Grant Number:* H326C030030

### **New England Center Deaf-Blind Project**

*Project Director:* Mason, Barbara  
Perkins School for the Blind  
175 North Beacon St.  
Watertown, MA 02472-2790  
*Voice:* 617-972-7502; *Fax:* 617-972-7354  
*E-mail:* Barbara.Mason@Perkins.org

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The New England Center (NEC) Deaf-Blind Project responds to the critical technical assistance needs of children and youth who are deaf-blind, their families, and their service providers (teachers, paraprofessionals, and related service persons), in the states of Connecticut, Massachusetts, Maine, and New Hampshire. This project will positively impact learners who are deaf-blind, their families, and service providers at the local, state, and regional levels. The project also will have a positive impact on the ability of states and local communities to enhance the quality of services to the 390 children in this area who are deaf-blind.

*Method:* Technical assistance activities will be aligned with each state's plan for implementation of IDEA Parts B and C. The NEC Multistate Planning Team will develop a five-year plan to conduct regional training institutes, based on needs data from children and youth who are deaf-blind, their families, and service providers. Resources and expertise from the four states will be identified during this planning process. The NEC Advisory Committee will provide feedback and evaluation of all project activities.

*Products:* The project will develop products that can be used in a variety of educational, community, and home settings and easily implemented by service providers and family members. Products will be shared with DB-Link. NEC will develop a training module related to Cortical Visual Impairment (CVI) targeted for teachers of the visually impaired. This product will also be understandable to families, general education teachers, and paraprofessionals. The NEC Web site will be used to share products/strategies and to follow up concerning what product service providers and families find useful. Content areas include early identification, impact of deaf-blindness on learning, communication, vision and hearing, assessment and program planning, and facilitating successful transition.



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Grant Number: H326C030031

## North Dakota Deaf-Blind Services Project

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*Project Director:* Cofer, Rocklyn  
North Dakota Department of Public Instruction  
ND School for the Deaf  
1401 College Dr.  
Devils Lake, ND 58301-1596  
*Voice:* 701-662-9000; *Fax:* 701-662-9009  
*E-mail:* rocklyn.cofer@sendit.nodak.edu  
*Web site:* www.state.nd.us/ndsd

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The North Dakota Deaf-Blind Services Project (NDDSP) will provide technical assistance and support to parents, families, and service providers of children and youth with deaf-blindness. The North Dakota School for the Deaf will direct the project. Sustainability of services and significant statewide capacity-building are ensured through embedding the project within the existing structure of agencies with statutory mandate.

*Method:* The project will: (a) participate in collaborative efforts and partnerships with regional, state, and national service agencies; federal projects; and organizations that are involved in disability-related issues; (b) provide support services for families and service providers to increase their skills and knowledge to meet the cultural and educational needs of American Indian children who are deaf-blind and their families; (c) employ a system of identification of children and youth with deaf-blindness; (d) deliver statewide technical assistance that supports improved student outcomes and builds local capacity of service providers and families of children and youth with deaf-blindness in North Dakota; (e) provide support on research-based practices; and (f) sustain a cohesive system of information dissemination for North Dakota parents, families, and service providers serving children and youth with deaf-blindness. Parents and family members will assume a more active role on the project's advisory board. In addition, consumers will receive advocacy and team decision-making training to become more effective members of children's teams.

*Products:* The NDDSP will develop resource materials for preservice and inservice training to more fully build statewide capacity for services for students with deaf-blindness. The project will impact over 41 students (ages birth to 21) with deaf-blindness, 80 parents/guardians and other family members, and over 200 service providers. Students will receive quality services, parents and family members will become more active advocates and decision makers, and service providers will become more skilled in educating students with deaf-blindness.

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Grant Number: H326C030032

**Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind**

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*Project Director:* Gilles, Donna

University of Florida

Florida Outreach Project for Children and Young Adults Who Are

Deaf-Blind

Box 100234

Gainesville, FL 32610-0234

Voice: 352-846-2760; Fax: 352-846-0941

E-mail: gilles@ufbi.ufl.edu

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind seeks to develop: (a) a more accurate count of children and youth who are deaf-blind in Florida; (b) an increased awareness of the characteristics and educational and service needs of children and youth who are deaf-blind; (c) improved capacity of local programs to successfully meet needs of children and youth with deaf-blindness; (d) development of a support network for family members; (e) preservice and inservice teachers, administrators, and families who are trained at a variety of levels ranging from awareness to implementation; (f) improved transition services; and (g) improved quality of daily activity for students who are deaf-blind.

The project has also received supplemental funding to provide similar information and technical assistance services on deaf-blindness to professionals and families in the U.S. Virgin Islands.

*Method:* The project will: (a) improve the reporting of demographic data on infants, toddlers, children, and young adults who are deaf-blind to the state-mandated registry; (b) collaborate with family support agencies as well as IDEA Parts B and C representatives to increase awareness of the project's services among eligible families; (c) provide information and referral services; (d) offer an array of training options; (e) provide technical assistance to educators and other service providers using a person-centered collaborative teaming approach; (f) support the growth of a family network; (g) collaborate with the Florida Network on Deaf-Blindness and other committed groups to form a network of consumers and self-advocates in Florida; (h) collaborate with agencies that provide services to people who are deaf-blind, their families, and service providers; and (i) evaluate the project to ensure quality services and to measure systemic and individual changes that result from the services.

*Products:* The project will provide information and referral services by maintaining a resource lending library, maintaining a Web site, publishing newsletters, and collaborating with DB-LINK. The project will also present two two-day workshops per year, co-sponsor Florida Department of Education's "Weekends with the Experts," provide year-long Collaborative Teaming Institutes, co-sponsor the annual conference of the Centers for Autism and Related Disabilities, and provide individualized technical assistance.

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Grant Number: H326C030033

**New York State Technical Assistance Project  
Serving Children and Youth Who Are Deaf-Blind (NYSTAP)**

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*Project Director:* Appell, Madeline W.  
Columbia University, Teachers College  
525 W. 120th St., Box 223  
New York, NY 10027-6696  
*Voice:* 212-678-4020; *Fax:* 212-678-3462  
*E-mail:* appell@exchange.tc.columbia.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The New York State Technical Assistance Project will improve services and the service delivery system for children and youth who are deaf-blind and their families, through the provision of technical assistance that will result in improved outcomes for these students.

*Method:* The NYSTAP project will: (a) ensure earlier identification, ongoing tracking, and characterization of the birth to 21-year-old population; (b) provide outreach to individual families in order to provide information and support and to network parents across the state; (c) provide ongoing needs-driven child-specific technical assistance and regional and statewide information and training to education, rehabilitation, and related services personnel regarding research-based effective practices; (d) continue the efforts of a statewide Academic Task Force to support training graduate students to work effectively with children who are deaf-blind; (e) facilitate collaborative partnerships to create linkages across providers to create a database related to cochlear implants, mentor consumers, support inclusion, and support transition services that reach down to begin the planning process at the elementary school level; (f) develop products and disseminate information to families and service providers; and (g) evaluate the effectiveness and impact of technical assistance on individual children and the service delivery system. The NYSTAP represents a partnership between Teachers College at Columbia University and the New York State Parent Network Serving Persons Who Are Visually and Hearing Impaired/Multiply Disabled.

*Products:* In addition to the technical assistance that will be provided, the project will develop products, including fact sheets that provide a general overview of various topics, more in-depth articles on specific subjects, a Web site, a transition video and manual, and preservice deaf-blind teaching modules. Most materials will be available in Braille and Spanish.

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Grant Number: H326C030034

**Hand in Hand in Hand: A Partnership Serving Families, Educators, and Service Providers of Children and Youth Who Are Deaf-Blind**

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*Project Director:* McCarthy, Kerri  
PennTech/Lancaster-Lebanon Intermediate Unit 13  
6340 Flank Dr., Suite 600  
Harrisburg, PA 17112-2764  
*Voice:* 717-541-4960; *Fax:* 717-541-4968  
*E-mail:* kmccarthy@pattan.k12.pa.us  
*Web site:* www.pattan.k12.pa.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* Hand in Hand in Hand proposes an integrated and coordinated approach to disseminate information about best practices through training and technical assistance for families, educators, and service providers of Pennsylvania children who are deaf-blind. Best practices will be identified through current research findings in deaf-blind education, and will incorporate effective intervention or educational practices in special and general education. Key strategies include: (a) utilizing a set of research-based best practices of knowledge and skills to guide services; (b) effectively disseminating information; and (c) documenting improved results for children who are deaf-blind.

*Method:* The project will: (a) increase families' participation as informed decision-makers in the education of their children through acquisition of knowledge and skills; (b) establish a network of parents and family resources through family involvement activities, a Parent Leadership Network, and dissemination of information; (c) enhance local capacity to develop and implement effective instructional programs for children and youth who are deaf-blind, by conducting strategically planned outreach, technical assistance, and training focused on the critical needs of deaf-blindness; (d) conduct early, accurate, and ongoing identification of children and youth who are at risk for deaf-blindness or who are deaf-blind, to ensure optimal programming that addresses individualized needs, to plan project services based on census information, and to share census information with other agencies; and (e) coordinate with state and national resources for effective program services, through exchange of information and collaboration of services and product development. The project will create systemic change for each of the project goals by establishing a state network of professional and family resources.

*Products:* The project will present Family Learning workshops and conferences, coordinate distance learning-based study groups, conduct individualized technical assistance, conduct Parent Leadership Network workshops, coordinate parent-to-parent support, assess local needs, present state-level workshops for inservice and preservice educators and related services personnel, support institutions of higher education with resource materials and assistance in recruitment, and collect data for the deaf-blind census.

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Grant Number: H326C030035

**Louisiana Services to Children and Young Adults with Deaf-Blindness**

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*Project Director:* Russo, Joyce E.  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
*Voice:* 225-324-3640; *Fax:* 225-342-3281  
*E-mail:* joyce.russo@la.gov  
*Web site:* www.doe.state.la.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Louisiana Services to Children and Youth with Deaf-Blindness Project will improve state, regional, and local capacity to meet the unique needs of children and youth with deaf-blindness and their families. This project will achieve these goals by providing intensive training and technical assistance to parents, local school systems, institutes of higher education, and other service providers.

*Method:* Statewide needs assessment data from parents, teachers, and service providers determined that the activities of training and technical assistance should address: (a) assessment and early identification; (b) adult transition, including self-determination; (c) family participation in training and teaming; and (d) the distinctive challenges presented to students with deaf-blindness in addressing the general education curriculum within natural settings. Current census data indicate that 124 children and youth, ages birth through 21, in Louisiana are eligible to receive services under the IDEA definition of deaf-blindness. Although the framework is in place, there are problems that impede the state from fully implementing appropriate services for children with deaf-blindness. These include: (a) underidentification of children with deaf-blindness; (b) limited opportunities for specialized training in educational strategies for students with deaf-blindness; (c) limited numbers of students with deaf-blindness participating in general education settings; (d) limited opportunities for families to collaborate with instructional personnel using a team approach; and (e) lack of postschool options.

*Products:* This project will achieve the following outcomes: (a) Student services will reflect the general education curriculum within natural settings; (b) standardized procedures for early identification will be applied; (c) families will be empowered to be integral members of instructional teams; (d) parents, teachers, and service providers will have an increased awareness of appropriate educational practices as well as available services; and (e) increased opportunities for participation in post school outcomes will be created.

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Grant Number: H326C030036

**Project Reach: Illinois Deaf-Blind Services**

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*Project Director:* Sims, Barbara  
Illinois State Board of Education  
Dept. of Special Education  
100 North First St.

Springfield, IL 62777-0001

*Voice:* 217-782-5589; *Fax:* 217-782-0372

*E-mail:* bsims@isbe.net

*Web site:* www.isbe.net/spec-ed

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* Project Reach: Illinois Deaf-Blind Services will provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness and enhance state capacity to improve services and outcomes for children and their families.

*Method:* Technical assistance will be given through the Illinois State Board of Education and the Philip Rock Center's Project Reach staff, and will assure that service providers more effectively provide: special education services, inservice training to paraprofessionals and professionals, activities to facilitate parental involvement, consultative services, and opportunities for the integration of children with deaf-blindness with children with other disabilities and without disabilities. Services will be coordinated with other state agencies. Project Reach will support the activities of four deaf-blind specialists who live and work in strategic geographic areas of the state. These specialists will work with local school programs and community service providers and families to identify needs and provide technical assistance to children ages birth to 21. Informational brochures, periodic telephone contacts, onsite visits, and trainings on a variety of related topics will be offered to professional staff and families. Presentations will be made at statewide conferences as a way to inform special education and regular education personnel and community service providers about the issues of deaf-blindness and services available, and to increase the identification of eligible children and those suspected of having dual sensory impairments.

*Products:* Technical assistance will be provided to local teams to assist in targeting objectives for students to increase skills relating to: quality of life, active engagement in intervention or instruction, responsiveness to stimuli, receptive and expressive communication skills, mobility, social interactions, functional activities and/or academic curricula, participation in natural environment and/or general curriculum, self-advocacy, self-care, transition across life stages, work competencies, and others. Training activities and information dissemination services will be developed for family members to increase knowledge in: empowerment and advocacy skills, IFSP/IEP planning and development, the impact of deaf-blindness on their child, person-centered planning, promoting self-determination in their child, effective communication, research-based and effective procedures, networking with other parents and professionals, and strengthening family organizations.

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*Grant Number:* H326C030038

**Montana IDEA Services for Children and Young Adults  
with Deaf-Blindness Project**

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*Project Director:* Runkel, Robert  
Montana Office of Public Instruction  
Special Education Div.  
1300 11th Ave., P.O. Box 202501  
Helena, MT 59620-2501  
*Voice:* 406-444-4426; *Fax:* 406-444-3924  
*E-mail:* brunkel@state.mt.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Montana IDEA Services for Children and Young Adults with Deaf-Blindness Project will provide technical assistance to families, teachers, and service providers, to ensure that the special education and related services provided reflect current educational trends, and that these trends or best practices are taught in ways that are conducive to this population's achievement of their full potential.

*Method:* The project is based on identified needs concerning delivery of early intervention, special education, related services, and transitional services for children with deaf-blindness, their families, and all personnel providing them with direct services. Project activities will include: (a) public awareness; (b) identification of children; (c) family services; (d) technical assistance to education and service provider personnel; (e) community coordination and collaboration; and (f) project evaluation and management.

*Products:* The project will: (a) introduce information about project services and resources, as well as information on deaf-blindness, through conferences, workshops, meetings, and newsletters; (b) make use of project and partners' Web sites to disseminate information on deaf-blindness and project activities; (c) determine what critical information is needed by key constituents; (d) develop and make use of an array of procedures to ensure information regarding the project is accessible through a variety of user-friendly means (i.e., printed materials, access telephone numbers, and mailing addresses); (e) develop and utilize a master list of possible recipients of project dissemination efforts including, but not limited to, family organizations, medical facilities, public health organizations, and Indian Health Services; and (f) monitor the public awareness activities.

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*Grant Number:* H326C030039

**The Kansas Project for Children and Young Adults Who Are Deaf-Blind**

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*Project Director:* Ottlinger, Kerry  
Kansas State Department of Education  
Student Support Services (Special Education)  
120 S.E. 10th Ave.  
Topeka, KS 66612-1182  
*Voice:* 785-291-3098; *Fax:* 785-296-6715  
*E-mail:* kottlinger@ksde.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Kansas Project for Children and Young Adults Who Are Deaf-Blind, its advisory council, the Kansas State Department of Education, collaborating stakeholders, agencies, and organizations together remain firmly committed to moving forward in assuring 130 Kansas children and young adults (birth-21

years) with deaf-blindness, their parents, families, and educators will receive the technical assistance and services that they need and/or desire when they need and/or desire it.

*Method:* The project will move forward in continuing to promote research-based best practices, better document student/service provider outcomes, build on systematic change efforts, and work towards aligning services for children and young adults with deaf-blindness with Kansas' implementation of No Child Left Behind. The project will: (a) continue identification, certification, and census activities; (b) provide family support through collaborative systemic networking using technology as a tool; (c) provide quality results-based professional development that fosters collaboration and builds local capacity; (d) collaborate with agencies, organizations, universities, and projects for ensuring effective educational practices and aligned state systems; (e) maintain an active advisory council; and (f) continue to acquire, develop, and disseminate products that contain proven effective educational practices. These efforts will be enhanced through the Kansas Improvement Grant for Special Education, in cooperation with other agencies responsible for providing services to all the above stakeholders.

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*Grant Number:* H326C030040  
**Oregon Deaf-Blind Project**

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*Project Director:* Gense, Jay  
Oregon Department of Education  
Office of Special Education  
255 Capitol St. NE  
Salem, OR 97310-0203  
*Voice:* 503-378-3600; *Fax:* 503-378-5156  
*E-mail:* jay.gense@state.or.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Oregon Department of Education will enhance a well-established service delivery model to improve outcomes for Oregon's children and young adults who are deaf-blind. Based on research-based best practices, the Oregon Deaf-Blind Project will provide parents/families and service providers with technical assistance, information and resources, and specific training on early intervention, special education, related services, and transitional services for students who are deaf-blind.

*Method:* The project will conduct the following activities: (a) Identify infants, toddlers, children, and youth who are deaf-blind or are suspected of being deaf-blind at the earliest age possible, and ensure referral to appropriate agency/agencies; (b) provide technical assistance, information, resources, and training to families, increasing their capacity to enhance the development and education of their children; (c) deliver targeted and focused technical assistance, information, resources, and training to local service providers in the critical need areas of communication, orientation and mobility, and purposeful movement; (d) conduct transition-to-adult-life planning, increasing local capacity to provide quality educational and related services to students who are deaf-blind; (e) develop a system that supports community oversight of project activities and ensures collaboration with partner agencies/organizations at the local, state, and national level; and (f) develop and implement a process of accountability that evaluates the impact of all project activities on services and outcomes for students who are deaf-blind and their families.

*Products:* The following products will result from this project: (a) project brochures; (b) a parent resource directory; (c) a series of team training materials on communication, orientation and mobility, and transition-to-adult-life planning; (d) a project newsletter published three times/year; and (e) a Bobby-approved Web site.



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*Grant Number:* H326C030041

**Indiana Deaf-Blind Services Project**

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*Project Director:* Goehl, Karen

Indiana State University

Blumberg Center

School of Education, Room 502

Terre Haute, IN 47809-9989

*Voice:* 812-237-2830; *Fax:* 812-237-8089

*E-mail:* kgoehl@indstate.edu

*Web site:* [www.indstate.edu/soe/blumberg/Deafblind.html](http://www.indstate.edu/soe/blumberg/Deafblind.html)

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The Indiana Deaf-Blind Services Project will continue to provide technical assistance and training to individuals who are deaf-blind and will ensure that needs arising from new families, changes in service providers, and the diversity of individuals who are deaf-blind are met. In addition, the project will continue to promote current research-based practices, better document student/service provider outcomes, build on systemic change efforts, and align services for children with deaf-blindness with Indiana's implementation of No Child Left Behind.

*Method:* In order to build on previous efforts and move forward, the project will: (a) promote family and student support and involvement with an emphasis on family and professional partnerships; (b) coordinate technical assistance, training, and dissemination of materials/resources for families/service providers, focusing on using effective practices, improving skills of service providers, and ensuring results-driven accountability; (c) collaborate with other state and local agencies and projects to provide professional development opportunities, products, and alternative training delivery methods that will assist in producing high qualified personnel; (d) direct census activities that collect accurate demographic information on children for program planning and evaluation purposes; and (e) measure and evaluate the impact and benefits to children, their families, and their service providers.

*Products:* The project will continue to develop and distribute a broad array of high quality materials that facilitate training and technical assistance within the state and nationally. These materials include videotapes, newsletters, books, and inservice training model materials. New products such as training modules, videotapes on special topics in deaf-blind education, newsletters, and Web-based materials will be produced.

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*Grant Number:* H326C030042

**The Systematic Technical Assistance Program to Support an Inclusive Education for Students Who Are Deaf-Blind in Puerto Rico**

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*Project Director:* Rosario, Sonia

Puerto Rico Department of Education

P.O. Box 190759

San Juan, PR 00919-0759

*Voice:* 787-753-7981; *Fax:* 787-753-0015

*E-mail:* Rosario-So@de.gobierno.pr

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The Systematic Technical Assistance Program to Support an Inclusive Education for Students Who Are Deaf-Blind in Puerto Rico will enhance the education offered to deaf-blind students in Puerto Rico. Through this project, service providers and parents of children and youth with deaf-blindness will receive the

necessary systematic technical assistance to increase the number of deaf-blind students in regular schools island-wide.

*Method:* Three main objectives will guide the project: (a) enhancing the Puerto Rico Department of Education's capacity to make available an inclusive education for deaf-blind children and youth through a systematic technical assistance plan based on an ongoing needs assessment of services provided; (b) providing technical assistance to families of deaf-blind children, to foster child-raising practices that will promote adequate social/behavioral, communicative, orientation and mobility, and transitional skills of their deaf-blind offspring; and (c) maintaining an accurate registry on deaf-blind children and youth and collaborating with the state Department of Health (Part C) to identify deaf-blind infants and toddlers.

*Products:* As a result of this project, an increased number of preschool children who are deaf-blind will be placed in inclusive settings where the staff will be trained to assist and teach them in accordance with their IEPs. Analysis of portfolios of each deaf-blind student will provide data to measure their progress. Appropriate practices for the service delivery of deaf-blind students will be presented to inservice personnel. A teacher-to-teacher training approach will be used to guide new teachers in the field of deaf-blindness. Seventy-five percent of the deaf-blind children and youth parents will receive technical assistance to improve their advocate skills. Parent support groups will be organized in at least three educational regions. The number of infants and toddlers identified will increase and their families will receive appropriate and timely services. Interagency collaboration will allow for provision of family-centered services. The Puerto Rico deaf-blind registry will be accurate with continued efforts to identify and serve all children and youth who are eligible to receive special education services. A formative and a summative evaluation will determine the effectiveness of the technical assistance implemented and will assure that an accurate registry of deaf-blind individuals is maintained.

*Grant Number:* H326C030043

### **Oklahoma Deaf-Blind Technical Assistance Project**

*Project Director:* Lovett, David  
 University of Oklahoma  
 2500 North Lincoln Blvd.  
 Oklahoma City, OK 73105-4599  
*Voice:* 405-521-8476; *Fax:* 405-521-6205  
*E-mail:* dlovett@ou.edu  
*Web site:* www.ou.edu/okdbp/

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Oklahoma State Department of Education, in cooperation with the University of Oklahoma, will work through the Oklahoma Deaf-Blind Technical Assistance Project to increase Oklahoma's capacity to improve outcomes for children and youth with deaf-blindness and their families. This shared mission supports the vision for families and their children to live, work, attend school, and participate fully within their own communities. The project will enhance state and local capacity to: (a) increase and support family involvement; (b) increase effective teaching practices of the state's personnel; (c) increase opportunities for education within natural environments; (d) increase numbers of students with appropriate assessments and meaningful individualized family service plan/individualized education program goals; (e) increase the number of students with deaf-blindness who have effective communication systems; (f) improve family, teacher, provider, and agency relationships through coordination, collaboration, and shared decision making; and (g) have knowledge of and use available resources.

*Method:* The goals of the project will be accomplished through six objectives: (a) Identify children and youth (birth through 21 years) who are deaf-blind and track their demographic information through the deaf-blind census; (b) provide training and technical assistance to families, teachers, providers, administrators, and paraprofessionals in the implementation of research-based best practices that result in improved skills to assess, support, teach, and facilitate systemic change and school reform; (c) conduct and maintain assessments of the critical needs of children and the current needs of Oklahoma, to determine statewide priorities for technical assistance and training; (d) coordinate and collaborate with educational agencies and organizations to encourage systemic change to improve early intervention and educational opportunities; (e) disseminate effective practices and relevant information to families, service providers, local education agencies, and agencies; and (f) evaluate the impact of project services on outcomes for children and their families, and on increasing state and local capacity to provide effective services and promote best practices. Project staff will coordinate and collaborate with families, service providers, agencies, and the project's advisory committee to plan, implement, and evaluate all project activities.

*Products:* The project will develop, obtain, and distribute materials on specific topics. These resource materials will be available in written or video formats, to provide choice to the user and enhance the likelihood that the materials will be read/viewed and implemented. The materials will be available in Spanish and other languages as well as large print.

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*Grant Number:* H326C030044

### **Pacific Partnerships for Deaf-Blind Technical Assistance**

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*Project Director:* Johnson, Jean  
 University of Hawaii  
 Center on Disability Studies  
 1776 University Ave., UA 4-6  
 Honolulu, HI 96822  
*Voice:* 808-956-9199; *Fax:* 808-956-7878

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will increase the capacity of educational agencies to improve the results for children and young adults who are deaf-blind and their families to live, go to school, play, work, and have friends in their communities.

*Method:* The project will provide intensive technical assistance services to enhance the ability of state and local educational agencies to provide appropriate educational placements, accommodations, and support services. Technical assistance will focus on the provision of early intervention, special education, related services, and transition services to improve outcomes for all children who are deaf-blind. The project will: (a) identify children and young adults birth through age 21 in the outer Pacific who are deaf-blind or are at risk of becoming deaf-blind; (b) address the needs of families of children and young adults in the outer Pacific who are deaf-blind and increase their capacity to enhance their children's development and education; (c) deliver training and technical capacity to provide educational, transitional, and related services to children and young adults who are deaf-blind; and (d) create a process to gain community oversight, coordination, and collaboration among consumers, families, and service providers of children and young adults in the outer Pacific who are deaf-blind at the local, state, and national levels. Project activities will: (a) increase identification of children and young adults who are deaf-blind or at-risk for becoming deaf-blind; (b) increase the knowledge and skills of personnel; (c) result in systemic change and improved services; (d) build local capacity; and (e) produce effective outcomes for children and young adults who are deaf-blind and their families.

*Products:* The project will develop child-focused participatory action teams (PATs), use distance learning technology, conduct annual summer and Pacific Rim Pre-Conference Institutes, enhance work of Interagency Leadership Councils, and develop a culturally responsive process to empower and support families and consumers. The project will impact every child and young adult who is deaf-blind and their families and service providers in the outer Pacific. About 80 family members and 100 service providers will receive training and technical assistance on research-based effective practices that are adapted to specifically meet the needs of this culturally and educationally diverse population of children and their families.

*Grant Number:* H326C030045

### **Hawaii Project for Children and Young Adults Who Are Deaf-Blind**

*Project Director:* Stodden, Robert A.  
University of Hawaii  
Center on Disability Studies  
1776 University Ave., UA 4-6  
Honolulu, HI 96822  
*Voice:* 808-956-9199; *Fax:* 808-956-7878  
*E-mail:* stodden@hawaii.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Hawaii Project for Children and Young Adults Who Are Deaf-Blind will enhance the outcomes for children and young adults who are deaf-blind and their families to live, go to school, play, work, and have friends in their communities. Approximately 41 identified children and young adults aged birth to 21 are receiving special education, related services, and transition services in a variety of settings throughout the state.

*Method:* This project will: (a) identify children and young adults (birth through age 21) in Hawaii who are deaf-blind or are at risk of becoming deaf-blind; (b) address the needs of families of children and young adults in Hawaii who are deaf-blind and increase their capacity to enhance their children's development and education; (c) deliver training and technical assistance to teachers and other service providers in an effort to increase their capacity to provide educational, transitional, and related services to children and young adults who are deaf-blind; and (d) create a process to gain community oversight, coordination, and collaboration among consumers, families, and service providers of children and young adults in Hawaii who are deaf-blind, at the local, state, and national levels. The project will collaborate with a variety of local, state, and national agencies and programs, including institutions of higher education, to provide an array of technical assistance, information, and training on early intervention, special education, related services and transition services. A new project family specialist will coordinate collaboration with family members of children and young adults who are deaf-blind. Adults with deaf-blindness will assist with trainings, family events, and other project activities, and will mentor young adults. Project activities will accomplish the following: (a) increase identification of children who are deaf-blind; (b) increase the knowledge and skills of personnel; (c) result in systemic change and improved services; (d) build local capacity; and (e) produce effective outcomes for children and young adults who are deaf-blind and their families. To ensure success, the project will utilize child-focused Participatory Action Teams (PATs), distance learning technology, and a culturally responsive process to empower and support families and consumers.

*Products:* Products that will result from the project include the project brochure, project World Wide Web site linked to the National Clearinghouse on Children Who Are Deaf-Blind (DB-LINK), and other national resources, as well as materials and videos in the project library. All of these products will provide information about the project and help to identify children who are deaf-blind through Hawaii. These products will be distributed throughout Hawaii through various mailings and at conferences and trainings.

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*Grant Number:* H326C030047

### **Nevada Dual Sensory Impairment Project**

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*Project Director:* Demchak, MaryAnn  
 University of Nevada - Reno  
 MS 299  
 Reno, NV 89557  
*Voice:* 775-784-4383; *Fax:* 775-784-4384  
*E-mail:* mad@unr.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Nevada Dual Sensory Impairment Project (NDSIP) will enhance the educational services provided to children and youth who are deaf-blind.

*Method:* The activities of the project will include: (a) continuing and expanding identification of children and youth who are deaf-blind; (b) continuing and expanding a process to deliver support, training, and technical assistance to parents and families of children and youth who are deaf-blind; (c) continuing and expanding delivery of support, training, and technical assistance to service providers, including paraprofessionals, to ensure and improve the quality of education; (d) continuing and expanding a process to coordinate and collaborate with various local, state, regional, and national agencies; (e) disseminating effective practices and relevant information to families, service providers, local education agencies, and other agencies; and (f) evaluating the project activities.

*Products:* Products will include: (a) child-specific technical assistance; (b) training workshops; (c) annual parent conference; (d) project Web site; (e) project newsletter; (f) parent-to-parent network; and (g) a project lending library. Extensive collaboration with national, regional, state, and local agencies and use of technology (e.g. distance education technologies, Web-supported technical assistance) will be important in achieving project goals.

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*Grant Number:* H326C030048

### **Alaska Dual Sensory Impairment Services**

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*Project Director:* Gaar, Sara J.  
 Alaska Special Education Service Agency  
 2217 E. Tudor Rd., Suite 1  
 Anchorage, AK 99507-1068  
*Voice:* 907-562-7372; *Fax:* 907-562-0545  
*E-mail:* sgaar@sesa.org  
*Web site:* www.sesa.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Special Education Service Agency will provide information, training, and support to families, service providers, and others throughout Alaska who are involved with children and youth experiencing deaf-blindness.

*Method:* The activities of this project will include: (a) identifying infants, children, and youth qualifying for technical assistance for dual sensory impairment; (b) providing technical assistance, training, and information that enhances the early intervention, special education, related services, and transitional service needs of children and youth with deaf-blindness; (c) promoting system change by enhancing local and state capacity in improving services for children with deaf-blindness and their families; and (d) maximizing

resources and reduce duplication of efforts through coordination and collaboration with local, state, and national agencies and organizations. Given the challenging Alaskan environment and the small number of children identified with deaf-blindness spread throughout the state, there is an isolation for families and service providers that is not duplicated in any other part of the U.S. By providing technical assistance that promotes capacity building through partnerships and collaborative efforts, strengthens skills and knowledge about deaf-blindness, and supports linkages to other resources, it is anticipated that there will be improved outcomes for children with deaf-blindness, their families, and their service providers in Alaska.

*Products:* The products that will be developed and used for dissemination and enhancing services include: (a) a referral packet; (b) a Bobby-approved Web site; (c) a brochure; (d) a parent and service provider handbook; and (e) a newsletter.

*Grant Number:* H326C030049

### **The Minnesota Deaf-Blind Technical Assistance Project for Children and Young Adults Who Are Deaf-Blind**

*Project Director:* Kloos, Eric T.  
Minnesota Department of Education  
1500 Hwy. 36W  
Roseville, MN 55113-4266  
*Voice:* 651-582-8268; *Fax:* 651-582-8729  
*E-mail:* eric.kloos@state.mn.us  
*Web site:* <http://education.state.mn.us>

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project focuses on educating parents, teachers, service providers, and administrators about the unique communication and learning needs of children and young adults who are deaf-blind and the necessary instructional delivery accommodations.

*Method:* The activity areas of this project will include: (a) technical assistance; (b) federal, state, and local collaboration; (c) family support and training; (d) systemic change and capacity building; and (e) needs assessment, dissemination, child change data, and evaluation. The Minnesota Deaf-Blind Technical Assistance Project's team is composed of a state administrator, an educator, a parent, and a developmental pediatrician/geneticist, all with extensive expertise in deaf-blindness. Their combined perspectives provide an innovative, systemic, and holistic approach to address the complex needs of students, families, and service providers.

*Products:* All products developed by the project will respond to the specific needs of children with deaf-blindness. The products will be available in accessible formats, understandable, and easy to use by a wide range of family members, service providers, and all education professionals. Products will include: *The CHARGE Syndrome Manual: A Management Manual for Parents* and a two-manual set called *Understanding Deaf-Blindness: Issues, Perspectives, and Strategies*.

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Grant Number: H326C030050

**South Carolina Interagency Deaf-Blind Project**

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*Project Director:* Garrett, Carol M.  
South Carolina School for the Deaf and Blind  
355 Cedar Springs Rd.  
Spartanburg, SC 29302-4699  
*Voice:* 864-577-7502; *Fax:* 864-577-7802  
*E-mail:* cgarrett@scsdb.k12.sc.us  
*Web site:* www.scsdb.k12.sc.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The South Carolina School for the Deaf and the Blind (SCSDB) will partner with key agencies to build state and local capacity to ensure that each child who is deaf-blind receives a high-quality individual program of services to meet his or her developmental and educational needs.

*Method:* SCSDB will collaborate with the South Carolina State Department of Education and the University of South Carolina's Center for Child and Family Studies to create Regional Deaf-Blind Education Teams (RDBETs) to provide technical assistance and training throughout the state. Each student identified as deaf-blind will receive an educational review by the RDBET in his or her school. The student, teacher, family members, and IEP team members will participate in the review, and the RDBETs will recommend activities and resources specific to the student's needs. The project also will focus on child find, program evaluation, training of teachers and early interventionists, and capacity building with family organizations. Project activities will include: (a) Local school personnel and local agency staff will include students with deaf-blindness on the deaf-blind census; (b) accurate and appropriate information for use in planning services for students with deaf-blindness will be obtained through the use of a data collection system; (c) the effectiveness of and satisfaction with services provided and needs for future services for students with deaf-blindness will be determined through data from an annual needs assessment; (d) services that promote the appropriate education of students with deaf-blindness will be planned based on data from a variety of sources; (e) families will have access to and use resources, as needed, to meet the challenges associated with parenting a child with deaf-blindness; (f) students on the Deaf-Blind Census will improve in specific skill areas related to deaf-blindness; and (g) teachers and early interventionists of students on the Deaf-Blind Census will use best practices in the skill areas of communication, orientation and mobility, and sensory impairments.

*Products:* Rather than developing a variety of new products, the project will gather already existing products from a variety of sources and make adaptations, where necessary and permissible, to make them appropriate for use for children, families, teachers, administrators, and other staff in South Carolina.

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*Grant Number:* H326C040001

**KY Services for Children Who Are Deaf-Blind**

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*Project Director:* Lewis, Preston  
 Kentucky Department of Education  
 500 Mero Street, CPT-DECS-8th Floor  
 Frankfort, KY 40601  
*Voice:* 502-564-4970; *Fax:* 502-564-6721  
*E-mail:* plewis@kde.state.ky.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will provide technical assistance and training to address the early intervention, special education, related services, and transitional service needs of children who are deaf-blind, and will enhance Kentucky's capacity to provide services and improve outcomes for children and their families.

*Method:* The five main components of the project are: (a) identifying all students who are deaf-blind in the state through coordinating child-find efforts with Part B and Part C and with Kentucky's Child Welfare agencies; conducting screening for Usher Syndrome in local education agencies (LEAs); maintaining the deaf-blind census; and conducting onsite visits and vision and hearing assessment; (b) coordinating with state and local agencies that provide services to students who are deaf-blind in order to ensure systems change and build local capacity, including forming a statewide consortium on complex impairments, conducting a competency-based needs assessment of all programs serving students on census, and maintaining a consortium Web site; (c) providing training and technical assistance to improve services and results for children and their families; (d) supporting families in their efforts to advocate and participate in their child's educational program, including supporting their participation in training and conferences related to deaf-blindness; and (e) coordinating transition planning through person-centered processes.

*Products:* Among the products produced by this project will be: three PowerPoint presentations on risk factors in identifying children who are blind or visually impaired, deaf or hard of hearing, and blind, for use in state deaf-blind projects across the country; resource guide specific to Part C "established risk" conditions, to be disseminated to deaf-blind projects across the country; set of personnel competencies for teachers, paraprofessionals, therapists, and administrators working with young children birth to five who are deaf-blind; competency-based training and technical assistance needs assessments for families, teachers, paraprofessionals, therapists, and administrators; evaluation tool to measure student outcomes in transition planning; conference presentations; resource lending library; newsletter; and a Web page.

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*Grant Number:* H326C040002

**Wisconsin Center for Deaf-Blind Education**

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*Project Director:* Ayer, Lyn  
 Silver Lake College of the Holy Family, Inc.  
 W8331 Lincoln Avenue  
 Oakfield, WI 53065  
*Voice:* 920-929-9260; *Fax:* 920-929-9260  
*E-mail:* lynayer@powercom.net

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The Wisconsin Center for Deaf-Blind Education (WDE) will build the capacity of parents, professionals, and agencies to improve outcomes for the 302 Wisconsin children and youth with deaf-



blindness and their families by providing technical assistance, information, and training from early intervention through transition from school.

*Method:* Project activities include: (a) collecting demographic information on children with deaf-blindness and their families, with a focus on identification of traditionally underrepresented populations; (b) establishing an advisory committee; (c) conducting needs assessment and developing statewide training priorities; (d) collaborating with state agencies and organizations responsible for serving children with deaf-blindness; (e) disseminating information on effective practices and other issues related to deaf-blind education; (f) providing training for school administrators and supervisory staff, local and regional educational teams, paraprofessionals, interveners, partner agencies, early intervention school personnel, peers, and parents and families; and (f) evaluating the impact of the project upon services and outcomes for children and their families.

*Products:* This project will provide topic training sessions in each of the five Wisconsin regions; communication training sessions for paraprofessionals; local and regional training sessions for early intervention teams; professional development (inservice) coursework; and training sessions for peers, with students who are deaf-blind presenting. Other project outcomes include conference presentations; an annual family weekend; regional workshops for families on identified needs; a census database; and a project Web site.

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*Grant Number:* H326C040003

**TREDS (Tennessee Technical Assistance and Resources  
for Enhancing Deaf-Blind Support)**

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*Project Director:* Kennedy, Craig  
Vanderbilt University  
Peabody Box 328  
Nashville, TN 37203-5701

*Voice:* 615-322-8178; *Fax:* 615-343-1570

*E-mail:* craig.h.kennedy@vanderbilt.edu

*Web site:* [www.vanderbilt.edu/kennedy/treds/index.html](http://www.vanderbilt.edu/kennedy/treds/index.html)

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* TREDS focuses upon improving the capacity of state, regional, and local educational services to meet the needs of learners who are deaf-blind and their families in Tennessee.

*Method:* The project has five goals, which are to: (a) enhance state capacity to provide appropriate research-based services for children and youth who are deaf-blind, through providing training, partnering with key agencies and institutions of higher education in the state and beyond, and disseminating information to families and service providers working with students who are deaf-blind; (b) facilitate systemic change for providing appropriate deaf-blind services, through working with policy makers and administrators at the regional, state, and local levels; (c) provide individualized support and technical assistance to those working directly with the children, including families, caregivers, educators, and related services providers; (d) focus upon implementation of research-based best practices; and (e) address the needs of families, including helping them to develop a regionalized set of family support networks.

*Products:* Resources and products that are anticipated to emerge from TREDS include: an annual statewide training session; regional workshops and trainings; inservice summer trainings; materials, fact sheets, and handouts; completed Deaf-Blind Census; four model demonstration sites, including one with a transition

emphasis; the TREDs resource library and TREDs newsletter; state, regional, and local conference presentations; a family information packet; and the project's Web site.

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*Grant Number:* H326C040004

### **Idaho Project for Children and Youth with Deaf-Blindness**

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*Project Director:* Greenfield, Robin  
University of Idaho  
800 Park Boulevard, Suite 200  
Boise, ID 83712-7742

*Voice:* 208-364-4012; *Fax:* 208-344-0679

*E-mail:* rgreen@uidaho.edu

*Web site:* www.ets.uidaho.edu/cdhd

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* This project is designed to increase the capacity of state and local agencies, parents, and service providers to improve the educational outcomes for children and youth in Idaho who are deaf-blind. The project will build the knowledge and skills of families and service providers through a coordinated and collaborative technical assistance system that involves local, state, and national agencies and projects.

*Method:* A project needs assessment will be conducted annually with parents and service providers and linked to other data sources. Activities to address the identified needs include: (a) child-specific, onsite training and technical assistance to teachers, paraprofessionals, support personnel, and families as well as long-distance technical assistance via the Internet; (b) project Web site; (c) family/service provider monthly mailers; (d) a regional parent-to-parent network; (e) an annual summer training institute for service providers and parents; (f) a project lending library; (g) local school/community workshops of requested topics; and (h) partnership with the University of Idaho to prepare teachers and related service providers as deaf-blind specialists, as well as preservice lecture PowerPoint presentations on deaf-blindness for university teacher training programs in the state. Additionally, the project will (i) maintain a census data on children with deaf-blindness in Idaho; (j) create best practice transition sites and disseminate results at conferences, on the project Web site, and via a transition strategy manual; and (k) collaborate with DB-LINK and western states to develop a video on identification strategies.

*Products:* Projected products and results include: an Advisory Board, to meet twice annually; a transition strategy manual for parents and service providers; monthly information mailers; the project lending library; annual training sessions and workshops; preservice lecture PowerPoint presentations on deaf-blindness; a Parent Resource and Information Directory; project materials in Spanish (or other requested languages); a video on identification strategies; and four monographs focusing on identified needs of families.

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*Grant Number:* H326C040005

**Arkansas Project for Children with Deaf-Blindness**

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*Project Director:* Branon, Susie  
 Arkansas Department of Education  
 1401 W. Capitol, Suite 450  
 Little Rock, AR 72201-2936  
*Voice:* 501-682-4222; *Fax:* 501-682-4248  
*E-mail:* sbranon@arkedu.k12.ar.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The project is designed to improve state, regional, and local capacity to meet the unique needs of children and youth with deaf-blindness and their families.

*Method:* The project will: (a) use research to determine training and technical assistance needs of parents, local school systems, institutions of higher education (IHE), and service providers; (b) collaborate with state and local education agencies, IHEs, service providers, regional parent groups, and other agencies to provide specialized technical assistance in the areas of functional curriculum, identification, research-based practice, behavior, transition, communication, and other areas of need; and (c) disseminate effective practice and relevant information to families, service providers, education agencies, and others. Specific activities include producing a newsletter; maintaining a Web site; operating a resource lending library; conducting targeted mailings; annually training 24 parent advisors to provide services to families of children birth to five; multistate training with Louisiana and Mississippi that will target Southeast Arkansas; providing stipends to promote attendance at the University of Arkansas' summer course on low-incidence disabilities, including deaf-blindness; disseminating the project's video on "Education Considerations for Students with Usher Syndrome;" providing a three-day summer workshop on deaf-blindness; and providing distance learning through the use of compressed video.

*Products:* Outcomes of this project will include: a semi-annual newsletter; a lending library; a project Web site; a training module and video for paraprofessionals on effective practices for working with children with deaf-blindness; the annual Deaf-Blind Census and a registry of children identified as deaf-blind from birth to 21 in Arkansas; training workshops and seminars that address identified need areas; and quarterly parent meetings.

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*Grant Number:* H326C040006

**Iowa Systems Change Project for Deaf-Blindness**

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*Project Director:* Blankenship, Karen  
 Iowa Department of Education  
 Grimes State Office Building  
 400 E. 14th and Grand  
 Des Moines, IA 50319-0146  
*Voice:* 515-281-7972; *Fax:* 515-242-6019  
*E-mail:* Karen.Blankenship@ed.state.ia.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* This project seeks to better address the needs of children and young adults with deaf-blindness, their families, and service providers by increasing local capacity of school systems and agencies to serve students with deaf-blindness and by closely collaborating with key state agencies for the provision of needed services. The four major goals are to: (a) identify and track students who are deaf-blind; (b) provide technical

assistance to service providers working with children and young adults who are deaf-blind and their families; (c) provide technical assistance to families and children who are deaf-blind; and (d) improve outcomes of children and young adults who are deaf-blind through collaboration with related state services and initiatives. Research-based instruction and practices will be incorporated in all skill-building efforts. Also, the project intends to access Iowa's state-of-the-art technology resources in the provision of technical assistance.

*Method:* To improve Iowa's identification process/data collection and analysis capabilities to accurately identify and track students who are deaf-blind, the project will utilize a statewide data management system and maintain census reporting to the federal government through NTAC. The project will improve student outcomes by: (a) identifying training needs of personnel and families and developing a model to deliver training opportunities, and (b) replicating an existing technical assistance delivery system using long distance interactive video conferencing. The project will support families by providing a Family Resource Guide on Deaf-Blindness; access to the project Web site, electronic bulletin boards, and Family Resource Library; and resources and materials via participation in "family weekends" sponsored by the Iowa Braille School and the Iowa School for the Deaf. To align the transition of students who are deaf-blind with Iowa's transition process, the project will utilize expert consultation with Iowa's State Transition Team, disseminate information through statewide meetings and presentations, and partner with the Iowa Department for the Blind and with the Central Point of Contact (CPC) for funding of adult community services for each Iowa county.

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*Grant Number:* H326C040007

### **State Project for Children and Young Adults Who are Deaf-Blind**

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*Project Director:* Watson, Mary  
 North Carolina Department of Public Instruction  
 6356 Mail Service Center  
 Raleigh, NC 27699-6356  
*Voice:* 919-807-3969; *Fax:* 919-807-3243  
*E-mail:* mwatson@dpi.state.nc.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The priority of this project is to build the capacity of State and local agencies to facilitate improved outcomes for children who are deaf-blind, from birth through 21 years, their families, teachers, and related services providers. There are 483 infants, children, and youth with deaf-blindness who are eligible for services in North Carolina, an increase of 32% from the previous census headcount.

*Method:* Technical assistance, resources, information, and training to address early intervention, special education, related services, and transition services needs of the identified population will be provided with a "hands-on" approach. Early intervention services will include home visits and the coordination of services and agencies. Consultative services will be provided to professionals, paraprofessionals, families, and others who play a direct role in the lives of persons with deaf-blindness. Preservice/in-service training will be provided to students, paraprofessionals, professionals, families, and related services personnel in collaboration with contractors and the university system. Materials and information pertinent to appropriate educational methodologies, approaches, and techniques will also be disseminated. A state resource lending library will be maintained for families, professionals, and others serving persons with deaf-blindness. Specialized research and instruction will be provided to caregivers, agencies and/or local school systems that are interested in developing inclusive programs, model demonstration sites, and community-based programs. Evaluation of the project, project activities, project staff, and outcomes will be constant and ongoing to provide quality control and enhance any needed adjustments to the project.

*Products:* A statewide training model will be developed in collaboration with the university system to provide specialized instruction to teachers and paraprofessionals serving students who are deaf-blind. A needs assessment system will be developed to address statewide priorities for technical assistance, information, and training across all age ranges. The project will develop and host an annual summer conference for families of children with deaf-blindness, teachers, and other professionals for the purpose of providing research-based training and strategies.

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*Grant Number:* H326C040008

**Rhode Island Services and Supports for Children and Youth  
with Dual Sensory Impairments**

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*Project Director:* Antosh, A. Anthony  
Rhode Island College  
600 Mt. Pleasant Ave  
Providence, RI 02908  
*Voice:* 401-456-8072; *Fax:* 401-456-8150  
*E-mail:* aantosh@ric.edu

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* This project will determine the needs of children with dual sensory impairments, their families, and the service providers who work with them in both early intervention and school settings, and the needs of the system as a whole. Based upon identified needs, the project will provide culturally sensitive information and support to families and appropriate technical assistance to professionals to improve educational outcomes for children who have dual sensory impairments.

*Method:* To increase the knowledge of families, the project will provide families with informational and resource materials as well as several in the home consultations a year, and link them with national, state, and local resources. The knowledge and capacity of early interventionists, teachers, and other service providers will be built through (a) onsite technical assistance to each identified child's early intervention or school site at least quarterly; (b) topical workshops on issues requested by service providers or determined through needs assessment; and (c) providing service providers with information and instructional resources. The knowledge base of preservice teachers will be increased by the availability of specific coursework at Rhode Island College to prepare special educators for students with severe disabilities. Additionally, the project will develop three pilot sites emphasizing transition issues, revise existing transition guides and disseminate them, and use the MAPS process as a tool to assist families in planning their child's transition to adult life.

*Products:* The project anticipates the following results and products: an Annual Deaf-Blind Census; a quarterly newsletter/technical bulletin in English and Spanish; a toy lending library; an annual dual sensory impairment action plan in all schools with children who have dual sensory impairments; workshops and school trainings in functional evaluation of vision, hearing, and orientation and mobility; statewide training in alternative assessment of children with sensory challenges; workshops in the COACH and MAP processes for families; three pilot transition sites; revised transition guides (student guide, family guide, guide to employment, guide to community living, transition folder); and a project Web site.

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*Grant Number:* H326C040009

**DB Central: Michigan Services  
for Children and Young Adults Who Are Deaf-Blind**

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*Project Director:* Hartshorne, Timothy (PI); Kennedy, Beth  
Central Michigan University  
Psychology Dept., Sloan Hall 101  
Mount Pleasant, MI 48859-0001  
*Voice:* 989-774-3632; *Fax:* 989-774-2553  
*E-mail:* harts1ts@cmich.edu

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* DB Central is designed to provide consultative services for children and young adults who are deaf-blind by training and educating families and service providers on research-based best practices.

*Method:* Project activities are built around six objectives: (a) providing stakeholders from all areas of the state with equal access to onsite consultation; (b) organizing training and workshops for families and service providers in various locations in the state and providing two statewide conferences on topics determined by needs assessment; (c) providing family support services to build family capacity to advocate for their child; (d) disseminating research-based information on effective practices for children and young adults with deaf-blindness via a lending library, project Web site, and a newsletter; (e) collecting annual census data on deaf-blindness as well as needs survey and evaluation data; and (f) collaborating with local, state, and national agencies and organizations.

*Products:* Outcomes include: a lending library; a quarterly newsletter; the project Web site; a Family Resource Directory; a video series on best practices in use around the state; a listserv for professionals; listserv for families; the bi-annual Deaf-Blind Transition Camp; scholarships for parents and professionals to attend relevant training, workshops, or conferences; the annual Family Retreat Weekend; the provision of a toll-free telephone/TTY number; targeted outreach/awareness mailings; a census database; statewide needs assessment (conducted every two years); and participation in NTAC's community of practice.

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*Grant Number:* H326C040010

**Wyoming Deaf-Blind Project**

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*Project Director:* Whitson, Joanne  
Wyoming Department of Education  
Carbon Building, Room 325  
Rawlins, WY 82301-5659  
*Voice:* 307-324-2046; *Fax:* 307-324-3743  
*E-mail:* jwhits@educ.state.wy.us

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* charles.freeman@ed.gov

*Purpose:* The goal of the Wyoming Deaf-Blind Project is to heighten awareness of deaf-blindness and thus be able to identify children birth through 21 who are deaf-blind; provide a comprehensive array of technical assistance, information, training, and support throughout Wyoming to families, support staff, educators, early interventionists, aides, and therapists in current research-based practices for working with children and young adults who are deaf-blind.

*Method:* This project will develop partnerships and collaborations with national, state, and local agencies to: (a) promote awareness of deaf-blindness within the state; (b) identify students (birth through 21) who are deaf-blind; (c) conduct the Deaf-Blind Census; (d) provide a comprehensive array of technical assistance, which will be based upon the critical needs of stakeholders within Wyoming, including within the Wind River Indian Reservation; (e) provide training, workshops, and seminars in research-based best practices to promote capacity of local providers working with students who are deaf-blind; (f) build a lending library of materials; and (g) provide ongoing support to strengthen capacity of families and service providers through the use of video, onsite technical assistance, newsletters, and family conferences and workshops.

*Products:* Among the products to be developed are: a quarterly parent newsletter, public service announcements, the project's Web site, materials and videos, a lending library, conference presentations, workshops, and seminars.

*Grant Number:* H326C040011

### **Center for Disabilities Deaf-Blind Project**

*Project Director:* Moehring, Rose  
University of South Dakota  
414 East Clark Street  
Vermillion, SD 57105-1570  
*Voice:* 605-357-1439; *Fax:* 605-357-1438  
*E-mail:* rmoehrin@usd.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The mission of this project is to improve the education, service provision, and quality of life, and achieve positive outcomes for children, ages birth through 21, who have a combination of a vision and hearing loss.

*Method:* The project will: (a) maintain and expand current database; (b) conduct training for all Birth to Three Connections Service; (c) expand dissemination and outreach activities with all newborn nurseries, pediatric clinics, NICUs, family practice physician's offices, public health nurses, tribal councils, Indian Health Service Units, and Head Start programs; (d) create and promote a full array of technical assistance activities to state and local education agencies and families of deaf-blind children, including onsite technical assistance in an educational or home setting; information dissemination through newsletters, Web site, DB-LINK, and other state projects; family support and information sharing; referrals to other agencies, as needed; trainings for families and service providers; and follow-along consultation.

*Products:* The project will produce the *In Touch* Newsletter for distribution to families of deaf-blind children, school personnel, and agency staff.

# 84.326D

## National Center on Dispute Resolution

*Grant Number:* H326D030001

### Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

*Project Director:* Peter, Marshall  
 Direction Service, Inc.  
 P.O. Box 51360  
 Eugene, OR 97405-0906  
*Voice:* 541-686-5060; *Fax:* 541-686-5063  
*E-mail:* mpeter@directionservice.org  
*Web:* www.directionservice.org/cadre

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* The Consortium for Appropriate Dispute Resolution in Special Education (CADRE), a national technical assistance and dissemination project, will emphasize elevating the capacity of educators and parents to engage in collaborative problem-solving and other positive, non-adversarial processes that ultimately result in better educational programs and outcomes for students with disabilities. Direction Service, Inc. will continue CADRE as the National Center on Dispute Resolution and extend its capacity to deliver high quality technical assistance and informational support to state education agencies (Part B), early intervention lead agencies (Part C), parent centers, local education agencies, local early intervention providers, and dispute resolution practitioners.

*Method:* CADRE activities will facilitate increased and effective use of mediation and other alternative dispute resolution forms that result in a reduction in the financial, relational, and emotional costs of more adversarial procedures. The activities of the project derive from three critically significant factors: the promise of alternative dispute resolution (ADR), the nascent knowledge of and difficulty in measuring effectiveness and outcomes in ADR programs, and the roles and functions of technical assistance (TA) as a bridge between system need and effective practice. CADRE's major objectives are to: (a) conduct annual assessments of the technical assistance needs of states and other entities to ensure that CADRE identifies TA activities that improve system performance; (b) develop and maintain a database of information from states and related entities on the use and outcomes of the full range of dispute resolution processes in special education; (c) develop agreements and deliver technical assistance based on identified needs and on information derived from research on dispute resolution practices; (d) increase the availability of research-based knowledge on alternative dispute resolution in special education; (e) promote informational exchanges about dispute resolution among key stakeholders (state systems, TA and dissemination systems, parents, practitioners, and others); (f) coordinate and collaborate with key partners and participants in the national effort to develop high quality and accountable dispute resolution systems and practices; and (g) manage CADRE to ensure efficient operations, accomplishment of key tasks, evaluation of impact, and continuous quality improvement.

*Products:* CADRE's Web site will continue as the principal source of information and resources on dispute resolution and special education. CADRE's Web site, publications, listserv, and other technical assistance will result in a nationwide web of information dissemination resources and will ensure access for all stakeholders. CADRE clientele interactions will promote impact at state system and local levels.



## 84.326E

# **Technical Assistance Center on Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education**

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*Grant Number:* H326E020003

### **The National Center for Culturally Responsive Educational Systems and Evidence-Based Practice: At the Intersection of Disability, Class, Ethnicity, Culture, and Language (NCCRESt)**

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*Project Director:* Kozleski, Elizabeth  
University of Colorado - Denver  
Campus Box 193, P.O. Box 173364  
Denver, CO 80217-3364  
*Voice:* 303-556-2717; *Fax:* 303-556-4479  
*E-mail:* elizabeth.kozleski@cudenver.edu  
*Web site:* www.nccrest.org

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Grace Zamora Duran  
*Voice:* 202-245-7328  
*E-mail:* grace.duran@ed.gov

*Purpose:* The Center for Culturally Responsive Educational Systems and Evidence-Based Practices will support state education agencies (SEAs) and local education agencies (LEAs) in their efforts to effectively address and reduce incidences of disproportionate representation of minorities in special education resulting from inappropriate or ineffective educational practices. The Center will build on the findings and recommendations of the National Research Council, reports, and other literature so that students, families, practitioners, policy makers, and researchers can coalesce around scientifically based interventions and strategic improvements in practice and policy to help close the achievement gap between minority students and their peers and reduce inappropriate referrals to special education.

*Method:* The Center will fulfill four main goals: (a) continuous improvement, through the Continuous Improvement Core Team, in increasing knowledge and understanding at the policy level, through evaluation of current practice, change efforts, and impact; (b) research and practice synthesis and product development, through the Research and Development Core Team, to promote systemic change; (c) professional development to build state and local capacity, through the Professional Development Core Team, for SEA's and LEA's leveraging existing technical assistance networks; and (d) networking and dissemination, through the Networking and Dissemination Team, to engage a national discourse in local, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students. To accomplish this work will require close partnerships in the development of state-level teams that engage in careful analysis and interpretation of their state-level data on representation of minority populations in special education. These teams will prepare annual technical assistance and professional development plans for educational program and practice improvement in early intervention, literacy, and behavior. The project will collaborate with families, state policy makers, SEA representatives, LEA superintendents, special education directors, and teachers. Building a coherent professional development and technical assistance plan will require close partnerships with the Regional Resource Centers, parent information centers, and professional organizations to ensure that high quality family and professional development and technical assistance are delivered.

*Products:* The outcomes of this work will: (a) increase the use of prevention and early intervention strategies; (b) improve the contexts for educational systems improvement; and (c) enhance the teaching and learning of practitioners and students alike. This initiative will support and extend the No Child Left Behind Act, with stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

## 84.326F

# State and Federal Policy Forum for Program Improvement

*Grant Number:* H326F000001

### FORUM 2000

*Project Director:* Markowitz, Joy  
National Association of State Directors of Special Education  
(NASDSE)  
1800 Diagonal Road, Suite 320  
Alexandria, VA 22314-2840  
*Voice:* 703-519-3800; *Fax:* 703-519-3808  
*E-mail:* joy.markowitz@nasdse.org  
*Web site:* www.nasdse.org/forum.htm

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Kelly Henderson  
*Voice:* 202-245-7375  
*E-mail:* kelly.henderson@ed.gov

*Purpose:* FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: (a) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and (b) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

*Method:* The following seven activities will be addressed in each of the five project years: (a) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; (b) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; (c) compile three research or policy syntheses on issues identified through Activity 1; (d) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; (e) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; (f) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and (g) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

*Products:* In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's Web site (www.nasdse.org). Other format requests will be accommodated (e.g., large print, Braille).

# 84.326G

## Center on Achieving Results in Education for Students with Disabilities

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Grant Number: H326G000001

### National Center on Educational Outcomes (NCEO)

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*Project Director:* Thurlow, Martha  
University of Minnesota  
75 E. River Road, 350 Elliott Hall  
Minneapolis, MN 55455  
*Voice:* 612-624-4826; *Fax:* 612-624-0879  
*E-mail:* THURL001@tc.umn.edu  
*Web site:* www.education.umn.edu/nceo

*Beginning Date:* 10/1/2000  
*Ending Date:* 9/30/2005

*OSEP Contact:* Dave Malouf  
*Voice:* 202-245-7427  
*E-mail:* david.malouf@ed.gov

*Purpose:* The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

*Method:* The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: (a) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; (b) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; (c) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and (d) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

*Products:* The project will develop and disseminate reports in print and on the Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a Web site, presentations, and surveys online. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

**84.326L****Center to Promote Involvement by Minority Institutions  
in Discretionary Programs under IDEA**

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*Grant Number:* H326L020001**The Monarch Center: The National Technical Assistance Center  
for Personnel Preparation in Special Education  
at Minority Institutions of Higher Education**

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*Project Director:* Lopez-Reyna, Norma; Bay, Mary  
University of Illinois - Chicago  
809 S. Marshfield Ave.  
MB 502, M/C 551  
Chicago, IL 60607  
*Voice:* 312-996-4526; *Fax:* 312-996-5651  
*E-mail:* NLR@uic.edu  
*Web site:* www.monarchcenter.org

*Beginning Date:* 1/1/2003  
*Ending Date:* 12/31/2007

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* This project will improve educational results for students with disabilities by: (a) promoting the successful participation of minority institutions of higher education (MIHEs) in IDEA personnel preparation competitions, and (b) enhancing the capacities of MIHE personnel preparation programs.

*Method:* It is the project's goal that, through its mutual efforts with clients, by 2007 MIHEs will be in the vanguard of excellence in the preparation of special education personnel who are fully qualified to improve education and bring about better results for students with disabilities. The project's clients are faculty members in MIHE departments of special education and related services. A major objective of the Alliance III Center pertains to client involvement, satisfaction for services received, and utilization of knowledge and skills gained through technical assistance (TA). The objective will be promoted through the use of the following: (a) needs assessment; (b) participatory planning of TA events; (c) a scanning network of clients to identify issues in the design and provision of TA services; (d) follow-up and mentoring after TA delivery; (e) field review of products by clients; (f) face-to-face interviews and focus groups with clients to be completed by the third party evaluator; and (g) a professional staff position for client-centered services, communications, and individualized assistance. Technical assistance will center on preparation of successful applications for awards from the IDEA Part D personnel preparation program through grantwriting workshops and mentoring, and on capacity-building for: (a) meeting new federal and state personnel requirements; (b) incorporating scientifically based practice in coursework; (c) adding new dimensions to personnel preparation programs; (d) adding new special education programs; and (e) MIHE's greater participation in state systems change and policy formulation. TA services will be provided by a nationwide cadre of content experts and trainers through workshops, seminars, conferences, individual mentoring, and follow-up coaching. Additionally, partnerships and cooperative activities will be established with a range of OSEP TA&D providers, research and development projects, national centers, and organizations.

*Products:* Supporting products, modules, and information services will be available at the project's Web site, on disks, by file attachments, through a listserv, and by surface mail. Product development will focus on

proactively identifying MIHE initiatives, models, and accomplishments for widespread dissemination across the field of education.

**84.326N**

**National Dissemination Center  
for Individuals with Disabilities**

*Grant Number:* H326N030003

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**National Dissemination Center for Children with Disabilities (NICHCY)**

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*Project Director:* Ripley, Suzanne  
Academy for Educational Development  
1825 Connecticut Ave., NW  
Washington, DC 20009-5721  
*Voice:* 800-695-0285; *Fax:* 202-884-8441  
*E-mail:* sripley@aed.org  
*Web site:* www.nichcy.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* The Academy for Educational Development (AED) will establish the National Dissemination Center for Children with Disabilities (NICHCY) to collect and disseminate current, accurate information about IDEA and NCLB to all interested parties. The Center will focus on support to states and local entities in building their capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families and to address systemic-change goals and priorities. The Center will bring research-based information and assistance to practice, in order to help states meet outcome indicators and show continuous improvement.

*Method:* The Center will collect, organize, and disseminate information about products developed by OSEP's Technical Assistance and Dissemination (TA&D) projects as well as scientific, research-based products from other centers and education projects. Activities of the Center will include: (a) conduct a bi-annual survey of all OSEP-funded TA&D centers about their existing products and their products under development; (b) collect and disseminate information on programs and services affecting infants, toddlers, and children with disabilities under federal education laws; (c) collect information about research on providing special education and early intervention, and disseminate it through publications and conferences; (d) participate in programs and activities to collect and disseminate information and promote networking among organizations addressing IDEA; (e) develop information exchanges with and among other TA&D centers; (f) collaborate with other OSEP-funded projects; (g) establish a coordinated network and conduct outreach to disseminate information to federal, state, and local organizations; (h) maintain a database of TA&D and other related products; (i) develop and implement strategies to disseminate information to underrepresented populations; (j) create and maintain a Web site; (k) develop products on IDEA and NCLB; (l) establish a mechanism for synthesizing and disseminating research information using What Works Clearinghouse protocols; (m) prepare OSEP digests and other products summarizing research; (n) prepare annual directories of OSEP discretionary projects; (o) establish a document review board; and (p) evaluate the Center's impact on users.

*Products:* The Center will offer a centralized repository of research information and a point of contact for everyone working to bring the best thinking and services to children and youth with disabilities. For all the

activities described above, the Center will implement effective dissemination strategies by maintaining an active presence in stakeholders' communities and by building networks that run broad and deep. Collaboration and information exchange among network entities will be accomplished virtually through use of technology and personally through conference participation and direct interactions.

## 84.326P

### The National Coordination and Dissemination Center to Improve Strategies for the Recruitment and Retention of Qualified Personnel for Children with Disabilities

*Grant Number:* H326P030002

#### National Center for Special Education Personnel and Related Service Providers: A Personnel Center

*Project Director:* Gillespie, Phoebe  
National Association of State Directors of Special Education (NASDSE)  
1800 Diagonal Road, Suite 320  
Alexandria, VA 22314  
*Voice:* 703-519-3800; 866-BECOME1; *Fax:* 703-519-3808  
*E-mail:* phoebe.gillespie@nasdse.org  
*Web site:* www.personnelcenter.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Helen Thornton  
*Voice:* 202-245-7546  
*E-mail:* helen.thornton@ed.gov

*Purpose:* This project will establish and operate a Center to build state and local capacity for recruiting and retaining highly qualified special education personnel to serve children and youth with disabilities, birth to 21, and their families.

*Method:* The work of the Center will be carried out by the National Association for State Directors of Special Education (NASDSE) in cooperation with the Federal/Regional Resource Center Network and OSEP-funded technical assistance and dissemination (TA & D) centers. Three expert panels—recruitment, certification/preparation, and retention—will provide feedback to the Center on research-based practices that will be disseminated to states through direct onsite technical assistance and Web-based and electronic communications. The services and resources the Center will provide directly to states and local districts include: (a) developing a comprehensive plan for collecting and analyzing personnel data to better inform solutions to personnel shortages; (b) developing a strategic plan for workforce development with stakeholder groups; (c) training for recruitment and retention; (d) use of online recruiting to place qualified personnel in classrooms; and (e) distributing print and media materials to recruit persons to the field of special education through the support of a public relations consultant. The Center will provide technical assistance in the facilitation of a statewide taskforce. The taskforce will be made up of a wide range of stakeholder groups to address personnel needs assessment, resource mapping, and problem-solving activities related to special education workforce development. The taskforce will assist in the development of a comprehensive plan that when implemented will drill down technical assistance to the local district level.

*Products:* The Center will provide information nationwide through its Web site, leveraging Internet marketing techniques and utilizing targeted e-mails to reach more than 120,000 people a year who are seeking positions in education. This outreach will be accomplished through a partnership agreement with the nation's largest educator Internet recruiting service. The impact of this strategy is estimated to greatly increase the number of persons receiving information from the Center's Web site over the five or more states per year that will be receiving targeted services. In addition, up to five urban or rural districts within each state will have the option to receive recruitment training for one year for a team of education professionals, parents, and business and community leaders. This option will result in training as many as 25 local recruitment teams per year or 125 local recruitment teams over the life of the Center. The onsite assistance to address issues of data collection and analysis and facilitate statewide taskforces for strategic planning will be available to each state for no less than five visits for one year. This strategy is estimated to directly impact 25-35 taskforce participants per year in each state and indirectly impact many more personnel preparation programs and local school districts within each of the five states being served per year. Potential impact from implementing this strategy with twenty-five states over the course of the five-year project would involve at least 625 state and local level educators and program administrators, parents, and business, community, and political leaders. Ultimately, the impact of the Center's work will be measured by the increase in student achievement for children with disabilities, birth to 21, because of the presence of highly qualified special educators serving their needs.

## 84.326R Regional Resource Centers

*Grant Number:* H326R040002

### Western Regional Resource Center (WRRC)

*Project Director:* Moore, Caroline  
University of Oregon College of Education/CHD  
1268 University of Oregon  
Eugene, OR 97403-1268  
*Voice:* 541-346-0356; *Fax:* 541-346-0322  
*E-mail:* [cjmoore@uoregon.edu](mailto:cjmoore@uoregon.edu)  
*Web site:* <http://interact.uoregon.edu/wrrc/wrrc.html>

*Beginning Date:* 6/1/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* [rex.shipp@ed.gov](mailto:rex.shipp@ed.gov)

*Purpose:* The University of Oregon, Technical Assistance and Consulting Services (UO/TACS) proposes to operate the Regional Resource Center for Region 6 to improve state systems that provide services for infants, toddlers, children and youth with disabilities and their families. The Western Regional Resource Center (WRRC) will assist state education and lead agencies to improve results for children with disabilities by providing information and technical assistance that (a) supports building their capacity to carry out continuous improvement processes and (b) assists them to put in place specific services and programs that are grounded in research.

*Method:* The WRRC will organize its work around effort and effect results proposed for each of six objectives. Measures of these results will be gathered throughout the project and used to guide and evaluate the Center's work with states. The six objectives are: (a) to provide TA to build state continuous improvement process (CIP) capacity; (b) to provide TA to implement systemic change to improve programs and services; (c) to partner with OSEP, SEAs, and other TA systems on OSEP-specified TA; (d) to

disseminate information on scientifically based and research-based practices; (e) to optimize needs identification and effective TA through collaboration with others; and (f) to continuously evaluate and manage WRRRC services.

*Products:* Anticipated outcomes of the WRRRC's work include: on-demand information research services, e-mail and Web site responses, teleconferences, topical Information Modules on the Web site, and a variety of resource databases, such as the WRRRC Library, Information Requests, Centerwide Directory, State Peers and Profiles, and the RRFC Network Thesaurus.

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*Grant Number:* H326R040004

**Mid-South Regional Resource Center (MSRRC)**

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*Project Director:* Olsen, Kenneth  
 University of Kentucky Research Foundation  
 Interdisciplinary Human Development Institute  
 1 Quality Street, Suite 722  
 Lexington, KY 40507  
*Voice:* 859-257-4921; *Fax:* 859-257-4353  
*E-mail:* kolsen@uky.edu  
*Web site:* www.msrrc.org/MSRRC/Default.htm

*Beginning Date:* 6/1/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* rex.shipp@ed.gov

*Purpose:* The purpose of this project is to make a positive difference in the lives of individuals with disabilities, birth through 21 years, and their families, through TA to state agencies in the Mid-South Region. Efforts will be structured around two results-oriented goals that encompass the nine activities of the RRC scope of work: (a) enhance decision-making systems that support continuous improvement, and (b) improve results in identified priority areas under IDEA.

*Method:* The foundation for providing TA involves: the UK team modeling data-based decision making for its state clients; careful assessment of in-state resources and the potential resources of the full array of national OSEP-funded specialty centers; and service delivery that ranges from access to information through the RRC network, to intense collaborative TA provided in concert with other TA providers. Based upon the results from a needs assessment survey with state directors and Part C coordinators, TA will be provided in the following areas: (a) performance measurement, data analysis, improvement planning and system evaluation; (b) developing meaningful performance indicators, data system enhancement, and effective reporting; (c) effective strategies for assessing state performance, evaluating improvement, and planning strategic interventions to improve performance; (d) preparing APRs and submitting eligibility documents; (e) best practices in focused monitoring and complaint, mediation, and due process management; (f) Child Find/identification, early intervention services in natural environments, early childhood transition, and increasing family capacity and parent involvement; (g) provision of FAPE in the LRE; and (h) secondary transition. Some of the strategies to be used in implementing TA include: national, regional, and state-specific trainings; information dissemination and collaboration with other TA&D partners, specialty TA centers, the Region 2 RPTAC, and Communities of Practice; tele-, video-, and live conferences; RRFC Network info/Web sites; and individual state-specific consultations, state forums, a listserv, and e-mail news.

*Products:* The MSRRC will produce State of the State reports for each state; a State of the Region report; training curricula; and newsletters.



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Grant Number: H326R040005

**North Central Regional Resource Center (NCRRC)**

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*Project Director:* Sharpe, Michael  
University of Minnesota  
12 Pattee Hall  
150 Pillsbury Drive SE  
Minneapolis, MN 55455-2070  
*Voice:* 612-626-8155; *Fax:* 612-624-9344  
*E-mail:* sharp004@tc.umn.edu  
*Web site:* www.northcentral-rrc.org

*Beginning Date:* 8/23/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* rex.shipp@ed.gov

*Purpose:* The project's goal is to engage Region 4 states in the proactive identification of issues that lead to sustainable systems change efforts and improved results for infants, toddlers, and children with disabilities and their families. The Region 4 states are: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and Wisconsin.

*Method:* The Center will support states in Region 4 in critical areas of implementation through OSEP's Continuous Improvement and Focused Monitoring System (CIFMS), with emphasis upon general supervision, collection of state-reported data, and statewide assessment. The Center will address four interrelated service components: (a) strategic planning and reporting; (b) state-level technical assistance; (c) dissemination; and (d) cross-state linking and networking. As part of strategic planning and reporting, individualized state plans will be developed to advance the state's use of integrated management systems for monitoring and continuous improvement initiatives. Services provided as part of the second component include targeted technical assistance based on the specific needs of states and local education agencies; specialized consultation; training; communities of practice (CoP); and the promotion of peer-to-peer and state-to-state networking. As part of dissemination initiatives, the Center will make available on-demand, Web-based information about such topics as: CoPs, research-based practices, effective state data management and reporting practices, CIFMS, and systems evaluation. Information dissemination will be facilitated through the Center's Web-based technologies and through its support of the Federal Resource Center's consolidated RRC information services initiative. Cross-state networking will involve several strategies, including: encouraging Region 4 states to participate in OSEP's CoPs; developing state-to-state peer networks in specific content areas; and providing opportunities for cross-state relationships and collaboration, such as content-specific Region 4 workshops on high priority topics. Finally, to improve the participation of parents in state and local planning and education reform, the Center will collaborate with the Region 4 Parent Technical Assistance Center (RPTAC), the Ohio Coalition for the Education of Children with Disabilities.

*Products:* A wide range of outcomes are planned. These include: interview protocols for conducting interviews with state stakeholders; individualized TA&D plans for each state, with quarterly reviews of its responsiveness to state need, and periodic plan updates; onsite technical assistance; a TA&D database system for managing and monitoring TA plans and for tracking availability of resources of support; Web site; quarterly NCRRC Newsletter; parent information materials, developed collaboratively with the Region 4 RPTAC; state-to-state networks; state-to-state TA workshops; and quarterly regional teleconferences.

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*Grant Number:* H326R040006

**Mountain Plains Regional Resource Center (MPRRC)**

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*Project Director:* Copenhaver, John  
 Utah State University  
 1780 N. Research Parkway, Suite 112  
 Logan, UT 84341  
*Voice:* 435-752-0238; *Fax:* 435-753-9750  
*E-mail:* John.Copenhaver@usu.edu  
*Web site:* www.usu.edu/mprrc/

*Beginning Date:* 6/1/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* rex.shipp@ed.gov

*Purpose:* Utah State University is proposing to establish a Regional Resource Center to serve Region 5 in providing flexible, data-driven technical assistance focused on efforts that lead to and support sustained change at the State and local levels. MPRRC proposes to work collaboratively with State Education Agencies (SEAs), Lead Agencies (LAs), OSEP, and other partners to develop and implement activities that support systemic change which will lead to better outcomes for children and youth with disabilities and their families. At the heart of this effort will be a variety of technical assistance activities that include supporting States to put into place continuous improvement processes driven by performance data, disseminating scientifically based practices, and providing assistance specific to requirements of the IDEA and NCLB. To enhance these efforts, MPRRC will work with the Regional Parent Technical Assistance Centers and other OSEP-funded projects, provide leadership and facilitation to OSEP-coordinated technical assistance initiatives (e.g., Communities of Practice), partner in OSEP-specified TA to States, and work with SIGs.

*Method:* All MPRRC activity will be tracked through the creation of a TAP (technical assistance plan) that is an articulation of a need, desired outcome, expected impact, evaluation process or any resource sharing between the parties involved. The design and delivery of TA process will be driven by the Standards of Technical Assistance that set an expectation for the desired quality and create consistency. There are four major components: discovery, inquiry, delivery, and evaluation.

1. *Discovery:* Ensure clear understanding of the problem or need and how it is linked to the State's APR or improvement goals. Discovery may require extensive conversation with the client, and/or onsite visit(s).
2. *Inquiry:* Once the problem/need has been clearly articulated and an initial strategy identified, a TAP is written. External inquiry is used to ensure that the TAP reflects the views of the client, and has the support of the State Director of Special Education or LA Administrator. Internal inquiry is used to get input from MPRRC staff to ensure coordination with any other activities and to gather feedback. Determinations are made regarding any other national TA centers that might be involved, or if there might be relevance for other states to warrant a regional activity.
3. *Delivery:* During delivery, the lead staff person document progress using periodic written reports describing the activities conducted and the results that have been documented.
4. *Evaluation:* Evaluation is ongoing to collect feedback, document effects, make adjustments, and realize completion. Additional evaluation strategies are used to collect information on both short- and long-term effects.

*Products:* Among the products planned are: manuals, technical assistance guidelines, reports, contract monitoring plans, teleconference work groups, training materials, and other documents.

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*Grant Number:* H326R040007

**Southeast Regional Resource Center (SERRC)**

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*Project Director:* Wright, James  
 Auburn University Montgomery  
 P.O. Box 244023  
 Montgomery, AL 36124-4023  
*Voice:* 334-244-3457; *Fax:* 334-244-3102  
*E-mail:* jwright@mail.aum.edu  
*Web site:* <http://edla.aum.edu/serrc/serrc.html>

*Beginning Date:* 6/1/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* rex.shipp@ed.gov

*Purpose:* SERRC's provision of technical assistance to state education agencies (SEAs) and lead agencies (LAs) is designed to enhance states' development of performance measurement systems and their efforts toward sustainable systemic change and improved results for infants, toddlers, and children with disabilities and their families. SERRC serves Region 3 states and jurisdictions: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the Virgin Islands.

*Method:* Through analysis of state profiles, self-assessments, state improvement plans, and annual performance reports (APRs), SERRC will help states identify their needs within each state's context. SERRC will assist states in addressing identified needs and building a system of continuous improvement via such strategies as: regional and customized technical assistance; regional workshops; participation in OSEP's communities of practice (CoP); regular teleconferences of the RRFC network's workgroups; collaboration with the regional parent technical assistance center for the region (RPTAC) to share resources and disseminate information; a Web site; and collaborative Web-based technical assistance activities.

*Products:* SERRC will produce an updated transition guide for families (once IDEA is reauthorized); a Web site; and state-specific technical assistance plans.

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*Grant Number:* H326R040008

**Northeast Regional Resource Center (NERRC)**

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*Project Director:* Reedy, Kristin  
 Learning Innovations at WestEd  
 20 Winter Sport Lane  
 Williston, VT 05495  
*Voice:* 802-951-8218; *Fax:* 802-951-8222  
*E-mail:* kreedy@wested.org  
*Web site:* [www.wested.org/nerrc/](http://www.wested.org/nerrc/)

*Beginning Date:* 6/1/2004  
*Ending Date:* 5/31/2009

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* rex.shipp@ed.gov

*Purpose:* The Northeast Regional Resource Center (NERRC) will continue to provide individualized technical assistance to the eight states in Region 1 to assist them in building capacity and modifying state systems that provide early intervention, special education, and transitional services to improve results for children with disabilities and their families.

*Method:* NERRC will proactively identify issues and trends in which states need assistance and target its assistance in those critical priority areas. The project focuses specifically on: (a) promoting systemic change by increasing state capacity to employ performance measurement systems in an annual cycle of data-based continuous improvement, including assistance to State Improvement Grantees; (b) providing leadership and

technical assistance (TA) support to OSEP-coordinated large scale TA initiatives such as Communities of Practice, the Continuous Improvement and Focused Monitoring System (CIFMS), and intensive assistance to states within Region 1; (c) providing current information and TA to states on the No Child Left Behind Act (NCLB) as it relates to IDEA and students with disabilities; (d) disseminating scientifically based practices to states; (e) collaborating with the Regional Parent Technical Assistance Centers (RPTACs) to provide TA and support to states and state-based parent organizations in the use of available resources, research-based practices, and participation in education reform initiatives; and (f) providing special education consultation and TA in critical priority areas, including reading, early childhood, transition, alternative assessment, and NCLB/IDEA.

*Products:* NERRC intends the following outcomes of its work: Individualized state technical assistance activities/agreements; regional workgroups/communities of practice; training manuals, presentations, and products to assist states with data analysis and effective intervention strategies; annual regional Annual Performance Report (APR) Work Session for state teams; quarterly individual state teleconferences with state and local education agencies, NERRC state liaisons, and OSEP state contacts; quarterly newsletter; model for systems evaluation; co-facilitation of the Part B LRE Community of Practice (including teleseminars, conference calls, community's Web site); monthly teleconferences of regional State-to-Local Monitoring Work Group; co-sponsoring of annual National Monitoring and Accountability Conference and/or Summer Institute; annual regional policy summit for state education agency teams addressing implementation of NCLB/IDEA; regional trainings and information products on NCLB/IDEA; reconfigured Web site, as part of the RRFC consolidation of RRC Web sites; video conferences; quarterly teleconferences with the northeast RPTAC; regional meetings with key stakeholders; participate in or establish regional work groups in critical needs topics; documentation of each state's "baseline" data on state performance indicators and compliance; in years 3-5, case studies in selected states to track state progress; and semi-annual progress reports.

# 84.326T

## National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind

Grant Number: H326T010001

### National Technical Assistance Consortium of Children and Young Adults Who Are Deaf-Blind (NTAC)

*Project Director:* Baldwin, Vic; McNulty, Joe; Stremel, Kathleen  
Western Oregon University  
Teaching Research Div.  
345 N. Monmouth Ave.  
Monmouth, OR 97361-3940  
*Voice:* 503-838-8096; *Fax:* 503-838-8150  
*E-mail:* stremelk@wou.edu  
*Web site:* www.tr.wou.edu/ntac

*Beginning Date:* 10/1/2001  
*Ending Date:* 9/30/2006

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

*Method:* The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. The consortium will: (a) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; (b) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; (c) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; (d) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and (e) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf-blind.

*Products:* The project will develop and evaluate technical assistance, training materials, and products addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: (a) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; (b) increased capacities for families, advocates, and individuals who are deaf-blind to access services; (c) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and (d) improved outcomes for children/youth who are deaf-blind.

**84.326U**

**National Clearinghouse on Deaf-Blindness**

*Grant Number:* H326U040002

**The National Information Clearinghouse  
on Children who are Deaf-Blind (DB-LINK)**

*Project Director:* Reiman, John  
Western Oregon University  
Teaching Research Division  
345 N. Monmouth Ave.  
Monmouth, OR 97361-1394  
*Voice:* 503-838-8776; *Fax:* 503-838-8150  
*E-mail:* reimanj@wou.edu  
*Web site:* www.dblink.org

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* charles.freeman@ed.gov

*Purpose:* Since 1992, DB-LINK has supported the information needs of people who interact on a daily basis with our nation's 11,000 deaf-blind children. This application proposes to continue these efforts in the service of deaf-blind children, their families, and the professionals who serve them. DB-LINK serves as the central source for the collection and distribution of comprehensive and current information related to children who are deaf-blind.

*Method:* DB-Link will identify, collect, and organize information, including information about research- and evidence-based practices, relevant to children who are deaf-blind (birth through age 21). The project will respond to requests for information from diverse constituents throughout the United States, utilizing its extensive databases and multidisciplinary professional staff to provide information to support improved educational outcomes and enhanced quality of life for these children. DB-LINK's specialized library, state-of-the-art Web site, and original products will be used to disseminate comprehensive information on deaf-blindness to a wide variety of audiences. DB-LINK will link researchers with practitioners and parents and develop a coordinated network to raise national awareness and build capacity in service of improved results for children who are deaf-blind.

*Products:* DB-LINK activities have had a profound impact on the lives of children who are deaf-blind by reaching individual families and providing access to state and national service systems. Information dissemination on all levels (to families, educators, service providers) has led to greater collaboration, transfer of knowledge from research to practice, and better educational services and outcomes for children who are deaf-blind. Specific products include: the DB-Link Web site at www.dblink.org; DB-LINK newsletter,

"Perspectives"; DB-LINK databases; and the publication "Creative Expressions: Opportunities for Persons who are Deaf-Blind."

## **84.326V**

### **Federal Resource Center for Special Education**

*Grant Number: H326V030002*

#### **Federal Resource Center for Special Education**

*Project Director:* Valdivieso, Carol  
Academy for Educational Development  
1825 Connecticut Ave., NW  
Washington, DC 20009-5721  
*Voice:* 202-884-8000; *Fax:* 202-884-8400  
*E-mail:* [cvaldivi@aed.org](mailto:cvaldivi@aed.org)  
*Web:* [www.federalresourcecenter.org/frc/](http://www.federalresourcecenter.org/frc/)

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Rex Shipp  
*Voice:* 202-245-7523  
*E-mail:* [rex.shipp@ed.gov](mailto:rex.shipp@ed.gov)

*Purpose:* The Federal Resource Center for Special Education will support the work of the six OSEP-funded Regional Resource Centers (RRCs) that provide technical assistance (TA) to assist states in complying with IDEA and to implement evidence-based educational practices.

*Method:* In order to effectively support the RRCs' work with the states, the FRC proposes to centralize key network functions by developing a Web presence for the Regional Resource and Federal Center Network, which comprises the FRC and the RRCs. The FRC will consolidate the RRCs' Information Services function, coordinate professional development for RRC staff, expand the network's data management and reporting system, and establish new mechanisms to facilitate communication and the dissemination of evidence-based practice. These proposed FRC initiatives will reduce duplication of activity, increase capacity to allocate scarce resources efficiently, and improve the capacity of the RRCs to assist states to improve outcomes for children and youth with disabilities and their families. The FRC will support the RRCs in their new role as facilitators of forming communities of practice that reflect the areas of emphasis within the Continuous Improvement and Focused Monitoring System. In addition, the FRC will expand its involvement with the State Improvement Grantees by investigating specific needs of states, maintaining a listserv, facilitating information sharing among projects, providing information to individual projects, and providing support for conferences.

*Products:* The FRC will employ sophisticated Web-based strategies to link agencies and disseminate information, facilitate improved levels of communication and collaboration with the technical assistance and dissemination network, develop processes that support the RRCs' capacity to work with states, and partner with OSEP's Dissemination Center and the RRCs to develop products that fill current gaps in the availability of resources.

# 84.326X

## General Supervision Enhancement Grants

*Grant Number:* H326X040004

### Maine IDEA General Supervision Enhancement Grant

*Project Director:* Rosen, Pamela C.  
Maine Department of Education  
23 State House Station  
Augusta, ME 04330-0023  
*Voice:* 207-624-6648; *Fax:* 207-624-6651  
*E-mail:* pam.rosen@maine.gov

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This IDEA General Supervision Enhancement Grant will focus upon developing outcome indicators for infants and toddlers with disabilities and for children with disabilities. The project's overriding goal is to develop indicators that address children's transitions between program boundaries in order to systematically improve the transactions that occur and that may ultimately affect children's education. Currently, the Maine Department of Education (MDOE) has little data to assess what occurs during these transactions.

*Method:* MDOE proposes to develop: (a) indicators focused on alterable behaviors for elementary and middle schools that can prevent students with disabilities at risk for dropping out of school and not meeting the Maine Educational Assessment (MEA) benchmarks and No Child Left Behind Act (NCLB) performance goals; (b) outcome indicators for parent and family involvement that are aligned with IDEA Part B and NCLB requirements; (c) indicators for special education services and supports for students with disabilities enrolled in Career and Technical Education (CTE) programs and courses; and (d) expanded indicators that promote successful pre-exit programming to improve postsecondary outcomes for students with disabilities. To enhance Part C capabilities, MDOE will develop indicators for the transitions that occur between the community and IDEA Part C, IDEA Part C and Part B 619, and IDEA Part B 619 to Part B school age. Furthermore, to assure that the new indicators are incorporated into the sending and receiving programs as part of standard procedures, and to assure a seamless record-keeping system from birth through 20, MDOE proposes to expand its current special education information management system to serve students with disabilities ages 0-20. MDOE will form a subcommittee of the Comprehensive Continuous Quality Improvement System (CCQIMS) committee to advise the project and assist in the development of the indicators. The new indicators will be piloted with cooperating LEAs, child development services sites, and career and technical education centers.

*Products:* This project, ultimately, drives toward improved outcomes for children with disabilities. Specifically, the first set of indicators to be developed will give the MDOE a research base upon which to develop a "Part B risk profile" based on alterable attributes (e.g., behavior referrals, suspensions, tardiness) in order to determine who is at risk of dropping out and to take preventive action. The second set, indicators of family involvement, will give the MDOE a means of determining this important factor for students, since family involvement has been linked to increased achievement in both reading and math and to increased attendance, decreased delinquency, and reduced drop-out. The third set of indicators will be used to monitor students with disabilities in CTE programs, who often enter these programs without the necessary supports and services to succeed due to confidentiality laws governing student records. The fourth set of indicators



will be used to provide MDOE with a better understanding of what types of programs and services in secondary school lead to improved postsecondary outcomes for students. The indicators for Part C will allow the state to monitor if interagency agreements are in place that result in timely and appropriate services as well as track students once they enter the public school system. The expanded MIS will result in using one system to track children with disabilities, 0-20, and provide continuity on detailed record keeping as children matriculate through the system.

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*Grant Number:* H326X040005

### **Delaware IDEA General Supervision and Enhancement Grant**

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*Project Director:* Lesko, Jim  
 Delaware Department of Education  
 P.O. Box 1402  
 Dover, DE 19903-1402  
*Voice:* 302-739-4667; *Fax:* 302-739-2388  
*E-mail:* jlesko@doe.k12.de.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to: (a) develop common outcomes for Part C and Part B using measurements in the five developmental domains of Part C, Head Start's Early Learning Foundations indicators, preschool standards, and draft Part C Outcomes; (b) determine best available instruments to use for measuring outcomes and provide training on instrument use; (c) modify fields in ISIS (Part C) and E-school Plus/IEP (Part B) databases to capture outcome indicators across agencies, school districts, and schools, and enable the linking of student Part B and C data for long-term follow-up studies; (d) write software programs to produce frequently needed analyses and reports; and (e) develop necessary consent and legal requirements to transfer minimal child information from Part C to Part B and to transfer evaluation information on later performance from Part B back to Part C.

*Method:* A common core of outcome indicators for children will be researched, identified and adopted for use by the Part C and Part B agencies. Tools and measurement instruments will be selected and/or developed for use across both programs. Progress toward child outcomes will be analyzed and reported. Recommendations for outcome data management and reporting will be developed and adopted by the participating agencies.

*Products:* The grant will provide the resources to identify, capture, analyze, and report short- and long-term outcomes of early childhood programs. These and other findings will be used to help close the performance gap between students with and without disabilities.

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*Grant Number:* H326X040006

### **Early Intervention Statewide Outcomes Survey (EI SOS)**

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*Project Director:* Robinson, Nyle  
 Illinois Department of Human Services  
 535 West Jefferson, 3rd Floor  
 Springfield, IL 62702-5058  
*Voice:* 217-524-6615; *Fax:* 217-524-5586  
*E-mail:* dhsvr04@dhs.state.il.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Families are central to achieving successful outcomes through the Part C early intervention program. In order to determine if an EI program is effective, an instrument with demonstrated psychometric

properties to measure family-centered outcomes is needed. This project will develop such an instrument, specifically a family-centered outcomes questionnaire in English and Spanish to measure: (a) parents' self-efficacy, confidence in parenting skills, and positive view of the future; (b) improved quality of life; (c) knowledge of their child's abilities and development; (d) involvement as an equal partner in medical services and decisions for their child, and the ability to advocate for what their child needs; and (e) increased family problem-solving skills and adequate support networks.

*Method:* This project is a joint effort of Illinois and Texas Part C programs and will be implemented in four phases: (a) question development and revision; (b) pilot testing and scale revision; (c) field testing and scale revision; and (d) development of changes to the state client data systems. In Phase I, questionnaire items will be developed to assess parental experiences with the EI system and impact on the family. The initial draft will be distributed to reviewers and revised according to their feedback. In Phase II, the questionnaire will be pilot tested using a sample of EI participants at annual review and families who have recently exited EI and, based on results, revised. Phase III field testing will be based on a much larger scale, using a random sample of 1,000 families per state. Phase IV will focus upon incorporating the validated version of EI SOS into state information systems in both Texas and Illinois.

*Products:* The outcome measure developed and validated in this project, the EI SOS, will be extended to general use within two of the nation's largest Part C programs.

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*Grant Number:* H326X040010

**Outcome Indicators for New Hampshire's Infants, Toddlers,  
and Preschoolers with Disabilities and their Families:  
NH's Cornerstone for Continuous Improvement**

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*Project Director:* Mikkelsen, Karen  
Learning Innovations at WestEd  
20 Winter Sport Lane  
Williston, VT 05495  
*Voice:* 802-951-8208; *Fax:* 802-951-8222  
*E-mail:* kmikkel@wested.org

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The New Hampshire Department of Health and Human Services (DHHS) and the Department of Education (DOE) will combine their efforts to address Focus Areas 1 and 2. The overall goal of the proposed project is to identify Part C and preschool outcome indicators for infant/toddler and preschooler development as well as those outcome indicators that reflect family capacity and participation, and to develop a data collection, analysis, tracking system so that the impact and effectiveness of NH's early intervention system and preschool services can be assessed, documented and improved.

*Method:* Objectives are to: (a) identify and select outcome indicators for infant/toddler development, birth through three, in the areas of physical, cognitive, communication, social/emotional, and adaptive development; (b) identify and select outcome indicators for preschoolers in the areas of early language/communication, prereading, and social/emotional skills; (c) develop a coherent connection between the Part C and Part B/619 preschooler outcome indicators resulting in a continuum of early childhood outcome indicators, birth through five; (d) identify and select outcome indicators for family capacity to enhance child development to facilitate delivery of early intervention supports and services (birth to three) and family involvement to facilitate delivery of preschool-FAPE; (e) modify, develop, or enhance current data systems to collect and analyze outcome indicator data and to track outcomes over times (e.g. through

age eight); (f) field test program implementation of and data collection on the identified outcome indicators; and (g) develop a statewide plan to disseminate outcome indicators and to train early intervention and preschool special education providers on alignment of outcome indicators with IFSP and IEP development, data collection tools, and methods, reporting, and using data for continuous improvement.

*Products:* Through the work of the partners, project activities will include an assessment of the current status of outcome and data collection systems, a thorough literature review, a facilitated consensus-building process to identify outcome indicators, and statewide validation through community-based focus groups. The current collaborative NH GSEG, Project Quilt, will be the cornerstone for the connections on which this project will be built.

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*Grant Number:* H326X040013

### **Nebraska General Supervision Enhancement Grant**

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*Project Director:* Losh, Mary Ann; Schliesser, Barbara  
Nebraska Department of Education  
P.O. Box 94987  
Lincoln, NE 68509-4987  
*Voice:* 402-471-0117; *Fax:* 402-471-5022

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005  
*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Nebraska Department of Education's (NDE) General Supervision Enhancement Grant (N-GSEG) addresses the absolute priority to enhance the State system to disseminate research-based promising practices in education and early intervention. N-GSEG has two goals: (a) to collaboratively strengthen the system to support involvement of families of individuals with disabilities, and EI/ECSE and before/after school program personnel in planning, implementing, and sustaining research-based training and technical assistance and dissemination (TA&D) provided through the existing NSIG structure; and (b) to develop a model for enhanced data management and program evaluation to track outcomes of training.

*Method:* Project activities will include: (a) using the existing NSIG structure to develop a center and system for disseminating research-based practices; (b) providing training and technical assistance to current NSIG sites to promote meaningful involvement of families, EI/ECSE, and before/after school program providers; (c) developing a training and technical assistance system for enhanced data management and program evaluation; and (d) evaluating and disseminating project products and results.

*Products:* Training(s) will be developed and piloted in the areas of positive behavior supports (PBS); family involvement; and data management and program evaluation.

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Grant Number: H326X040018

**Kansas General Supervision Enhancement Grant**

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*Project Director:* Torrey, ZoAnn  
 Kansas State Department of Education  
 120 SE 10th Avenue  
 Topeka, KS 66612-1182  
*Voice:* 785-291-3097; *Fax:* 785-296-6715  
*E-mail:* ztorrey@ksde.org

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* At present, the Kansas State Department of Education (KSDE) does not have a comprehensive unit-level student information management system, an integrated data warehouse to store data, or the capacity to integrate data from multiple sources. This General Supervision Enhancement Grant is intended to build the capacity of KSDE to collect, store, manage, and analyze outcomes indicator data for the purposes of accountability and for providing evidence-based technical assistance to districts to improve results for children with disabilities.

*Method:* KSDE will develop outcome indicators to support the OSEP Annual Performance Report (APR) data requirements. Specifically needed are early childhood indicators, postschool outcomes, and reliable suspension data. Each of these will be developed and pilot tested, and training in data collection will be provided to KSDE and district staff. KSDE will also create three unit-level (student level) management information systems for data collection (one for each set of indicators being developed) and enhance existing systems to support the integration of these data elements. Professional development will be provided to district assistance teams so that (a) they are proficient in using the collection and reporting software for analysis and evidence-based decision making, and (b) they have the skills needed to support district capacity in using the system. Pilot data collection will take place for all three information systems and will include Web-based entry of data. Finally, training and ongoing support will be provided to district staff in using the information systems, understanding data definitions, validating data quality, and district-level analysis options. Training will also be provided to help families make sense of the reported data.

*Products:* Kansas will have a data warehouse system that enables data to be (a) entered only one time throughout KSDE and districts, (b) integrated and validated through extraction and transformation process, and (c) loaded into a common repository (the data warehouse) for access across KSDE and districts. This system can then be used to enhance state and district capacity to use data in decision making.

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Grant Number: H326X040020

**Enhancing the Hawaii State Alternate Assessment System:  
 Development, Implementation, and Validation**

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*Project Director:* Cook, Gary  
 Harcourt Assessment, Inc.  
 19500 Bulverde Road  
 San Antonio, TX 78259-3701  
*Voice:* 210-339-4031; *Fax:* 210-339-5048

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005  
*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The proposed project involves the collaborative leadership of the Hawaii Department of Education, Vanderbilt University, and Harcourt Assessment, Inc. and the participation of more than 100 experienced

teachers and parents of students with significant disabilities. The State of Hawaii does not have alternate performance indicators for students with significant cognitive disabilities, nor does the state have alternate achievement standards for its alternate assessment system that allows students who have been determined to achieve a proficient amount of knowledge and skills to be counted as proficient for purposes of adequate yearly progress (AYP). Thus, it is imperative for the state to redesign the Hawaii State Alternate Assessment (HSAA) so it is technically sound and yields results that allow accountability decisions concerning students' proficiency in language arts/reading, mathematics, and science.

*Method:* Collectively, this team will use universally designed, state-of-the-art methods to define alternate performance indicators that align to grade level expectations, develop a new assessment instrument, and finally establish alternate achievement standards using a 4-level proficiency framework for reporting the results in a manner consistent with and integrated into the regular state assessment system.

*Products:* The redesigned assessment system will include a knowledge and skills rating instrument to be completed by teachers, an administration guide with case study examples, report forms to teachers and parents, and professional development materials that can be shared at training sessions or via a Web site. A multimethod, multisource approach will be used to evaluate this project. The evaluation will be both formative and summative and will emphasize the validity evidence for the HSAA, and the cumulative outcomes for each of seven major goals and related objectives specified in the project's Implementation Plan.

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*Grant Number:* H326X040021

**Developing an Outcomes Measurement System  
for the Part C Program in Hawaii**

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*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025-3493  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Early Childhood Outcomes (ECO) Center, through its lead organization, SRI International, will work collaboratively with Hawaii's Early Intervention staff to develop an outcome measurement system for the program.

*Method:* The objectives of the proposed project are to: (a) build consensus across Hawaii for a set of outcome areas to be examined, outcome statements, and evidence statements; (b) identify a measurement and data collection approach for the outcomes system, including determining the feasibility of the procedures and preliminary work for the development of the database infrastructure; (c) build the capacity of local providers to collect and report outcome data reliably, efficiently, and consistently; and (d) build the capacity of Part C and Part B preschool state and local program administrators to use outcome data for program improvement.

*Products:* The ECO Center has developed a framework and process for working with stakeholders to reach consensus on the decisions that need to be made in developing an outcomes system. The Center will provide resource materials and convene a series of stakeholder meetings, helping stakeholders reach consensus on each set of decisions and move on to the next set. Data collection procedures will be pilot tested and refined. The project will also develop and disseminate training materials and conduct training so that service

providers understand how to provide high-quality outcome data. Materials and training also will address the use of outcome data for program improvement at the program and state levels.

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*Grant Number:* H326X040022

**Developing an Outcomes Measurement System  
for the Part C Program in Florida**

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*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025-3493  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Early Childhood Outcomes (ECO) Center, through its lead organization, SRI International, will work collaboratively with Florida's Early Intervention staff to develop an outcome measurement system for the program.

*Method:* The objectives of the proposed project are to: (a) build consensus across Florida for a set of outcome areas to be examined, outcome statements, and evidence statements; (b) identify a measurement and data collection approach for the outcomes system, including determining the feasibility of the procedures and preliminary work for the development of the database infrastructure; (c) build the capacity of local providers to collect and report outcome data reliably, efficiently, and consistently; and (d) build the capacity of Part C and Part B preschool state and local program administrators to use outcome data for program improvement.

*Products:* The ECO Center has developed a framework and process for working with stakeholders to reach consensus on the decisions that need to be made in developing an outcomes system. The Center will provide resource materials and convene a series of stakeholder meetings, helping stakeholders reach consensus on each set of decisions and move on to the next set. Data collection procedures will be pilot tested and refined. The project will also develop and disseminate training materials and conduct training so that service providers understand how to provide high-quality outcome data. Materials and training also will address the use of outcome data for program improvement at the program and state levels.

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*Grant Number:* H326X040023

**Developing an Outcomes Measurement System for  
the Part C and Part B Preschool Programs in Colorado**

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*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025-3493  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Early Childhood Outcomes (ECO) Center, through its lead organization, SRI International, will work collaboratively with Colorado's Early Intervention staff to develop an outcome measurement system for the program.

*Method:* The objectives of the proposed project are to: (a) build consensus across Colorado for a set of outcome areas to be examined, outcome statements, and evidence statements; (b) identify a measurement and data collection approach for the outcomes system, including determining the feasibility of the procedures and preliminary work for the development of the database infrastructure; (c) build the capacity of local providers to collect and report outcome data reliably, efficiently, and consistently; and (d) build the capacity of Part C and Part B preschool state and local program administrators to use outcome data for program improvement.

*Products:* The ECO Center has developed a framework and process for working with stakeholders to reach consensus on the decisions that need to be made in developing an outcomes system. The Center will provide resource materials and convene a series of stakeholder meetings, helping stakeholders reach consensus on each set of decisions and move on to the next set. Data collection procedures will be pilot tested and refined. The project will also develop and disseminate training materials and conduct training so that service providers understand how to provide high-quality outcome data. Materials and training also will address the use of outcome data for program improvement at the program and state levels.

*Grant Number:* H326X040025

### **Maryland's Early Childhood Accountability System**

*Project Director:* Baglin, Carol Ann  
 Maryland State Department of Education  
 200 West Baltimore Street  
 Baltimore, MD 21201  
*Voice:* 410-767-0238; *Fax:* 410-333-8165  
*E-mail:* cbaglin@msde.state.md.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Maryland State Department of Education (MSDE) has identified an urgent need to develop an accountability system for young children with disabilities and their families. This system must go beyond compliance with federal and state regulations to assess the impact on Maryland's early intervention and preschool special education programs on the children and families they serve. This project is a one-year initiative designed to develop such an outcome-based accountability system for Part C and Part B 619 programs in Maryland. The system will be designed to be based on child and family change, consistent with evidence-based early childhood practices, and linked with the state's existing and accelerating school readiness efforts, including data-driven program improvement, the Maryland Model for School Readiness, the Voluntary State Curriculum, and professional development aligned to evidence-based practice.

*Method:* Project activities will be divided into the following areas of emphasis: (a) developing outcomes and indicators for children (birth through 5) with disabilities and their families; (b) identifying logistically feasible and evidence-based measurement approaches and processes, and selecting the appropriate tools or instruments for collecting outcome indicator data; (c) designing and developing analytic protocols and models for aggregating outcome data and for analyzing outcomes, indicators, and measurement data; and then, from these models, designing the framework and interface for capturing the data and integrate them into the online IFSP and IEP and into the linked Part B and Part C database and reporting structure; and (d) building and pilot testing a statewide infrastructure for implementing the system that includes logistical processes, a technical data collection and reporting system, and online resources and technical assistance.

*Products:* Project outcomes are as follows: (a) outcomes and indicators for young children, birth through three, with disabilities and their families; (b) expanded outcomes and indicators for children four and five years of age; (c) the design of the analytic decision model; (d) the technical design and specifications for the

development of the data collection, reporting, and decision-support system; and (e) the strategic plan for statewide implementation of the system for measuring selected outcomes for children birth through three and to measure selected enhanced outcomes for children four and five (which includes online resources, professional development, and a community of practice).

*Grant Number:* H326X040030

### **Development/Enhancement of Virginia's Part C Outcome Indicator System**

*Project Director:* Bright, Ethel  
University of Kentucky Research Foundation  
1 Quality Street, Suite 722  
Lexington, KY 40507-0057  
*Voice:* 859-257-4921; *Fax:* 859-257-4353  
*E-mail:* ebright@uky.edu

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This proposed project responds to Focus 2: Developing or enhancing Part C state outcome indicators and methods to collect and analyze Part C outcome indicator data.

*Method:* The project will address the impact of Part C services by: (a) establishing desired outcomes; (b) selecting indicators; and (c) implementing methods to measure, collect, and analyze the effects of Part C services. Activities include: establishing criteria for a universal set of desired outcomes and indicators and developing consensus among stakeholders across the Commonwealth; designing processes and procedures to measure progress toward outcomes and develop and installing a module of adaptations to the existing Infants and Toddlers Online Tracking System (iTOTS) which will build a bridge to the VDH data system entitled VISITS and align to the VDOE outcome measures system; training local lead agencies in use of the module via web-based and CD ROM technologies; and developing and disseminating statewide a family-focused package.

*Products:* Products include: a module of adaptations to the iTOTS database; training via Web-based and CD ROM technologies (to be developed by the project); and a family-focused package.

*Grant Number:* H326X040033

### **Development of Part B & C State Outcome Indicators and Data Analysis**

*Project Director:* Branon, Susie  
Arkansas Department of Education  
1401 West Capitol, Suite 450  
Little Rock, AR 72201-2936  
*Voice:* 501-682-4222; *Fax:* 501-682-4248  
*E-mail:* sbranon@arkedu.k.12.ar.us

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will focus upon developing a system for collecting, analyzing, and reporting child and family outcome data to evaluate the impact of programs and prepare Part C infants and toddlers and Part B preschool children with disabilities for later school success. Child and family outcome indicators will be developed, and methods for collecting and analyzing the data will include feedback to service providers, thereby improving the effectiveness of early intervention and early childhood programs and children's transitions between the two.



*Method:* To achieve its purposes, the project will: develop, refine, and adopt a set of outcome measurement indicators for Part B preschool and Part C; evaluate the current technology infrastructure to build a unified database system; identify the methods and processes for collecting and analyzing Part B preschool and Part C outcome data; build a unified software database system to collect, analyze, and report real-time results of outcome data to enable continuous improvement of child-specific services; gather input from key stakeholder groups on the outcome indicators; train personnel on the use of the outcome system and produce a parent information video and brochure; train parents on the system; provide written guidelines for personnel to use to collect and submit data; conduct a pilot test of the comprehensive student data system focusing on the outcome indicators with a sample of Part B preschool and Part C programs; and develop a survey on the system to collect feedback from professionals and families.

*Products:* As a result of this project, service providers will use outcome indicators for Part B preschool and Part C infants and toddlers and their families to assist in meeting the needs of children with disabilities. Personnel involved in these state systems will be fully trained in the use of the outcome system to improve child outcomes and will use it to report outcome indicator data to the state. The unified database will provide Part B preschool and Part C local and state agency users with a cohesive real-time system for the tracking of outcome indicators.

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*Grant Number:* H326X040035

### **Kentucky General Supervision Enhancement Grant**

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*Project Director:* Garrett, Brent  
 University of Kentucky Research Foundation  
 120 Mineral Industries Building  
 Lexington, KY 40506-0051  
*Voice:* 859-948-2626; *Fax:* 859-323-1901  
*E-mail:* bgarret@uky.edu

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This General Supervision Enhancement Grant addresses two areas of identified need in Kentucky: (a) improving early childhood outcomes, including those related to successful transitions from Part C to Part B; and (b) enhancing Kentucky's alternate assessment system so that it is aligned with IDEA, the No Child Left Behind Act (NCLB), and the state assessment and accountability system.

*Method:* This project addresses the two areas of need through three components. In the first, the project will work with three early childhood programs to help them design or refine their current assessment system to ensure that it: is comprehensive and addresses all levels of a continuous assessment system (in other words, screening, diagnostic, curriculum/instruction, and program evaluation); is viable for both children with and without disabilities; and provides data on the extent to which young children with disabilities are meeting the universal standards that Kentucky has established for children, birth to age 5, and the extent to which they are being included in the state assessment system. These state standards are new and currently voluntary, so the project's work with the three early childhood programs will serve as a pilot test for providing assistance to programs in using the Kentucky Early Childhood Standards and Assessment Guide. Specific recommendations, strategies, and supports will be provided to other programs throughout the state based upon the findings of the pilot test. The second component of the project, called the Early Childhood Transition Initiative, will focus upon developing the infrastructure necessary to accurately measure the percentage of all children eligible for Part B services who receive special education and related services by their third birthday. A series of protocols will be developed so that child-level demographic data can be

transferred from Part C to Part B prior to the child's third birthday. Staff in Part C will be trained on preparing the data for transfer, while staff in Part B will be trained on how to access and use the data. The third component of this grant will convene a technical panel to conduct a full technical review of the current Kentucky alternate assessment. The Kentucky Alternate Assessment Advisory Board will then review the technical panel's findings and recommendations, and will form committees to assist in the design blueprint and content alignment between the alternate assessment and NCLB grade requirements.

*Products:* The project will develop a series of protocols and a system for transferring child-level demographic data from Part C to Part B, prior to a child's third birthday; conduct content alignment studies; convene an integrated content and alternate assessment design teams; field-test assessment and scoring strategies; and prepare and conduct statewide implementation.

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*Grant Number:* H326X040037

### **Montana's Part C General Supervision Enhancement Project**

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*Project Director:* LeRoux, Judy  
 Montana Department of Public Health and Human Services  
 111 N. Sanders, Room 305  
 P.O. Box 4210  
 Helena, MT 59604-4210  
*Voice:* 406-444-5647; *Fax:* 406-444-0230  
*E-mail:* jleroux@state.mt.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Montana's Part C lead agency, the Department of Public Health and Human Services' Developmental Disabilities Program (DDP) proposes to make systemic improvements in the State's structures for (a) identifying, collecting, and analyzing Part C early childhood outcome indicators data, and (b) disseminating and providing technical assistance/training about research-based early intervention practices.

*Method:* The project will utilize a proven six-stage strategy for creating and enhancing outcomes-based accountability systems in human service programs. Building on DDP's Comprehensive Evaluation Process for Family Education and Support Services and the data collection procedures for the Part C Annual Performance Report, the project will develop and implement a plan to improve early childhood outcomes data collection, analysis, reporting and data-based decision making. The project will also develop and implement a plan to improve the dissemination and implementation of research-based early intervention practices. The plan will enhance current training and technical assistance systems as well as develop a new personnel development component.

*Products:* Focus 2 outcomes include: identification of additional early childhood outcome indicators; implementation and evaluation of a reliable data collection, verification, and analysis system; and incorporation of early childhood outcomes indicator data into continuous improvement processes at the agency and state levels. Focus 4 outcomes include: enhancement of Montana's CSPD's regional councils capacity to address the dissemination of early intervention research-based practices; provision of training and technical assistance to ensure the adoption of research-based early intervention practices concerning high priority areas including early childhood assessment; and development of a new dissemination component to link specific personnel development needs concerning early intervention practices with existing resources for the specific topic.

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Grant Number: H326X040039

## Developing and Measuring Part C and 619 Child Outcomes in Utah

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*Project Director:* Lubke, Margaret  
Utah State University, Summit Research Laboratory  
2811 Old Main Hill  
Logan, UT 84322-2811  
*Voice:* 435-797-4536; *Fax:* 435-797-4161  
*E-mail:* mlubke@ksar.usu.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will address Priority Focus Areas 1 and 2 to provide information on the impact of Part B preschool services on children with disabilities and of Part C services on infants and toddlers with disabilities and their families at the State and local levels.

*Method:* Using a Participatory Action Research (PAR) model, this project will develop Part C and Part B 619 preschool outcome indicators, measurement methodology, and evaluation tools that take into account critical demographic and program service variables for measuring the progress of and adapting the services for our infants, toddlers, and young children with disabilities. In order to validate the Part C data collection and tracking procedures, this project will also assist Part C in verifying the program outcome data that providers enter into their new data management information system, Baby and Toddler Online Tracking System (BTOTS). The verification system will also gather evidence from document reviews, interviews, and parent surveys as to whether Individual Family Service Plans (IFSP) include family-centered outcomes, whether those services are delivered as planned, and whether the lives of infants and toddlers, and their families are improving. Finally, this project will focus on improving system outcomes for children who transition from Part C to Part B Section 619 services. Using a new Child Health Advanced Records Management (CHARM) web-based data integration system developed by the Utah Dept. of Health, attempts will be made to locate the 14% of children who leave Part C services at age 3 who become lost to follow up.

*Products:* Expected outcomes include: (a) Individuals who will use the Outcome Indicator Systems and be impacted by them will be involved in the development and decision-making process; (b) the Outcome Indicator System measurement design and evaluation tools will be easy to use; (c) USOE and UDOH will consider and approve the outcome indicators and evaluation tools; (d) outcome indicators will contribute to improving results for children with disabilities; (e) program outcomes and indicators will be used as a framework for verifying, analyzing, and reporting data; (f) validation Reports will be helpful in terms of assessing impact of services; and (g) early childhood transition and Child Find system outcomes will operate more efficiently and effectively.

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Grant Number: H326X040040

**Development and Enhancement of Oregon's Part B Outcomes Related to PostSecondary Education and Employment and Methods to Collect and Analyze Outcome Indicator Data**

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*Project Director:* Killoran, John  
Western Oregon University  
Teaching Research Division  
345 N. Monmouth Avenue  
Monmouth, OR 97361-1394  
*Voice:* 503-838-8757; *Fax:* 503-838-8150  
*E-mail:* killorj@wou.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The proposed project will address the first of four focus areas, "developing or enhancing Part B State outcome indicators and methods to collect and analyze Part B outcome indicator data." Specifically, the project will address requirement (c) of Focus 1, which is to "develop or enhance postsecondary education and employment outcomes at the State and LEA level-using indicators that have been shown to lead to positive postsecondary school outcomes." The goal of the project is the development and implementation of a comprehensive outcomes system to measure postsecondary transition for students with disabilities in ways that will assist the Oregon Department of Education (ODE) with meeting its secondary transition goals as well as meeting its federal and legislative reporting requirements.

*Method:* The project goal will be met through the following three objectives: (a) to identify and facilitate ODE adoption of specific outcomes and performance indicators, which predict successful transition to postsecondary education, employment, independent living, and community participation for students with disabilities; (b) to develop and facilitate ODE infrastructure and implement methods to collect, analyze, and report the identified outcome and performance indicator data; and (c) to identify and provide policy and CSPD recommendations to the state that will enhance continuation and adoption of the project activities.

*Products:* Utilizing the Participatory Action Model, the project will bring together multiple stakeholders to form a collaborative team in an attempt to understand the problem and develop specific policy and CSPD recommendations. The project will develop the necessary infrastructure, conduct data collection and analysis, and develop a Web-based secondary transition reporting and information system to allow the state and districts to better serve Oregon's high school and postsecondary students.

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Grant Number: H326X040041

**Increasing Educational Accountability in Alaska**

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*Project Director:* Arnold, Art  
 Alaska Department of Education and Early Development  
 801 West 10th Street, Suite 200  
 Juneau, AK 99801-1894  
*Voice:* 907-465-2972; *Fax:* 907-465-3396  
*E-mail:* art\_arnold@eed.state.ak.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This is a joint project by the Alaska Department of Education and Early Development (EED) and the Department of Health and Social Services (DHHS). The goals for this project are to: (a) develop standards and outcome indicators for children birth-21; (b) increase EED and DHSS capacity to capture and analyze data to measure the outcomes of children with disabilities; (c) ensure Alaska's Developmental Profile and Alternate Assessment are effective assessment tools; and (d) develop a statewide model for disseminating research-based promising practices.

*Method:* A series of stakeholder workgroups will be established to develop standards and outcome indicators. Part C recipients will be enrolled into EED's database, Part C forms and requirements will be incorporated into the Web-based special education system, and the resulting databases will be incorporated into EED's Oracle Data Warehouse. Reliability and validity reviews will be conducted for Alaska's developmental profile and alternate assessment, and a statewide model for disseminating research-based promising practices will be designed.

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Grant Number: H326X040042

**Development of a Part C Outcomes System for the New York State  
 Early Intervention Program**

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*Project Director:* Noyes, Donna  
 New York State Department of Health  
 RM 287 Corning Tower Building  
 Albany, NY 12237-0618  
*Voice:* 518-473-7016; *Fax:* 518-486-1090  
*E-mail:* dmn02@health.state.ny.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to develop New York Early Intervention program outcomes system to meet Federal, State, and local information needs on Part C child and family outcomes. Phase I builds on the State's success in developing evidence-based clinical guidelines on assessment and intervention with young children.

*Method:* An expert panel will be convened from among 20 parents and 62 professionals who participated on guideline consensus panels, to develop proposed child and family outcomes, outcome indicators, and measurements using concept-mapping methodology. A field test will be conducted to collect and analyze child and family outcome data in three municipalities. Final recommendations will be made to the DOH on implementation of a statewide outcomes system.

*Products:* A new, centralized early intervention information system will be designed and built and will fully integrate databases into one statewide information system.

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*Grant Number:* H326X040044

**Making Connections: Part B, Focus 4**

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*Project Director:* Runkel, Robert  
Montana Office of Public Instruction  
Special Education Division  
P.O. Box 202501  
Helena, MT 59620-2501  
*Voice:* 406-444-4429; *Fax:* 406-444-3924  
*E-mail:* brunkel@state.mt.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Montana's proposed General Supervision Enhancement project will develop critical components of an infrastructure of a coordinated and comprehensive professional development, technical assistance, and information dissemination system. The system is designed to support state, district, and local entities in their efforts to improve student outcome for all students, including those with disabilities. This effort builds upon the successful Comprehensive System of Personnel Development that is supported with IDEA and State Improvement Grant dollars.

*Method:* Project goals and objectives will lead to the development of the following system supports: (a) a blueprint for the system; (b) a clear alignment of available resources with state needs; (c) a process and structure to organize and channel evidence-based resources to MT schools and teachers relative to their unique needs; (d) efficient use of distance technologies; (e) a collaborative, cross-divisional management structure; and (f) collaborative partnerships with key stakeholders in the MT education community.

*Products:* Anticipated products include the development of a system blueprint, professional development standards, and construction of evidence-based Web site to support distance learning for professional development.

# 84.326Y

## National Center on Monitoring and Evidence-Based Decision Making

Grant Number: H326Y020001

### National Center for Special Education Accountability Monitoring (NCSEAM)

*Project Director:* Coulter, W. Alan  
Louisiana State University  
Health Sciences Center  
433 Bolivar St.  
New Orleans, LA 70112-2223  
*Voice:* 504-942-8203; *Fax:* 504-942-8305  
*E-mail:* ACOULTER@LSUHSC.EDU  
*Web site:* www.monitoringcenter.lsuhs.edu

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will contribute to improved outcomes for students with disabilities by assisting state and local education agencies and the U.S. Office of Special Education Programs (OSEP) to implement and productively use a focused monitoring system.

*Method:* The activities of the National Center on Monitoring and Evidence-Based Decision Making will be organized into three components: data utilization, implementation assistance, and dissemination and model advancement. In practice, these components will be integrated to achieve state- and local-specific implementation of effective monitoring and decision-making practices. Project activities will include working with state partners and other resources to complete an onsite sequence of data development, monitoring implementation, and effective use of evidence to adjust state and local educational programs. The protocols to guide this sequence of informed-assistance have been developed and applied with four states. A set of quality indicators have been developed and pilot-tested. During the project, further refinements to protocols for assistance and decision making will be accomplished, used, and reported. A national advisory board will include members of the primary constituencies concerned with effective monitoring. Faculty employed by the host agency will be available for focused efforts for the Center, including faculty in the following areas: early childhood special education; education; occupational, communication, and physical therapies; psychology, social work, special education, urban studies, vocational rehabilitation, and related disciplines.

*Products:* The Center will provide continuing assistance for states to foster student-focused outcomes. The project will develop centralized capacities that states can access, for example, a Web site with information and example materials, and will actively disseminate progress reports and findings of the Center. Assistance will be provided to OSEP as scheduled and as opportunities arise.

## Contracts

*Contract Number:* ED01CO0082/0008

### **Technical Assistance in Data Analysis, Evaluation, and Report Preparation**

*Project Director:* Brauen, Marsha  
Westat, Inc.

1650 Research Blvd, Room RA1210  
Rockville, MD 20850-3129

*Voice:* 301-738-3668; *Fax:* 301-294-4475

*E-mail:* marshabrauen@westat.com

*Web site:* www.ideadata.org

*Beginning Date:* 10/1/2002

*Ending Date:* 9/30/2007

*OSEP Contact:* Judith Holt

*Voice:* 202-245-7380

*E-mail:* judith.holt@ed.gov

*Purpose:* Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

*Method:* The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

*Products:* Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

*Contract Number:* ED01CO0112

### **National Early Childhood Technical Assistance Center (NECTAC)**

*Project Director:* Trohanis, Pat  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8040

Chapel Hill, NC 27599-8040

*Voice:* 919-962-2001; *Fax:* 919-966-7463

*E-mail:* nectac@unc.edu

*Web site:* www.nectac.org

*Beginning Date:* 10/01/2001

*Ending Date:* 09/30/2005

*OSEP Contact:* Peggy Cvach

*Voice:* 202-245-7314

*E-mail:* peggy.cvach@ed.gov

*Purpose:* The National Early Childhood Technical Assistance Center will support the national goal that all eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high-quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services. This project of the FPG Child Development Institute of the University of North Carolina at Chapel Hill will work



cooperatively with the PACER Center and other TA providers to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered.

*Method:* To accomplish its mission, the project will carry out the following activities: (a) Support each state and jurisdiction in developing a strategic State Work Plan that articulates issues and needs, identifies existing strengths and resources, and develops strategies for building state and local system capacity to improve services for young children with disabilities and their families; (b) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; (c) determine and respond to barriers to achieving the vision of the Individuals with Disabilities Education Act through generating and/or synthesizing knowledge and facilitating the transfer of research to practice through Communities of Practice and other methods; and (d) coordinate and deliver technical assistance to target audiences at the national, state, and local levels to improve results for children with special needs and their families as determined by the needs identified through the State Work Plan processes.

*Products:* Based on the needs of states and jurisdictions, the Center will provide an array of services such as consultations, training, products, conference calls, and a national meeting in Washington, D.C. Other products will include a Web site at [www.nectac.org](http://www.nectac.org), the Section 619 Profile, Part C Updates, a compilation of information about OSEP early childhood and other relevant discretionary grants, and materials developed in response to needs identified across states during the State Work Plan Process.



**Parent Training  
and  
Information**



# 84.328R

## Technical Assistance for the Parent Centers

*Grant Number:* H328R030001

### Technical Assistance for the Parent Centers–Region 4

*Project Director:* Burley, Margaret L.; Derugen, Lee Ann  
Ohio Coalition for the Education of Children with Disabilities  
165 W. Center St., Suite 302  
Marion, OH 43302-3741  
*Voice:* 740-382-5452, 800-379-2806; *Fax:* 740-383-6421  
*E-mail:* oceedmb@gte.net  
*Web site:* www.oceed.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* This project will develop, assist, and coordinate Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) located in the nine states of Region 4 (Pennsylvania, Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, and Missouri). Through scientifically based and best practice methods, with the support of the Region 4 parent centers and in collaboration with other technical assistance partners, the project will provide a regional unified support system that will work in concert with the National Parent Technical Assistance Center (TAC) to empower parents to be informed decision makers in their children's education.

*Method:* The project will: (a) use a variety of mechanisms to disseminate information and provide interactive opportunities for understanding services needed for student success; (b) provide parents and children in underserved and underrepresented communities with information and training on the No Child Left Behind Act, the Individuals with Disabilities Education Act, and research-based practices to increase parent involvement; (c) expand and support parent centers to empower parents to become active partners with schools and agencies and to access research-based practices and utilize current findings with their children; (d) collaborate with the National Parent TAC to develop training materials on two major topics annually; (e) provide parent centers with the ability to measure their organization's effectiveness and the impact they have on outcomes for children; and (f) maximize the computer and technological capacities of parent centers in Region 4.

*Products:* The Region 4 Parent TAC will develop an individualized evaluation plan with each parent center, conduct a regional conference annually, conduct training for individual parent centers as determined by their needs assessment, disseminate information and training materials to all Region 4 parent centers via e-mail, train parent center staff in leadership skills needed to collaborate with state and local initiatives, conduct video conferences and teleconferences with parent centers, and establish a toll-free telephone line for access to information and technical assistance.

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Grant Number: H328R030002

**West Region Technical Assistance Center for Parent Centers**

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*Project Director:* Thompson, Nora  
Matrix Parent Network and Resource Center  
94 Galli Dr., Suite C  
Novato, CA 94949-5739  
*Voice:* 415-884-3535; *Fax:* 415-884-3555  
*E-mail:* norat@matrixparents.org  
*Web site:* www.matrixparents.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* The West Region Technical Assistance Center (TAC) for the Parent Centers will assist each Parent Training and Information Center (PTI) and Community Parent Resource Center (CPRC) in Region 6 to improve services and solve issues, by providing information or linking them with other resources. Region 6 includes Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington, the outlying areas of the Pacific Basin, and the Freely Associated States.

*Method:* Based on a comprehensive needs assessment, the West Region Parent TAC will offer individualized technical assistance to each of the parent centers in the region. Research-based materials, information, and trainings on topics pertinent to the parent centers, especially concerning the Individuals with Disabilities Education Act and the No Child Left Behind Act, will be disseminated to the centers on a regular basis, electronically and through mailings, conference calls, and annual regional conferences. The project will maintain established relationships with partners in critical areas, such as the other technical assistance and dissemination centers in the OSEP network, and will create ongoing opportunities for the parent centers to benefit from those partnerships. The project will focus on helping centers better serve underserved and underrepresented families, and will maximize technology, not only within the infrastructure of each office, but featuring methods of technology that are useful in effectively serving families. The technical assistance will be systematically evaluated and measured for effectiveness.

*Products:* The West Region Parent TAC will complete a needs assessment with each of the individual parent centers in the region and will create a strategy for addressing the individual needs of the centers and the collective needs of multiple centers. The project will have a minimum of 400 contacts annually with parent centers by telephone and e-mail. It will maintain a Web site, will facilitate eight conference calls annually with the parent centers, will implement an annual regional conference, and will produce a quarterly e-mail newsletter. The project will provide each parent center with training required to effectively use a self-evaluation tool and to analyze the data collected, and will develop and disseminate cultural competency training materials to the centers.

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*Grant Number:* H328R030005

**Southeast Parent Technical Assistance Center (SEPTAC)**

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*Project Director:* La Belle, Jan  
 Family Network on Disabilities of Florida, Inc.  
 2735 Whitney Road  
 Clearwater, FL 33760-1610  
*Voice:* 727-523-1130; *Fax:* 727-523-8687  
*E-mail:* janlabelle@fndfl.org  
*Web:* www.fndfl.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* The Southeast Parent Technical Assistance Center (SEPTAC) will offer technical assistance that will improve and enhance the capacity, efficiency, and effectiveness of Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Region 3 (Florida, Georgia, Alabama, Arkansas, Mississippi, Louisiana, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands).

The project also received a supplement in FY2004 is to provide Mississippi with PTI services for the period of October 1, 2004 until September 30, 2005.

*Method:* The SEPTAC will identify and address the unique needs and issues of parent centers in collaboration with the National Parent Technical Assistance Center (TAC) and the Regional TACs, within a unified technical assistance system. It will build capacity and increase effectiveness of all parent centers in Region 3, by offering technical assistance that is customer-focused. All information provided will be research-based (if applicable), culturally appropriate, available in multiple formats, and designed to meet the unique needs of the diverse parent centers in the Southeast. Access to and connection with the resources of the National Parent Technical Assistance Center, the Regional Resource Center Network, and other state, regional, and national technical assistance centers and information clearinghouses will enhance the opportunities that parent centers have to assist the families they each serve.

*Products:* Technical assistance services will include a regional conference, monthly conference calls, e-newsletters, technical assistance papers on relevant topics, targeted assistance based upon individual parent centers' identified needs, assistance in utilizing cutting edge technology, strategies to effectively conduct outreach to traditionally underserved populations, and access to nonprofit management expertise.

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*Grant Number:* H328R030006

**Northeast Parent Center Assistance and Collaboration Team (NE-PACT)**

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*Project Director:* Jennings, Debra; Autin, Diana  
 Statewide Parent Advocacy Network, Inc.  
 35 Halsey St., Suite 400  
 Newark, NJ 07102  
*Voice:* 973-642-8100; *Fax:* 973-642-8080  
*E-mail:* Diana.Autin@spannj.org; Debra.Jennings@spannj.org  
*Web:* www.spannj.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* The Northeast Parent Center Assistance and Collaboration Team (NE-PACT) will facilitate and provide support to Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Region 1 to strengthen their infrastructure, enhance their effectiveness, and facilitate their

connections to the larger technical assistance network that supports research-based training. A key focus will be strengthening parent center capacities to educate parents about effective practices that improve results for children with disabilities. The project will also work to strengthen collaborative relationships among the PTIs, CPRCs, and state education systems within the region. Region 1 includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.

*Method:* NE-PACT will provide direct technical assistance to the 15 Northeast parent centers, including: (a) technical assistance on management and content areas; (b) effective outreach to underserved and underrepresented populations; (c) collaboration with other technical assistance providers to enhance research-to-practice and parent center capacity to participate in education and systemic reform activities; (d) prepare and use training materials in multiple languages and accessible formats based on research and best practices and prepare information on the No Child Left Behind Act, using the expertise of the parent centers in the region to ensure that the materials are appropriate for the family audiences served; and (e) assistance on computer and technology use. E-PACT will work with the National Parent Technical Assistance Center and Northeast parent centers to conduct an assessment of the training and technical assistance needs of the PTIs and CPRCs, measure program effectiveness and outcomes for children and families, and use the results of assessments to develop individualized Center improvement plans with measurable outcomes, goals, and objectives, continuous improvement strategies, and evaluation tools.

*Products:* NE-PACT will facilitate ongoing communication, sharing, and capacity building through annual national and regional conferences, ongoing telephone conference calls, onsite technical assistance visits to NE parent centers, and a regional online newsletter. The project will facilitate parent centers in visiting and learning from each other. The project will also facilitate collaboration with state and local education agencies, research institutes, service providers, and families, through sponsorship of three region-wide Partnership Summits.

*Grant Number:* H328R030007

### **Regional Parent Technical Assistance Center for Region 5**

*Project Director:* Buswell, Barbara E.  
PEAK Parent Center, Inc.  
611 N. Weber, Suite 200  
Colorado Springs, CO 80903-1072  
*Voice:* 719-531-9400, 800-284-0251; *Fax:* 719-531-9452  
*E-mail:* bbuswell@peakparent.org  
*Web:* www.peakparent.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* PEAK Parent Center will develop and implement the Regional Parent Technical Assistance Center in Region 5, serving the federally designated Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in Arizona, Colorado, Kansas, Montana, Nebraska, North Dakota, New Mexico, South Dakota, Utah, and Wyoming. The project will provide technical assistance on scientifically based best practices, management techniques, and effective strategies for supporting families in Region 5 in a timely way, based on their individual needs and utilizing innovative technical assistance methods. The project will serve as a key link among PTIs/CPRCs, the National Parent Technical Assistance Center (TAC), and other regional and national groups to assure a unified system of technical assistance.

*Method:* The project will provide technical assistance to each PTI and CPRC in Region 5 using a variety of methods based on ongoing assessment of their individual needs. It will enhance the computer and technological capabilities of PTIs and CPRCs by collaborating with the National Parent TAC and by



focusing on distance learning in order to build centers' individual capacities and to support a unified national system of technical assistance. The project will work to increase the capacity of PTIs and CPRCs for effective outreach to traditionally underserved populations. It will participate with other technical assistance providers and government agencies to ensure that parent centers have access to research-based practices, to build parent/professional partnerships, and to coordinate efforts on preparation of training materials. It will collaborate with the National Parent TAC to conduct needs assessments and provide technical assistance to PTIs/CPRCs to measure their program effectiveness and outcomes.

*Products:* The project will assist the Region 5 parent centers to help families develop the skills and confidence they need to work with their schools and negotiate for their children to get needed services. It will develop an annual plan with each parent center to address priority needs and determine how each center's technical assistance dollars will be used, disseminate a monthly electronic newsletter, conduct an annual regional conference, present one meeting annually using a different distance learning modality, develop a Web site, operate a regional e-mail bulletin board, provide onsite assistance, and disseminate information about resources and training opportunities.

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*Grant Number:* H328R030013

### **Mid-South Technical Assistance Network for Parent Centers**

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*Project Director:* Hawkins, Connie K.  
 Exceptional Children's Assistance Center  
 907 Barra Row, Suites 102/103  
 Davidson, NC 28036-8103  
*Voice:* 704-892-1321; *Fax:* 704-892-5028  
*E-mail:* Chawkins@ecacmail.org  
*Web:* www.ecac-parentcenter.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* The Exceptional Children's Assistance Center, in collaboration with the Parent Information Center of Delaware, will carry out this project to meet the technical assistance needs of the 15 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) located in Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia.

*Method:* The project will provide PTIs and CPRCs with the knowledge and skills necessary to offer parent training and information about the Individuals with Disabilities Education Act, the No Child Left Behind Act, educational and system reform activities including continuous improvement and focus monitoring, and specific content areas such as alternate dispute resolution, based on the needs of the families being served. The project will assist the centers in operating effectively and efficiently by staff who are knowledgeable about nonprofit management requirements and strategies. It will provide culturally appropriate outreach to and services for families from underserved and underrepresented populations. It will also assist centers in collaborating with other technical assistance networks, research and dissemination projects, institutions of higher education, and other resources.

*Products:* The project will provide PTIs and CPRCs with information through mailed or electronically transmitted information packets, e-mail information bulletins, a newsletter called *Technically Speaking*, and a Web site. It will conduct conference call training sessions, present an institute on research-based practices, and present a regional conference. It will respond to the needs of each parent center by developing and implementing an Individual Center Assistance Plan, in addition to providing individualized technical

assistance via on-site visits. It will serve families from underserved and underrepresented populations by organizing and using Communities of Practice.

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*Grant Number:* H328R030014

### **Technical Assistance Alliance for Parent Centers**

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*Project Director:* Goldberg, Paula F.

PACER Center, Inc.

8161 Normandale Blvd.

Minneapolis, MN 55437-1044

*Voice:* 952-838-9000; *Fax:* 952-838-0199

*E-mail:* pgoldberg@pacer.org

*Web:* www.taalliance.org

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Donna Fluke

*Voice:* 202-245-7345

*E-mail:* donna.fluke@ed.gov

*Purpose:* The Technical Assistance Alliance for Parent Centers will assist regional Technical Assistance Centers (TACs) and parent centers to address the accelerated change environment in education brought about by new laws such as the No Child Left Behind Act and the reauthorization of IDEA. The design of the Alliance will integrate the values and passion of the parent movement with unifying technical assistance to coordinate and standardize the delivery of scientific research-based information to families so that children with disabilities benefit from educational reforms.

*Method:* A "parents helping parents" philosophy will guide service delivery through seven project activities: (a) coordinating a unified technical assistance system across parent centers; (b) maintaining, expanding, and coordinating the current state-of-the-art technology system with the expertise of a business partnership; (c) increasing the capacity to meet the needs of underserved and underrepresented families in parent center activities; (d) collaborating with other technical assistance providers and OSEP to develop or adapt scientifically based training materials and information including best practices on No Child Left Behind (NCLB); (e) participating in collaborative activities with the technical assistance and dissemination network, OSEP, the Federal Resource Center, Regional Resource Centers, and the Dissemination Center to coordinate efforts and participate in systems reform activities, including NCLB, that are designed to improve outcomes for children; (f) promoting effective parent-professional partnerships at state, regional, and local levels to improve achievement for children; and (g) contributing to the knowledge base about effective services to parent centers by conducting rigorous scientific research-based evaluation of all activities of the project.

*Products:* The Alliance will hold a new directors' conference annually to build management and content skills, conduct annual needs assessments with parent centers, develop Individualized Program Enhancement Plans with the Military and Native American parent centers, develop three cross-regional collaborative research-based Institutes to build learning opportunities and strengthen collaboration, hold an annual national conference for parent centers, maintain a national toll-free number, assist parent centers to create business advisory boards, maintain and expand its Web site, train parent centers on distance learning technologies and familiarize them with assistive technology, increase cultural competency and accessibility in publications and technical assistance activities, develop a booklet of outreach strategies for parent centers to reach underserved groups, develop six new Parent Leadership Fellows annually, create a panel of research experts for review of materials and consultation, develop or participate in communities of practice, prepare a brief and a CD-ROM on examples of parent-professional collaborative activities, develop a monograph on collaboration strategies between parent centers and state special education agencies, develop an evaluation instrument to measure parent center effectiveness and outcomes for children, and have an outside evaluation conducted to determine the effectiveness of the Alliance and regional Technical Assistance Centers.

**State Program  
Improvement Grants**



# 84.323A

## State Improvement Grants

*Grant Number:* H323A000003

### Connecticut State Improvement Grant--Special Education

*Project Director:* Dowaliby, George P.  
Connecticut Department of Education  
Bureau of Special Ed  
P.O. Box 2219  
165 Capitol Ave.,  
Hartford, CT 06145-2219  
*Voice:* 860-807-2025; *Fax:* 860-807-2047  
*E-mail:* george.dowaliby@po.state.ct.us

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: (a) improve systems' abilities to meet the needs of diverse learners; and (b) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

*Method:* The first goal will be accomplished by: (a) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages 0-8) and their parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and (b) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-2(a), including those with visual impairments. The second goal will be accomplished by developing a statewide coordinated data collection system to project future pools of qualified candidates; and by providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

*Products:* Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

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Grant Number: H323A000011

## Montana's State Improvement Plan

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*Project Director:* Bailey-Anderson, Susan  
Montana Office of Public Instruction  
Special Educ. Div.  
State Capitol  
P.O. Box 202501  
Helena, MT 59620-2501  
*Voice:* 406-444-2046; *Fax:* 406-444-3924  
*E-mail:* sbanderson@state.mt.us  
*Web site:* www.opi.state.mt.us/SpecEd/index.html

*Beginning Date:* 7/1/2000

*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* Montana's State Improvement Grant will help expedite the state's progress in creating an educational system in which all students receive the supports and services they require to be successful. Building upon a previously initiated general education reform effort, this project will encompass initiatives that serve three purposes: (a) to align concurrent activities within general and special education to create a unified and coherent agenda of school improvement in Montana; (b) to target specific areas of need unique to the delivery of services to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and (c) to target statewide challenges in the area of personnel preparation, recruitment, retention, and professional development.

*Method:* Project goals will focus on three areas: standards-based reform; improved outcomes for students with disabilities; and personnel retention, recruitment, and professional development. Work in each of these areas will be coordinated by a team comprised of individuals whose collective knowledge, skills, and areas of responsibility create a context in which identified activities have the participation and resources necessary for completion. For example, coordinated responses to training needs can be developed when teams involve individuals representative of the preservice, inservice, and school implementation levels. All project initiatives are designed with this systems approach to maximize the impact of project initiatives.

*Products:* This project will assist in Montana's progress toward creating an educational system in which all students receive the supports and services they require to be successful. Formal school improvement partnership agreements with the Office of Public Instruction will ensure that project efforts are integrated with other State plans and will be aligned in a way that maximizes available resources. Agreements with the state's parent training center, institutions of higher education, and other organizations within the state will help ensure the sought-for outcomes for young children and students with disabilities in Montana.

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*Grant Number:* H323A000012

**Improving North Carolina's System of Education for Exceptional Children**

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*Project Director:* Baars, Fred; Harris, E. Lowell  
 North Carolina Department of Public Instruction  
 Exceptional Children Div.  
 301 North Wilmington St.  
 Raleigh, NC 27601-2825  
*Voice:* 919-807-3993; *Fax:* 919-715-1569  
*E-mail:* fbaars@dpi.state.nc.us

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The North Carolina State Improvement Project will establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities within the state. The project will work to improve basic skills performance for students with disabilities, increase the percentage of qualified teachers of students with disabilities, increase graduation rates and decrease drop-out rates of students with disabilities, and improve parent satisfaction with, and support of, school services.

*Method:* The administration and management of the project will be conducted through a collaborative educational partnership. A network of nine research-based training and demonstration centers will be established to demonstrate the implementation of research-proven approaches to the basic skills instruction and use of positive behavioral supports. These centers will provide training of trainers and resources in the use of research-proven methods for instruction in basic skills.

*Products:* The project will establish a system of continuous leadership training and support for school administrators, and a system of parent training and support. In combination with other state programs and resources, a system of recruitment and training support will be established to attract and retain special education teachers. An accountability system will also be established to measure the impact of the state improvement project and other restructuring and improvement efforts on the performance and success of students with disabilities.

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*Grant Number:* H323A000015

**Quality Education in the Last Frontier: Alaska's State Improvement Grant**

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*Project Director:* Arnold, Art  
 Office of Special Education  
 Alaska Department of Education and Early Development  
 801 West 10th St., Suite 200  
 Juneau, AK 99801-1894  
*Voice:* 907-465-2927; *Fax:* 907-465-2806  
*E-mail:* art\_arnold@eed.state.ak.us  
*Web site:* www.eed.state.ak.us/tls/sped/SIG.html

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Quality Education in the Last Frontier (QELF) project, Alaska's state improvement grant, is designed to increase educational services and successful outcomes for all students, including students with disabilities. The QELF project will provide extra support and technical assistance as well as facilitate collaboration among its partners.

*Method:* The QELF project will advocate for full inclusion of students with disabilities in statewide education reform activities by providing training, resources, and technical assistance to school districts, parents, families, communities, and state agencies. The project will also increase cooperation among stakeholders and build the capacity of systemic structures currently in place. Innovative strategies will be used to improve the recruitment, training, and retention of paraeducators and professional educational personnel.

*Products:* Through project efforts, more students, including students with disabilities, will participate in activities related to Alaska's Quality Schools Initiative and other school reform efforts. Parents, families, and community members will participate in activities that promote student achievement. The project will develop and sustain effective partnerships with state agencies that provide services affecting students' educational achievement and will develop an infrastructure to recruit, train, and retain paraeducators. An evaluation program developed by the project will ensure the efficient use of federal, state, and local resources for project activities.

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*Grant Number:* H323A000016

**Minnesota Statewide Systems Change Alliance in Special Education**

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*Project Director:* McMillan, William; Hale, Norena  
 Minnesota Department of Children, Families and Learning  
 Div. of Special Education  
 1500 Highway 36 W  
 Roseville, MN 55113  
*Voice:* 612-582-8610; *Fax:* 612-582-8789  
*E-mail:* norena.hale@state.mn.us

*Beginning Date:* 7/1/2000

*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* The Minnesota Statewide Systems Change Alliance is a collaborative partnership of parents, state and local education agencies, institutions of higher education, community service providers, and other organizations committed to implementing initiatives that will lead to measurable changes in the statewide system of special education. The goal of the Alliance is to create a comprehensive, integrated service delivery system of highly skilled personnel who will work together, along with parents, to ensure that students with disabilities are provided full access to general education programs.

*Method:* To guide its activities, the Alliance has adopted a model based on information obtained from statewide needs assessments as well as strategic goals identified by parent and professional groups. The model reflects priorities in three areas: facilitating access to general education curriculum and achieving results; implementing a coordinated, multidisciplinary interagency service system; and ensuring the availability of a qualified special education workforce. These areas represent the general framework from which all professional development and dissemination initiatives have been designed and will be implemented.

*Products:* The cadre of trainers trained by the project will provide ongoing staff development to increase collaboration between general and special education within the state. The project will develop training modules that outline a process to help teachers include graduation standards in IEPs or individual interagency plans. An interagency task force created by the project, which includes parents, advocates, and representatives from state agencies, will work together to design a school and community change model emphasizing interactive mastery, verbal persuasion, and vicarious experience. This model will be developed



into a training manual; other training publications will be created and dissemination activities conducted regarding assistive technology planning.

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*Grant Number:* H323A000017

### **North Dakota State Improvement Grant Project**

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*Project Director:* Rutten, Robert  
North Dakota Department of Public Instruction  
Office of Special Education  
State Capitol Bldg  
600 East Blvd Ave., Dept. 201  
Bismarck, ND 58505  
*Voice:* 701-777-6315; *Fax:* 701-328-4149

*Beginning Date:* 7/1/2000  
*Ending Date:* 6/30/2005

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Through the systematic analysis of a wide range of needs assessment data, the North Dakota Department of Public Instruction and its State Improvement Grant (SIG) Partners have established three goals to improve the results for children and youth with disabilities: (a) to have the necessary personnel to ensure effective services for children and youth with disabilities; (b) to have preservice and professional development systems that will build capacity of general education, special education, educational administration, related services personnel, and families to ensure quality education for all students in the least restrictive settings; and (c) to have youth with disabilities attain positive post-school results through consistent statewide transition planning and implementation.

*Method:* To provide the necessary personnel with preservice and professional development, the SIG Partners will develop a coordinated approach to meeting these needs statewide, including participation of the Partners in a leadership academy, roundtables, and numerous collaborative training activities. Pilot sites will be selected for the training and they will receive support in planning and implementing comprehensive school improvement strategies that are data-based and support access to the general education curriculum for all students. The sites will serve as the geographic focus of training that will result in a cadre of field-based consultants and in an increase in local capacity to provide technical assistance to school personnel. Additionally, a roundtable of the Partners will offer minigrants for parent and family participation in various activities, including co-training.

*Products:* Building on existing resources, the project will provide multiple approaches for delivery of continued technical assistance and training for service providers in a rural state through use of electronic technology and interactive television. Formal mentoring relationships will sustain and support first-year special education teachers throughout the state in a Resident Teacher Program. A network of field-based consultants will be established in each region of the state, not limited to public school personnel, but inclusive of other agencies.

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*Grant Number:* H323A010003

**Wyoming State Improvement Grant: "Project Readiness"**

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*Project Director:* Garrard, Holly  
 Special Program Unit  
 State Department of Education  
 2300 Capitol Avenue  
 Cheyenne, WY 82002-0050  
*Voice:* 307-777-5512; *Fax:* 307-777-6234  
*E-mail:* hgarra@educ.state.wy.us

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Wyoming State Improvement Grant (WySIG) will build a systemic reform approach to ensure that all students, including students with special needs, actively participate in the regular classroom as Wyoming moves to a rigorous, standards-based educational system. Students with disabilities will receive the core educational services and programs that will enable them to master all of the state standards, beginning with the graduating class of 2005 and beyond.

*Method:* The four basic components of this reform approach involve: (a) improving the preservice and inservice training for teachers of Wyoming's students with disabilities; (b) recruiting and training qualified personnel to meet the needs of Wyoming's students with disabilities; (c) providing Wyoming's parents with learning tools to effect school reform; and (d) creating partnerships to implement this reform project. The project will integrate these four diverse components into an effective vehicle for educational reform in the best interests of Wyoming's students with disabilities. To achieve the vision, changes will be made at the school, local education agency, and the state level to help students.

*Products:* All initiatives for this project begin and end with the standards. The project begins by identifying the needs of the student with a disability and then proposing and executing activities that ultimately help that student meet the standards all other students are expected to meet. The ultimate outcome is to change policy at the state level by involving all the stakeholders and increasing the effectiveness of inclusive classroom practices by educators.

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*Grant Number:* H323A010005

**Florida's State Improvement Grant**

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*Project Director:* Goff, Shan  
 Florida Department of Education  
 Bureau of Inst Support & Community Svcs  
 614 Turlington Building  
 325 West Gaines St.  
 Tallahassee, FL 32399-0400  
*Voice:* 850-488-1570; *Fax:* 850-921-8246  
*E-mail:* goffs@mail.doe.state.fl.us  
*Web site:* [www.myfloridaeducation.com/commhome/s-sighom.htm](http://www.myfloridaeducation.com/commhome/s-sighom.htm)

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of Florida's State Improvement Grant (SIG) is to improve results for students with disabilities by increasing the state's capacity to recruit, prepare, and retain sufficient numbers of qualified personnel to provide effective instructional and related services.

*Method:* The project consists of three major goals to accomplish this purpose: (a) ensuring that sufficient numbers of qualified personnel are available in all regions of the state to provide effective instructional and related services; (b) enhancing the capacity of colleges of education and departments of special education to increase the quality of personnel preparation programs through the development and implementation of Faculty Innovation Institutes; and (c) supporting the participation of the state's Parent Training and Information Center (operated by the Family Network on Disabilities) in collaborative opportunities designed to increase the quality and availability of special education and related services personnel.

*Products:* The SIG will work with the existing system of the nine regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Each Partnership will design and implement activities to increase recruitment and retention of special education personnel (including administrators, teachers, paraprofessionals, and related service providers) into the profession. Through the design and implementation of annual Faculty Innovation Institutes, the project will provide teams of general and special education faculty from the state's universities and colleges with information and skills to increase the capacity of preservice preparation programs to provide effective, needs-based, research-validated personnel preparation.

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*Grant Number:* H323A010006

### **New Jersey State Improvement Grant for Special Education**

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*Project Director:* Wohle, Roberta; Petroff, Jerry G.  
 New Jersey Department of Education  
 Office of Special Education Programs  
 P.O. Box 500  
 Trenton, NJ 08625-0500  
*Voice:* 609-633-2040; *Fax:* 609-292-5558  
*E-mail:* rwohle@doe.state.nj.us; jpetroff@doe.state.nj.us

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

*Method:* The project goals include: (a) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extracurricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; (b) creating positive and effective school environments that foster collaboration with families of students with disabilities; (c) fostering the successful transition of children with disabilities from early intervention to preschool programs; and (d) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

*Products:* The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

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*Grant Number:* H323A010011

**Circle of Commitment: New Mexico State Improvement Grant**

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*Project Director:* Howard, Sam  
 New Mexico State Department of Education  
 Special Education Unit  
 300 Don Gaspar Unit  
 Santa Fe, NM 87501-2786

*Voice:* 505-827-6541; *Fax:* 505-827-6791

*E-mail:* showard@sde.state.nm.us

*Web site:* [www.ped.state.nm.us/seo/sig/index.htm](http://www.ped.state.nm.us/seo/sig/index.htm)

*Beginning Date:* 8/1/2001

*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* This State Improvement Grant creates the structural changes that New Mexico (NM) needs at state, regional and local levels to ensure that systemic improvements will occur. The four goals are: (a) building state education agency capacity for system alignment; improving student access, participation, and progress in general education; and providing FAPE; (b) establishing a statewide system of personnel development and addressing underrepresentation in the professional education workforce; (c) improving student outcomes and supporting high-needs districts; and (d) improving family and student participation and leadership in systemic reform.

*Method:* To align special and general education personnel development and improvement goals, local efforts must simultaneously be facilitated and guided at the regional and state levels. This three-tiered structure for change—local, regional, and state—will link reform strategies and ensure that systemic change will be sustained. Local level strategies will improve the school-level EPSS (Education Plans for Student Success) and include students with disabilities in the system of school improvement and accountability. At the regional level, the Regional Education Centers/Regional Cooperative Centers will be linked and coordinated with institutions of higher education to create an unprecedented partnership with local districts and parent training and information centers for system-wide personnel development. At the state level, a Personnel Development Mega-Council will be formed, with local and regional representation. Together these partnerships will provide a regional learning and support community, a statewide train-the-trainer institute, and local district Professional Development Teams, to create a continuum of personnel development opportunities from initial recruitment, to preservice preparation, to school district induction, to continuing development. Ten "Pioneer" districts have been selected to serve as demonstration sites for several initiatives, so that specific reform strategies can be validated before they are replicated statewide.

*Products:* The project will create a coherent set of strategic goals and actions that will impact priority student, family, and personnel outcomes. By involving families and consumers as meaningful partners with state and local leaders in systemic reforms, project results will be sustained and strengthened beyond the project period.

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*Grant Number:* H323A010012  
**Connecting IDEAs Project**

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*Project Director:* Bartlett, Kathy  
Washington State Superintendent of Public Instruction  
Special Education, 600 Washington St.  
Olympia, WA 98504  
*Voice:* 360-725-6088; *Fax:* 360-581-1631  
*E-mail:* kbartlett@ospi.wednet.edu

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The mission of the Connecting IDEAs Project (CIP) is to initiate, develop, and maintain a system for improving results of special education services in Washington. The goals that will guide the work of the partnership to meet the state's mission and to build capacity to improve results for children and youth with disabilities are to: (a) improve the academic performance of students receiving special education services; (b) improve the postschool performance of students receiving special education services; (c) ensure that eligible special education students receive a free appropriate public education; (d) enhance preservice preparation opportunities for all personnel; (e) enhance inservice preparation activities; and (f) retain and enhance skills of existing special education personnel.

*Method:* Washington State has developed a comprehensive set of performance standards, the Essential Academic Learning Requirements (EALRs). The Washington Assessment of Student Learning (WASL) measures student performance towards the EALRs. Students with disabilities are expected to meet the EALRs and participate in the WASL, as appropriate. In order to ensure that children and youth with disabilities participate and succeed in achieving the EALRs, a partnership will facilitate and strengthen the educational systems needed to support these children and youth. The partnership includes Washington's Parent Training and Information Center, institutions of higher education (IHEs), Educational Service Districts (regional), local education agencies, and many others. As the system changes, other individuals and organizations with expertise will be identified and invited to join the partnership to ensure continuation and refinement of the system well beyond the funding period of the grant.

*Products:* CIP products will be: (a) demonstration sites focusing on research to practice; (b) county community councils focusing on secondary transition; (c) IHE and demonstration site links focusing on preservice education; (d) a training clearinghouse focusing on inservice education; (e) an online academy focusing on recruitment and retention; (f) a mentorship program to improve retention; and (g) a cadet training program to improve recruitment. The anticipated results will be a coordinated system to support children and youth with disabilities that will ultimately benefit also their families, education and service providers, professional development providers, organizations representing individuals with disabilities, and local communities.

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*Grant Number:* H323A010013

**Oregon's Special Education State Improvement Plan: Project PURSUIT  
(Providing Ultimate Results for Students Using Improved Teaching)**

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*Project Director:* Johnson, Steve; Burr, Jacquelyn  
Oregon Department of Education  
255 Capitol St. NE  
Salem, OR 97310-0203  
*Voice:* 503-378-3600; *Fax:* 503-378-5156  
*E-mail:* steve.johnson@state.or.us  
*Web site:* www.ode.state.or.us/sped/sig/

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Oregon's State Improvement Plan for Special Education—Project PURSUIT—will support partnerships to achieve these three goals: (a) improving reading achievement for students with disabilities; (b) having greater access to the Oregon Statewide Assessment System at their appropriate instruction levels for students with disabilities; and (c) recruiting and retaining highly qualified special education personnel.

*Method:* To arrive at these goals, four distinct needs were identified by educators and parents, and were informed and driven by data provided by the Teacher Standards and Practices Commission, the Oregon University System, and the Oregon Department of Education. The four needs are the following: (a) Children with disabilities demonstrate low levels of achievement in reading; (b) children with disabilities have low levels of participation in statewide assessments and those who participate demonstrate poor performance in assessments; (c) teacher attrition in general and special education remains high and is growing; and (d) teachers are in great need of strategies for differentiating instruction, increasing participation in assessment, and teaching reading. The partnerships carrying out the work will involve the Oregon Department of Education, five campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), five education service districts, local school districts, and the Coalition in Oregon for Parent Education.

*Products:* This project will improve the identification and diagnosis of reading difficulties in students with disabilities, improve reading instruction, include greater numbers of these students in the Oregon Statewide Assessment System, and support recruitment and retention efforts statewide.

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*Grant Number:* H323A010015

**Maine State Improvement Plan**

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*Project Director:* Rosen, Pamela Clark  
Maine Department of Education  
23 State House Station  
Augusta, ME 04333-0023  
*Voice:* 207-624-6648; *Fax:* 207-624-6651  
*E-mail:* pam.rosen@state.me.us

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Like many states, Maine is currently addressing educational reform, focused on "The Learning Results," among the highest standards in the nation. This State Improvement Grant will fully integrate special education personnel, services, and students with disabilities and their families into Maine's systemic efforts.

*Method:* The project will: (a) improve the participation and performance of students with disabilities in Maine's Learning Results; (b) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; (c) improve Maine's system of recruitment, retention, and certification of special education personnel; (d) improve the ongoing professional development of parents and educators; and (e) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Professional development activities will be delivered through regional partnerships involving the Maine Department of Education, school districts, inservice providers, and institutions of higher education.

*Products:* As a result of this project, increasing numbers of students with disabilities will: (a) meet the Learning Results; (b) graduate from high school; and (c) enter postsecondary education and employment. More families with children with disabilities will be actively involved in their children's education and in professional development activities. The quality of Maine's educational personnel will improve. Maine's educational accountability system will improve its collection, analysis, and use of data at school, district, and state levels.

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*Grant Number:* H323A010017

### **New York State Improvement Grant**

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*Project Director:* DeMay, Fredric; Guigno, Matthew  
 New York State Education Department  
 Voc & Ed Svcs for Individuals w/Disabilities  
 1 Commerce Plaza, Room 1624  
 Albany, NY 12234  
*Voice:* 518-486-7462; *Fax:* 518-473-5387  
*E-mail:* fdemay@mail.nysed.gov  
*Web site:* www.vesid.nysed.gov/lsn/siggrant.htm

*Beginning Date:* 8/1/2001  
*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* New York's State Improvement Grant (SIG) will address the need to: (a) reduce the performance gap in educational achievement between general education and special education students in high-need and low-need districts; and (b) reduce or eliminate the disproportionality of language and ethnic minority students in classification and placement practices.

*Method:* In those cases where both low performance and disproportionality occur, it is likely that the root causes on both are the same. They include the lack of parental involvement and effective home-school collaboration models; poor use of local data to analyze needs and develop appropriate goals/benchmarks; inadequate district and building policy for teaching reading and math; inappropriate evaluation tools, techniques, and interpretation of results of language and ethnic minority students; inadequate prereferral strategies; inadequate coordination of mental health programs including behavioral interventions and strength-based planning; inadequate IEP development; and a high turnover rate of teachers and leadership personnel. To effect systems change, three SIG teams consisting of four professionals each will be established statewide to provide ongoing regional training on specific topics associated with low performance and disproportionality. Targeted districts and schools in need of improvement will receive intensive (up to 20 days per district) onsite, job-embedded training from SIG teams tailored to the unique goals and expected outcomes of each district/school. Three cohorts of approximately 45 school districts each, including all major urban areas, will receive funding for two-year cycles to participate in the project. These districts have over 50 percent of the students with disabilities in the state. Targeted districts will provide personnel development programs based on a comprehensive district planning process for both general

education and special education, which will include a personnel development plan for all paraprofessional and professional staff in the district.

*Products:* Targeted districts will develop and implement comprehensive plans in partnership with institutions of higher education, parent information and training centers, and other state agencies involved with the education of students with disabilities. Faculty of institutions of higher education with teacher training programs will also be provided with training on topics associated with root causes of disproportionate representation and low achievement, for inclusion in teacher training programs.

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*Grant Number:* H323A010019

**Louisiana's State Improvement Grant (LaSIG)**

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*Project Director:* Beridon, Virginia  
Louisiana Department of Education  
P.O. Box 94064

Baton Rouge, LA 70804-9064

*Voice:* 225-342-3633; *Fax:* 225-342-5880

*E-mail:* vberidon@mail.doe.state.la.us

*Web site:* [www.doe.state.la.us/lde/specialp/1500.html](http://www.doe.state.la.us/lde/specialp/1500.html)

*Beginning Date:* 8/1/2001

*Ending Date:* 7/31/2006

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* This project seeks three broad outcomes in participating schools and districts: (a) increasing the number and quality of general and special education teachers, related service personnel, administrators, and other staff; (b) increasing the access to and participation of children and youth with disabilities and their families in appropriate and effective special education services and supports; and (c) increasing and improving the learning results of children and youth with disabilities.

*Method:* With local and state partners, the project will address these outcomes through seven targeted objectives that: (a) align and coordinate all current Professional Development offerings; (b) support local schools in targeted districts to design, implement, and evaluate local agendas of school improvement that blend general and special education reform initiatives; (c) improve the technology infrastructure available to districts/schools; (d) create initial teacher education programs that integrate the preparation of general and special educators; (e) improve literacy and numeracy offerings and outcomes for students with disabilities in targeted districts; (f) decrease the overrepresentation of minority students in special education; and (g) improve family/school linkages in general and special education.

*Products:* The value added by LaSIG will be the expansion of many current initiatives to more completely address the needs of students with disabilities and their families as well as specific critical issues not currently being addressed (e.g., improved access and participation of families; overrepresentation of minority students in special education).



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Grant Number: H323A020001

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**Arizona State Improvement Grant Designed to Increase Student Achievement**

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*Project Director:* Podrazik, Miriam  
Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007-3209  
*Voice:* 602-364-4005; *Fax:* 602-542-5404  
*E-mail:* mpodraz@ade.az.gov  
*Web site:* www.azsig.com

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The systemic problems impacting the performance of students with disabilities in Arizona can be summarized as: (a) inadequate numbers of teaching and related services personnel to fill increasing numbers of classrooms; (b) low programmatic compliance in charter school programs; and (c) insufficient use of practices that use scientifically based, validated research to raise academic performance in reading. This project will address these critical needs.

*Method:* This five-year project has three major goals, which are to: (a) reduce teacher turnover and increase the number of fully certified teachers; (b) improve programmatic compliance and effectiveness in charter schools; and (c) improve early literacy and reading skills for children and youth with disabilities. These goals will be achieved using a variety of scientifically based, validated research training strategies selected to address the identified needs. The project will: (a) develop and enhance aggressive recruitment strategies to increase certified personnel; (b) implement high school career exploration programs promoting special education careers; (c) conduct cultural orientation training for newly hired teachers trained outside Arizona; (d) expand new allied health field-based training programs for related services personnel; (e) provide tuition incentives to preservice students and teachers holding emergency certification to complete degrees and become fully certified in special education; and (f) provide rewards for teachers who achieve full certification two years after initial receipt of an emergency certificate and who agree to stay two additional years. The project will also provide tuition and stipends for Associate of Arts paraprofessionals to attain full certification, will implement beginning teacher induction programs, and will use mentoring and coaching strategies to support teachers and reduce turnover.

*Products:* These project goals will be accomplished in five years: (a) Fully certified special education teachers will fill nearly 100% of the positions; (b) charter schools will have 95% of the special education teaching staff fully certified and their level of compliance will be equal to that of traditional schools; and (c) the performance on statewide reading assessment of 70% of students with mild to moderate disabilities will have improved.

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*Grant Number:* H323A020005

**South Carolina State Improvement Grant**

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*Project Director:* Shope-Thomas, Susan  
 South Carolina Department of Education  
 Office of Exceptional Children  
 1429 Senate St., Rutledge Bldg.  
 Columbia, SC 29201

*Voice:* 803-734-6515; *Fax:* 803-734-4824

*E-mail:* sstomas@sde.state.sc.us

*Web site:* <http://myschools.com/offices/ec/sig/>

*Beginning Date:* 11/1/2002

*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will foster and sustain systemic reform in South Carolina's public schools by developing, implementing, evaluating, and refining a statewide educational model that results in improved educational outcomes for all students in South Carolina.

*Method:* The project will: (a) create a comprehensive statewide system to identify students who are at risk for the development of reading and behavior problems; (b) increase the reading achievement levels and prosocial behaviors of all students; (c) develop and implement programs to address the reading and behavioral problems of children and youth who are identified as at risk for developing serious reading and behavior problems or who have developed serious reading and behavior problems; (d) implement a professional development system that fosters the adoption of research-based educational practices and ensures that these practices are used and sustained; and (e) decrease the percentage of South Carolina's students who are in special education, specifically focusing on the overrepresentation of students who are from racial and ethnic minorities.

*Products:* The project will link assessment, research-based practices, and data-based progress monitoring into a coherent, conceptual framework and implement it in South Carolina's schools. The model emphasizes prevention and ultimately will be implemented statewide through technical assistance and professional development. The project will enhance the state's capacity to provide early intervention and research-based instruction to young children at risk of developing serious reading and behavioral problems and to children whose problems are already serious.

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*Grant Number:* H323A020006

**Project PROMISES—Producing Results and Outcomes  
 Through Meaningful Improvement of Special Education Systems**

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*Project Director:* Lackey, Rorie  
 Nevada Department of Education  
 700 E. Fifth St.

Carson City, NV 89701-5096

*Voice:* 775-687-9215; *Fax:* 775-687-9123

*E-mail:* rorie@nsn.k12.nv.us

*Web site:* [www.improvenevada.net/](http://www.improvenevada.net/)

*Beginning Date:* 11/1/2002

*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will work toward achieving the high standards expected of all Nevada learners by ensuring that students with disabilities receive research-based supports and interventions (e.g., reading, behavior) as well as appropriate accommodations and modifications in instruction and assessment settings.

Integrated supports (including transition planning) will be put into place to enable students to achieve academic and social gains. Additionally, personnel shortages and training needs will be addressed for students to have access to high quality teachers.

*Method:* The design of Project PROMISES is consistent with the Nevada state legislative mandate for an integrated regional network of professional development to provide training in state content standards. This configuration supports state values and forms the framework for reaching the goals of PROMISES, which are to: (a) improve special education student performance and achievement through grants, training, information, and partnerships; (b) increase parent representation and contribution to policy and procedure developments across system levels; and (c) improve recruitment and retention for general and special education teachers, administrators, and related service providers in order to increase teaching quality.

*Products:* Project PROMISES will expand the state's professional development to strengthen outcomes for special education students by ensuring that necessary expertise is in place at local, regional, and state levels to provide training and technical assistance that enables staff and family members to make quality accommodations and supports in instruction and assessment. Regional trainers will receive additional support to collaborate with educators and parents, and will work in partnership with schools in assigned districts to provide training.

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*Grant Number:* H323A020008

**Wisconsin State Improvement Grant—  
Improving Results for Children with Disabilities**

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*Project Director:* Bilzing, Deborah  
Wisconsin Department of Public Instruction  
125 South Webster St.  
P.O. Box 7841  
Madison, WI 53707-7841  
*Voice:* 608-266-1649; *Fax:* 608-267-3746  
*E-mail:* deborah.bilzing@dpi.state.wi.us  
*Web site:* www.wisconsinsig.org/

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will assist the Wisconsin Department of Instruction and its partners with reforming and improving state systems providing early intervention, education, and transition services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices.

*Method:* Wisconsin's State Improvement Grant will build on the State Improvement Plan for Children with Disabilities, and through a unified systems change model will: (a) improve the quality of outcomes for young children with disabilities through system-level partnerships and collaboration among families, early intervention, childcare, Head Start, and school-based early childhood staff and programs; (b) assist school-age children to successfully meet challenging academic and behavior standards, by improving the quality of educational services and collaboration among professionals and parents; and (c) improve and enhance postsecondary education and employment for students with disabilities through intensive professional development, transition interventions, and statewide collaboration among parents, educational institutions, and other service agencies.

*Products:* This project will achieve the following student outcomes over the five-year period: (a) Young children with disabilities, birth to 5 years old, will receive special education and related services from well-

trained personnel in a rich array of appropriate natural environments to reach their full potential and developmental milestones; (b) all students, including students with disabilities, will meet high standards for academic performance in reading, math, and personal behavior; and (c) students with disabilities, ages 14 and older, will develop critical skills and access opportunities that will enable them to become independent, productive, and included citizens in society.

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*Grant Number:* H323A020010

**Rhode Island State Improvement Plan for Special Education:  
Leading and Supporting Schools and Communities**

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*Project Director:* DiPaola, Thomas P.  
Rhode Island Department of Elementary and Secondary Education  
Office of Special Needs  
255 Westminster St.  
Providence, RI 02903-3800  
*Voice:* 401-222-4600; *Fax:* 401-222-6030  
*E-mail:* tdipaola@ridoe.net

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project has been developed in response to the following needs identified in Rhode Island's Self Study phase and Improvement Planning phase of the Continuous Improvement Monitoring Process (CIMP): (a) There is not a sufficient number of qualified teachers and paraprofessionals to provide effective instruction for children with disabilities in the general education curriculum; (b) there are 20 local school districts in Rhode Island that have been identified as having "low-performing, not improving" schools; and (c) there is a lack of leaders who have the knowledge and strategies needed to facilitate increased participation and performance in the general curriculum.

*Method:* This project will target the "low-performing, not improving" schools to expand the capacity of the staff to provide increased opportunities to participate in the general education curriculum and effective instructional strategies that will improve the performance of students with disabilities. The project will: (a) ensure that all students with disabilities are taught by highly qualified teachers; (b) expand the opportunities available to children with disabilities to participate in the general education curriculum and to improve the performance of these children on state assessments and other outcome measures; and (c) develop and inform educational leaders who will facilitate the participation and progress of children with disabilities in the general education curriculum.

*Products:* Systems change will be evidenced in: (a) the existence of alternative approaches for recruiting and preparing personnel; (b) the existence of an increased number of personnel who can effectively educate children with disabilities in the general curriculum; (c) increased capacity of the 60 lowest-achieving schools in the state (and other schools) to educate children with disabilities in the general education curriculum; (d) an increase in the participation of children with disabilities in the general curriculum and in the performance of these children on state assessments and other outcome measures; and (e) increased capacity of local leaders to develop and support policies and practices that will facilitate changes in how Rhode Island schools educate children with disabilities.

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*Grant Number:* H323A020012  
**Delaware State Improvement Grant**

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*Project Director:* Smith, George A.  
Delaware Department of Education  
Exceptional Children and Early Childhood Group  
P.O. Box 1402 - Townsend Bldg.  
Dover, DE 19903-1402  
*Voice:* 302-739-4667; *Fax:* 302-739-2388  
*E-mail:* gasmith@state.de.us  
*Web site:* www.doe.state.de.us/programs/specialed/sig/

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The five-year project has two major goals: (a) Through the use of trained teachers and the implementation of scientifically based research regarding the teaching of early literacy and reading skills, preschool, Grade K-3, and Grade 4-12 students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups; and (b) through the provision of supports, accommodations, and differentiated instructional strategies, all students with mild and moderate disabilities will gain access to and progress in the general curriculum.

*Method:* Major project strategies to be employed include: (a) Literacy/reading training modules that include teaching skills, assessment, and effective instruction will be adapted and developed; (b) the modules will be used to train special education teachers and early childhood providers on scientifically based literacy/reading teaching strategies, implement the training, and gather pre/post curriculum-based assessment samples; (c) after gaining experience using the strategies, teachers will receive a second level of training focusing on analysis of child assessment data and learning activities; (d) a third level of training will be given later to expand knowledge of scientifically based preliteracy/literacy skill development and parent/family involvement; and (e) the training team will provide ongoing support, training, and coaching for teachers; institutions of higher education (IHEs) will provide ongoing support, training, and coaching for teachers; and IHEs will provide weekly telecasts and coursework. To facilitate access to the general curriculum, three Master Teachers will review all available universal design research and effective techniques; facilitate the implementation of pilot universal design efforts in two curriculum areas in three school districts to expand access to the general education curriculum; and train key school personnel and help develop and implement a three-year plan using universally designed curriculum in the districts.

*Products:* Through the use of these strategies, Delaware will provide system change and impact the areas of need. Project goals anticipate that: (a) a larger percentage of special education students will pass the reading part of the statewide assessment; (b) the percent of special education students successfully included within general education classrooms for at least 80% of the day will increase to the national average or above; and (c) the number of special education students returning to general education and graduating with a diploma will increase and the number dropping out will decrease.

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*Grant Number:* H323A030002

**Arkansas State Improvement Grant**

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*Project Director:* Harding, Marcia  
Arkansas Department of Education, Special Education  
1401 W. Capitol, Suite 450  
Little Rock, AR 72201-2936  
*Voice:* 501-682-4222; *Fax:* 501-682-4313  
*E-mail:* mharding@arkedu.k12.us  
*Web site:* www.acc.k12.ar.us/sig/

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Arkansas State Improvement Grant has these three major goals: (a) to improve reading and language skills of K-12 students utilizing research-based curricula; (b) to improve the use of positive behavior interventions, thereby reducing discipline referrals, suspensions, and expulsions; and (c) to fill all classrooms with fully certified teachers implementing research-based strategies.

*Method:* These goals will be achieved by using a variety of scientifically based research knowledge and training strategies, which will include: (a) adapting the content of the existing "Smart Start, Smart Step, and Next Step" literacy training curriculum so that it is appropriate for students with disabilities; (b) increasing the number of teachers implementing the above research-based curriculum; (c) implementing the adapted curriculum in schools having the biggest performance gap; (d) increasing the parental understanding and involvement in literacy training of their child; (e) implementing Project ACHIEVE in other schools throughout Arkansas; (f) expanding the school-based mental health program to five additional counties serving students with behavioral/emotional problems; (g) increasing numbers of preservice graduates by using stipends and other support; (h) modifying the "Arkansas Mentoring Program" so that it is tailored to novice special education teachers; (i) implementing a stipend and other support programs to entice qualified special education teachers to re-locate to Arkansas; (j) providing financial and other support to novice special education teachers to become fully licensed within three years; and (k) working with a recruitment firm to expand the available pool of preservice teachers and build the enrollment at Arkansas' institutions of higher education.

*Products:* Through the use of these strategies, Arkansas will provide system change and impact the areas of need. Project outcomes will include the following: (a) Literacy skills of students with disabilities in Grades K-12 will increase, as measured against norms and their general education peers; (b) discipline referrals will be reduced and both short-term suspensions and unilateral removals will reduce by 50% to the present level of long-term suspensions; and (c) in five years, there will be fully licensed special education teachers in nearly 100% of the teaching positions.

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Grant Number: H323A030003

## Indiana's State Improvement Grant

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*Project Director:* Marra, Robert  
Indiana Department of Education  
Room 229, State House  
Indianapolis, IN 46204-2798  
*Voice:* 317-232-0585; *Fax:* 317-232-0589  
*E-mail:* rmarra@doe.state.in.us  
*Web site:* [www.doe.state.in.us/exceptional/speced/  
improvement\\_plan/finalver.html](http://www.doe.state.in.us/exceptional/speced/improvement_plan/finalver.html)

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Indiana's State Improvement Project will work to ensure that all students, including those with disabilities, will be expected and supported to achieve high academic standards. The project is based upon six overarching principles that establish the conceptual framework for the identification of the goals, objectives, and strategies to effect change. These six principles drive Indiana's efforts to improve educational systems and educational results and outcomes for students with and without disabilities. The six principles are the following: (a) Use a comprehensive conceptual framework to guide systemic school improvement aimed at equity and excellence; (b) implement a unified system of equity and excellence; (c) collaborate with multiple partners to extend and enhance results; (d) use a participatory approach to sustain school change; (e) focus project activities at both local and state levels; and (f) work in an integrated and coordinated approach.

*Method:* Project activities will be targeted to: (a) improve and enhance postsecondary education and employment outcomes for students with disabilities; (b) improve early childhood programs and transitions; (c) assist school-age students to successfully meet challenging academic and behavior standards; (d) improve system-level partnerships and collaborations among families, schools, and community agencies; and (e) improve the quantity and quality of personnel to meet student needs. The project will partner with student/family groups, institutions of higher education, educators, administrators, and state agencies to effect change at the state level.

*Products:* The project will work intensively with nine school districts throughout the five-year period to implement systemic change that can be replicated statewide. The project will link with other general and special education reform efforts in the state to ensure a unified system of equity and excellence that will be sustained over time.

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*Grant Number:* H323A030004

**STUDENT SUCCESS: District of Columbia Public Schools  
State Improvement Grant**

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*Project Director:* Wood-Garnett, Stephanie  
District of Columbia Public Schools  
825 North Capitol Street, NE  
Washington, DC 20002  
*Voice:* 202-442-5474; *Fax:* 202-442-5517  
*E-mail:* Stephanie.Garnett@k12.dc.us

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* The District of Columbia Public Schools (DCPS) State Improvement Grant will seek to effect systemic change that will improve student results and success. DCPS will implement, in collaboration with its Stakeholder Advisory Council, a coherent and systematic plan to improve the reading literacy and behaviors of students with disabilities. This plan will build on evidence-based practices of existing initiatives within DCPS, including collaboration with the National Institute for Urban School Improvement, the implementation of Responsive Classrooms (with a Safe Schools Healthy Students project funded by the National Institutes of Health), Positive Behavioral Supports, and Failure Free Reading. These approaches will be complemented by the introduction of DIBELS, an approach of one-minute timings to measure literacy, as well as programs to involve parents and provide professional development for paraeducators and building administrators, and meet other professional development needs of teachers.

*Method:* The project will establish lasting, effective partnerships among stakeholders that will facilitate the incorporation of evidence-based practices throughout DCPS schools. The project will also provide technical assistance and professional development to enhance teacher quality, administrator knowledge and skills, and the involvement and capacity of families to support education of students with disabilities. To implement a coherent plan for professional development and provide opportunities for teachers to gain university credit towards certification, a consortium of local universities will participate in STUDENT SUCCESS. Participating universities include: George Washington University, Catholic University, the University of the District of Columbia, and the University of Maryland. In addition, the Council for Exceptional Children (CEC) will continue providing resources and discussion forums for building administrators focused around IDEA, IDEA reauthorization, and inclusion.

*Products:* Implementation will build progressively over the five-year period at the rate of 10 schools per year, with an intended outreach to 50 schools over the course of the project. As schools engage in professional development activities, participants will be provided opportunities to form "communities of practice" for sharing knowledge and developing collaborative problem solving. DCPS' structure for Teacher Assistance Teams also will further inclusion and success for students with disabilities in general education classes.



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*Grant Number:* H323A030005  
**Colorado State Improvement Grant**

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*Project Director:* Boezio, Cyndi  
Colorado Department of Education  
201 E. Colfax Ave., Suite 300  
Denver, CO 80211-1799

*Voice:* 303-866-6695; *Fax:* 303-866-6811

*E-mail:* Boezio\_C@cde.state.co.us

*Web site:* [www.cde.state.co.us/cdesped/stateimprovement.asp](http://www.cde.state.co.us/cdesped/stateimprovement.asp)

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* The systematic needs impacting the performance of students with disabilities in Colorado can be summarized as: (a) inadequate numbers of teaching and speech/language professionals to fill growing numbers of classrooms and ancillary positions; and (b) inadequate training and implementation of positive behavioral interventions to reduce discipline referrals, suspensions, and increase academic achievement statewide. To address these critical needs, the Colorado Department of Education's Exceptional Student Services Unit has developed this five-year project, which has two major goals: (a) to increase the number of teachers and speech/language pathologists with fully certified credentials; and (b) to improve the use of positive behavior interventions thereby reducing discipline referrals and suspensions, and increasing academic achievement.

*Method:* These goals will be achieved by using a variety of scientifically based research knowledge and training strategies to impact needs. Major project strategies to be employed include: (a) developing and enhancing aggressive recruitment strategies to increase certified personnel so that, at the end of five years, Colorado local education agencies (LEAs) and state-approved facilities will increase the percentage of fully licensed special education teachers from 78% to 100%; (b) increasing the training/retraining activities specifically aimed at special education teachers who are not fully licensed and now teaching within LEAs; (c) expanding the in- and out-of-state training capacity so that all speech and language pathologist vacancies within the LEAs can be filled with fully licensed professionals; (d) targeting the reduction of special education teacher attrition through staff development, coaching, mentoring, and increased administrative support; (e) implementing positive behavior supports in LEAs having the highest suspension rates using a three-phase process of Awareness, Readiness, and Implementation; and (f) developing and implementing the necessary state infrastructure to support a statewide continuing positive behavior support initiative.

*Products:* Through the use of these strategies, Colorado will provide system change and impact the areas of need. The project anticipates the following outcomes by the end of the five-year period: (a) Fully certified special education teachers will be in place in 100% of Colorado's special education teaching positions; (b) Colorado will have in- and out-of-state capacity to train speech and language pathologists needed to fill all vacancies within LEAs; (c) the annual attrition and turnover of special education teachers in high need areas will decrease to the level of general education teachers within Colorado; (d) all 55 of Colorado's LEAs will have participated in the Awareness Phase of the Positive Behavior Initiative; (e) 44 or 80% of Colorado's LEAs will have completed the Positive Behavior Initiative Readiness Phase; (f) statewide discipline referrals and suspensions will decline by 50% within Positive Behavior Support Sites, and academic achievement will show statistically significant gains in reading and math; and (g) the necessary infrastructure will have been implemented to provide ongoing support for the Positive Behavioral Initiative throughout the state of Colorado.

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Grant Number: H323A030006

**Project ENRICH: Enriching the Lives of Infants,  
Toddlers, and Youth, Specifically Those with Disabilities**

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*Project Director:* Hoelscher, Sharon  
South Dakota Department of Education  
Office of Special Education  
700 Governors Drive  
Pierre, SD 57501-2291

*Voice:* 605-773-3678; *Fax:* 605-773-3782

*E-mail:* sharon.hoelscher@state.sd.us

*Web site:* [www.state.sd.us/deca/special/SIG/index.htm](http://www.state.sd.us/deca/special/SIG/index.htm)

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* The South Dakota State Improvement Grant (Project ENRICH) will create new systems for teaching and learning in order to increase achievement for children and youth with disabilities. Project ENRICH accepts the challenge of re-creating learning environments for teachers and children so that all children and youth can achieve high standards. Project ENRICH will develop an infrastructure to provide professional development activities to teachers and early intervention providers.

*Method:* Project ENRICH will focus on the following activities: (a) creating a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities; (b) improving the learning opportunities and achievement of children with disabilities; and (c) increasing meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities. Five regional programs will be the agents of growth and development relative to the goals of Project ENRICH. A project management team will provide the guidance for the development of regional programs. Participants from each of the regions will represent the following: agencies that represent or serve individuals with disabilities, institutions of higher education, public school districts, private and faith-based schools, parents, teachers, preschools, and early intervention programs.

*Products:* Project ENRICH will develop the capacity of state leaders, policy makers, parent organizations, educators in institutions of higher education, early intervention providers, and educators at the local level. The project will implement strategies that provide for continued improvement of existing reform and professional development initiatives, and will ensure local capacity through data and needs assessment analysis, statewide accountability, professional development, technical assistance, and ongoing reflection. Scientifically based research will be the process and the product of the project. Each region will publish best practices on the South Dakota Department of Education Web site for wide dissemination throughout the state and to national and international audiences.

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*Grant Number:* H323A030007  
**Tennessee's State Improvement Grant**

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*Project Director:* Bledsoe, Brenda  
Tennessee Department of Education  
5th Floor, Andrew Johnson Tower  
710 James Robertson Pkwy.  
Nashville, TN 37243-0380  
*Voice:* 615-741-3537; *Fax:* 615-532-9412  
*E-mail:* Brenda.Bledsoe@state.tn.us

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2008

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Tennessee State Improvement Project is based on the idea that literacy is thoroughly interwoven with the capacities of children and families to move longitudinally through the system of services in order to achieve optimal outcomes. The project will address fundamental child and family literacy issues, as well as the transition-related knowledge and skills of service providers, through a comprehensive system of personnel development. The project will link children with disabilities, their parents, and service providers with the best national, multistate, and state resources to achieve seamless and successful transitions by enhancing capacities at the infrastructure, personnel development/delivery, family, and child levels. Simultaneously, the long-term capacity of state resources, both general and disability-focused, will be augmented to support personnel development in literacy training and transition.

*Method:* A collaborative network of partnerships will manage the project, including parents and children with disabilities, parent organizations, a wide variety of education and early intervention administrators and service providers, the state education agency (SEA), the SEA's instate regional technical assistance providers, local education agencies, institutions of higher education, and multistate and national centers of expertise. Horizontally and vertically integrated working relationships will ensure the practical application of the best information and science-based practices. Active participation in this project by major stakeholders at all levels will ensure the productive utilization of project resources to make profound and lasting differences in the lives of children and youth with disabilities and their families.

*Products:* The project will permanently change the infrastructure for delivering technical assistance and training to families, to local service personnel, and to pre-professionals, by capitalizing on and expanding existing resources, including those in general education. The project will change administrator and provider skills and systems at the local level across the age span and across roles so they are better able to improve literacy skills for children with disabilities and plan for and ensure seamless transitions to the next environment. The project will improve family knowledge, skills, and access so they can be full partners in the early intervention and education system for and with their children. The project will also help youth be knowledgeable self-advocates in the transition planning process.

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*Grant Number:* H323A040001

**Increasing Adequate Yearly Progress Proficiency Rates  
Among Michigan Middle School Students with Disabilities**

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*Project Director:* Thompson, Jacquelyn J.  
Michigan Department of Education  
608 W. Allen  
Lansing, MI 48909  
*Voice:* 517-373-9433; *Fax:* 517-373-7500  
*E-mail:* ThompsonJJ@michigan.gov

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to integrate special education and general education program assets in order to increase Adequate Yearly Progress (AYP) proficiency rates for Michigan's middle school students with disabilities.

*Method:* There are four objectives focused on realizing this purpose: (a) preparing and supporting a cadre of skilled "Partner Educators" that will facilitate target schools using data for school improvement, analyzing root causes for AYP gaps, instituting content-based Communities of Practice, and implementing school improvement plans informed by these practices; (b) engaging personnel at high priority middle schools in a universal school improvement process that integrates general education, special education, and parents in a common design; (c) instituting AYP Communities of Practice in mathematics and literacy to enhance high priority middle school teachers' knowledge of content and pedagogy; and (d) supporting Michigan's participation in the Interstate New Teacher Assessment and Support Consortium's (INTASC) Center for Teacher Quality effort to refine teacher preparation, licensing, and professional development systems.

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*Grant Number:* H323A040002

**Improving the Special Education System in California:  
A State Program Improvement Grants Program**

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*Project Director:* Parker, Alice D.  
California Department of Education  
Special Education Division  
1430 N Street, Suite 2401  
Sacramento, CA 95814  
*Voice:* 916-445-4602  
*E-mail:* aparker@cde.ca.gov  
*Web site:* www.calstat.org/pcsesig.html

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* California's State Improvement Grant intends to address the following identified needs: (a) improving the quality of personnel working with students with disabilities; (b) improving educational service coordination for students with disabilities; (c) improving academic outcomes for students with disabilities; (d) improving behavior supports and outcomes for students with disabilities, (e) improving participation of parents/family members of students with disabilities; and (f) improving data collection and dissemination.

*Method:* To achieve these objectives, the project will fund activities that were selected for inclusion based on: (a) their contribution to important and quantifiable systemic change, (b) their strong foundation in research and effective practice, and (c) their capacity to be "scaled up" to meet the needs of California's large and diverse population. Specific activities will include: Statewide Leadership Institute, Regional Leadership

Institutes, Core Message Learning Community Program, Core Message Technical Assistance, Site-to-Site Technical Assistance, BEST Technical Assistance, and Family Participation Fund.

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*Grant Number:* H323A040003

### **Kansas State Improvement Grant for Special Education**

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*Project Director:* Ottlinger, Kerry A.  
 Kansas State Department of Education  
 120 SE 10th Avenue  
 Topeka, KS 66612-1182  
*Voice:* 785-291-3098; *Fax:* 785-296-6715  
*E-mail:* kottlinger@ksde.org

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Kansas' State Improvement Grant targets reform and improvement in education, early intervention and transition services, including professional development, technical assistance, and knowledge dissemination. A cross-analysis of current Kansas data related to student performance and the priority improvement areas identified by stakeholders indicate a need to channel resources to districts that meet the following criteria: (a) districts that are low ranking in achievement of students with disabilities in math and/or reading; (b) districts that are low ranking in general education achievement in math and/or reading, but same content area as students with disabilities; and (c) districts that have limited outside resources for capacity-building and improvement.

*Method:* Identified districts will receive learner-focused support through capacity-building professional development. In addition knowledge dissemination and system improvement will occur statewide. Goals and activities of this grant will result in students with disabilities who: (a) demonstrate proficiency on age-relevant indicators for early childhood and state assessments of math and reading; (b) improve LRE indicators; (c) benefit from IEPs that promote and allow for evaluation of student proficiency; (d) are instructed by highly qualified staff and administrators; and (e) are involved in transition plans and services that lead to positive postschool outcomes.

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*Grant Number:* H323A040004

### **Alabama State Improvement Grant: Scaling Up to Improve the Performance and Success of Alabama's Students with Disabilities**

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*Project Director:* Causey, Julia  
 Alabama State Department of Education  
 P.O. Box 302101  
 Montgomery, AL 302101-210  
*Voice:* 334-242-8114; *Fax:* 334-242-9192  
*E-mail:* jcausey@alsde.edu  
*Web site:* www.alsde.edu/sig/index.html

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Alabama's SIG project proposes to use the successful program efforts established during the state's first SIG project and replicate these efforts on a larger scale throughout the state. Alabama will also enhance training for low-incidence special education and early intervention personnel. Other proposed system change activities include infusion of evidence-based instruction into the above areas and preservice training programs.

*Method:* Programs implemented during SIG I include: a reading intervention curriculum, LANGUAGE! and a reading failure prevention program, the Beginning Reading Model (BRM); Positive Behavioral Supports (PBS) to reduce discipline referrals, long-term suspensions, and removals; Makes Sense Strategies (MSS) to reduce dropouts; and Teacher-Teachers.com and a mentoring service (GEMS), used to increase the hiring and retention of fully qualified teachers. Goals of this SIG project will be implemented by utilizing 11 Regional Inservice Centers to provide ongoing training and technical assistance to school systems in their regions on the interventions named above (BRM, PBS, MSS, GEMS). By the end of the three-year grant period, the intervention programs will have been scaled up in 59% of all school systems in Alabama.

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*Grant Number:* H323A040005

**Implementing Effective Student Practices and Developing  
Highly Qualified Personnel: Pennsylvania State Improvement Grant**

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*Project Director:* Price, Richard  
 Pennsylvania Department of Education  
 333 Market Street, 7th Floor  
 Harrisburg, PA 17126-0333  
*Voice:* 717-783-6882; *Fax:* 717-783-6139  
*E-mail:* rprice@state.pa.us  
*Web site:* www.pattan.k12.pa.us/

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this grant is to develop a unified, integrated, and coordinated professional development plan and to provide professional development, technical assistance, and knowledge of best practices.

*Method:* This grant will support local education agencies in providing effective research-based practices that improve student outcomes for all students and provide professional development to ensure that all special education personnel are highly qualified. Contracts will be developed with institutions of higher education (IHEs), local education agencies (LEAs), and parent training institutions (PTIs) to promote partnerships and collaboration. Key activities include: (a) developing highly qualified special education personnel through specific professional development initiatives: secondary special education teacher initiative; special education paraeducators initiative; low incidence teacher initiative; and psychological counseling personnel initiative; and (b) increasing systemic efforts to implement effective data-based student practices that ensure adequate yearly progress through two initiatives: progress monitoring initiative; and supervisors' data analysis initiative. Key strategies of this plan include: providing coordinated and customized technical assistance to LEAs to meet local needs and build capacity; restructuring preservice training programs so that personnel are prepared to address the needs of students within the school environment; disseminating best practice information to parents and professionals; partnering with appropriate stakeholders to identify and remove systemic barriers to partnerships between state agencies, parents, IHEs, and LEAs; partnering with the PA Parent Training and Information (PTI) center, PEN, to develop and present training series for parents and community agencies on effective instructional practices, the continuum of psychological services, extended school year, and progress monitoring; and partnering with IHEs to provide distance-learning courses in (a) content areas for middle and high school teachers; (b) certification coursework in visual impairment, in deafness/hard of hearing; and orientation and mobility; and (c) supervisory certification in special education.

*Products:* Products and outcomes of this project include distance learning/online courses: (a) in secondary level content areas; (b) for candidates as teachers of students with visual impairments; (c) for candidates as

teachers of students who are deaf or hard of hearing; and (d) for certification of teachers or supervisors of special education. Four videoconferences for paraeducator training are also planned.

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*Grant Number:* H323A040006

### **Vermont State Improvement Grant**

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*Project Director:* Kane, Dennis; Ferguson, Michael (Ms.)  
Vermont Department of Education  
120 State Street  
Montpelier, VT 05602-2501  
*Voice:* 802-828-5118; *Fax:* 802-828-0573  
*E-mail:* dkane@doe.state.vt.us

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* Vermont's SIG will improve and enhance outcomes for all students with disabilities, birth through 21 years, by addressing the gaps and deficiencies identified in the Continuous Improvement Monitoring Plan (CIMP).

*Method:* This project has three interrelated goals, which are to: (a) recruit, retain, and provide professional development to interdisciplinary early intervention and related service personnel by providing support for a community of practice, mentorship, and professional development for physical therapists, occupational therapists, speech-language pathologists, and others, and through professional development resulting in a speech-language pathology assistant certificate; (b) enhance the capacity of teachers and paraprofessionals providing secondary transition support to youth with disabilities through preservice and inservice activities, technical assistance, and model sites of practice; and (c) develop and provide an integrated system of professional development and flexible career tracks by expanding the Vermont Higher Education Collaborative for personnel serving children and youth with intensive educational needs (low incidence populations, including those on the autism spectrum); infants, toddlers, and young children served through early intervention and early childhood special education; and students with literacy needs. These goals will be implemented through scaling up the implementation design and exemplary practices from the last SIG and through existing educational and professional development collaborative efforts, professional development institutes, tuition support for three related service providers pursuing advanced endorsement, preservice and inservice professional development activities using distance learning technologies, communities of practice, a Related Services Training and Mentorship program, competence modeling, coordinated personnel mapping, and policy and partner agreement changes. The Secondary Transition Program component will provide seed money for LEAs to hire eight job coaches and will develop a Transition Academy in two pilot sites in the state. Vermont's Parent Training and Information (PTI) center, VPIC, will conduct a needs assessment of families' need for transition services, create and distribute transition materials, and host 2-5 regional college fairs.

*Products:* This project will produce a Related Services Web page; transition materials; speech-language pathology assistant endorsement; intensive special needs endorsement; early intervention/early childhood special education endorsement; and endorsement in literacy.

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*Grant Number:* H323A040007

**Iowa's State Improvement Grant:  
Improving Results for Students with Disabilities**

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*Project Director:* Accola, Diane  
Iowa Department of Education  
400 E. 14th and Grand Avenue  
Grimes State Office Building  
Des Moines , IA 50319-0146

*Voice:* 515-245-5104; *Fax:* 515-242-6019

*E-mail:* Diane.Accola@ed.state.ia.us

*Web site:* [www.state.ia.us/educate/ecese/cfcs/sipp/doc/irsd.doc](http://www.state.ia.us/educate/ecese/cfcs/sipp/doc/irsd.doc)

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* Iowa will focus its grant-funded efforts to decrease the achievement gap in reading and math that currently exists between students with disabilities and those without disabilities. The Improvement Plan reflects a careful examination of current state and local efforts aimed at improving student achievement. This analysis resulted in the design of objectives that complement current activities and address unmet needs. The objectives were also shaped by the recognition that teacher competency is a key factor in increasing student achievement. The project goal is to ensure a full contingent of highly qualified teachers for Iowa's students with disabilities and to prepare parents of students with disabilities to work as partners with educators. Objectives include: (a) increasing the skills of middle and high school reading teachers and elementary and high school math teachers by expanding the use of scientifically based instructional strategies; (b) increasing the capacity of early childhood programs to meet Iowa's Quality Standards; (c) increasing the competence of special education teachers by assisting Class C (conditionally licensed) teachers to achieve their full professional status; (d) generating an adequate data set to determine needs in recruiting and maintaining a full complement of highly qualified special education teachers (Recruitment and Retention Study); and (e) assisting culturally diverse parents of children with disabilities to work as partners with educators.

*Method:* Each of the five objectives will be achieved through a corresponding initiative specifically designed for Iowa's State Improvement Plan (SIP). The initiatives are based on stringent standards and scientifically based research. Further, Iowa's SIP is designed to integrate all initiatives into existing support systems and to leverage systemic changes for each of the objectives in order to "institutionalize" the components.

*Products:* Outcomes of this project will be the development and dissemination of professional development materials framed in scientifically based instructional practices targeting reading and math.



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*Grant Number:* H323A040008

**KY Signal (State Improvement Grant Nurturing All Learners)**

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*Project Director:* Mallory, Judy; Abell, Michael  
 Kentucky Department of Education  
 500 Mero Street  
 Capital Plaza Towers, DECS, 8th Floor  
 Frankfort, KY 40601  
*Voice:* 502-564-4970; *Fax:* 502-564-6721  
*E-mail:* jmallory@kde.state.ky.us

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* KY Signal intends to accelerate what has been accomplished through past State Improvement activities, especially in the areas of increasing access to the general curriculum, improving secondary and postsecondary transition services, building lasting relationships with Part C for early intervention and transition, increasing competency of paraeducators, and the development of a statewide system for a three-tiered approach to instructional discipline across KY schools.

*Method:* This state improvement effort will address eight initiatives through the following specific activities:

1. *Increasing access to the general curriculum through universal design of learning (UDL) and integrated curricular and assessment approaches.* Training and technical assistance in how to implement UDL technologies and strategies will be provided to local schools and parents. SIG funds will also be used to support: the development of schoolwide UDL implementation plans in three schools; integrate UDL into KY's Reading First initiative; make digital curriculum content, including textbooks, available; the development of a mechanism for making classroom assessment available online.
2. *Increasing access to the general curriculum in inclusive settings through collaborative teaching.* Separate online collaboration modules will be developed for teachers, for administrators, and for paraeducators.
3. *Improving student results through improved instructional climate.* To develop and sustain a statewide instructional discipline model, KY will create the KY Center for Instructional Discipline, followed by the development of regional and local structures to support LEAs in implementing PBIS (positive behavioral interventions and supports).
4. *Increasing the number of high qualified minority special educators.* KY State University will develop preservice and Masters level programs to graduate personnel, particularly minority personnel, with certifications to teach students with disabilities.
5. *Increasing the instructional capacity of paraeducators.* Training materials in reading, writing, and math will be developed for paraeducators and focused training in their use will be provided. Training will also be made available at the preservice level and through the Adult Learning Centers in each district. Networking among paraeducators will be promoted through the existing Paraeducators of KY Web site and dissemination of a paraeducator newsletter.
6. *Improving secondary transition and postschool outcomes.* Eleven regional interagency teams will meet regularly to develop capacity and local infrastructures in transition. A "Secondary Transition Headquarters" will be built and available on the Web to serve as a central source of information

and training related to transition. Online training modules specific to teachers, administrators, students, and parents will be available.

7. *Increasing the number of highly qualified special educators in early intervention programs.* Early intervention teacher candidates will be actively recruited and partial tuition support offered for up to 10 students per year.
8. *Increasing parent involvement.* The project will work with KY's Parent Training and Information (PTI) center, KY-SPIN, providing PTI staff with professional development training. Project staff will be located in Part C regional centers to give parents easy access to information and training. A series of regional workshops will be made available to parents.

*Grant Number:* H323A040009

### **Missouri Special Education State Improvement Grant**

*Project Director:* Allan, Karen  
 Missouri Department of Elementary and Secondary Education  
 P.O. Box 480  
 Jefferson City, MO 65102-0480  
*Voice:* 573-751-0625; *Fax:* 573-526-5946  
*E-mail:* Karen.Allan@dese.mo.gov

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This grant will address identified gaps in the communication arts and reading achievement of students with disabilities in the elementary grades, the lower graduation rates of students with disabilities, the high percentage of children in early intervention who are served in the home versus in programs designed for typically developing children, and the identified gap in the transition from Part C to Part services.

*Method:* The program will work at the local and state level to integrate data-based decision-making plans for low performing schools. Consultants at the Regional Professional Development Centers (RPDC) will serve as established contacts for targeted schools for planning and professional development. They will: assist schools in analyzing data to make decisions about professional development and resources; help schools coordinate with other agencies, schools, and districts; and assist districts in determining the root cause of performance problems and to develop a plan of action. They will also provide training and technical assistance in needed areas (e.g., positive behavior supports, Reading First, transition). A community of practice online system will be established. For young children, early intervention consultants will work with Systems Point of Entry (SPOE) to develop plans and coordinate cross-training between providers and school district personnel to effect smoother transitions from Part C to Part B.

*Products:* Among the products of this project will be school-based plans and a professional development Web site.

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*Grant Number:* H323A040010

## **Hawaii State Improvement Grant–Part II**

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*Project Director:* Hamamoto, Patricia  
State of Hawaii Department of Education  
1340 Miller Street  
Queen Liliuokalani Bldg., Room 309  
Honolulu, HI 96813  
*Voice:* 808-586-3310; *Fax:* 808-586-3320

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* As a result of SIG I, a Comprehensive Student Support System (CSSS) was created in each public school to identify and address student problems early across all levels of need, with facilitation of CSSS activities provided by a new student services coordinator (SSC) position (over 300 SSCs were trained and placed in schools). In addition, thousands of educators, related services personnel, and family members were trained on a range of topics, including literacy, family involvement, collaborative teamwork, assessment, teaching to standards, addressing emotional and behavioral needs, and using effective behavioral supports on a schoolwide basis. The number of special education and related services personnel was also substantially increased, to serve a rapidly increasing number of children identified with disabilities, and the overall quality of special education teachers was enhanced, with more than 90% certified. However, the improvements in system capacity and personnel quality have yet to produce significantly improved outcomes for children with disabilities. The Hawaii SIG II is designed to achieve deep impact at the school level through a "bottom-up" approach consisting of three phases of personnel development and local system improvement activity.

*Method:* During Year One, the project will focus on one school complex (consisting of a high school and its elementary and intermediate feeder schools) where past improvement efforts have had little measurable impact and all schools are failing to make Adequate Yearly Progress required by No Child Left Behind. A complex-level Professional Development Team and school-level Learning Communities will be created and supported to identify and prioritize local barriers to student success as well as personnel development needs that must be addressed in order to overcome those barriers. Personnel development needs will be addressed through training, coaching, mentoring, and information sharing by experts from the HI DOE, four universities, and other agencies. Family involvement will also be strongly supported. Process, outcome, and impact evaluations will be used to identify strategies and practices that effectively meet personnel development needs and promote student success. During Year Two, the intensive supports will be continued within the demonstration complex, with modifications based on evaluation results. In addition, the replication and evaluation of evidence-based strategies and practices will be initiated in several other complexes. During Year Three, replication and evaluation of evidence-based strategies and practices will be conducted statewide.

*Products:* Outcomes of this project include: development of an interactive SIG Web site that will provide access to discussion boards, professional development materials, and online training modules. The project will develop and produce professional development plans and training materials that support the use of evidence-based improvement strategies, individualized to the needs of each school. Further, SIG II will develop and produce replication materials for statewide implementation of improvement and professional development practices.

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Grant Number: H323A040011

**Enhancing Access to the General Curriculum for Middle  
and High School Students with Disabilities in Virginia**

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*Project Director:* Cox, H. Douglas  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120  
*Voice:* 804-225-3252; *Fax:* 804-692-3163  
*E-mail:* dougcox@mail.vak12ed.edu

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This State Improvement Grant (SIG) initiative for Virginia seeks to address the complex policy, service delivery, and academic improvement challenges faced by middle and high school youth with mild-moderate disabilities and their families. The intended outcomes of this SIG are to: (a) design systemic and evidence-based practices that frame the essential components and policies for effective service delivery in middle and high school settings, (b) develop statewide capacity for sustainability for evidenced-based instructional practice and service delivery in middle and high schools, (c) improve middle to high school and long-term planning and understanding by youth with disabilities and their families, and (d) directly influence evidence-based preservice and inservice professional development regarding instructional practice and service delivery for adolescents with mild-moderate disabilities.

*Method:* The project will: (a) promote improved access to, and success with, the general education curriculum and content for students with disabilities through the Content Literacy Continuum and Strategic Instruction Model from the University of Kansas Center on Research and Learning; (b) sustain the use and statewide development of evidence-based instructional practices by creating a state network of skilled staff-development professionals and partnerships; (c) recognize and retain qualified educators through the enhancement of general and special educators' knowledge, skills, and abilities in the delivery and assessment of their effective evidenced-based instruction, development of collaborative special education/general education partnerships, and enhancement of Standards of Learning (SOL) content-specific skills; (d) disseminate and promote the use of evidenced-based practices by all general education core academic content teachers and special educators; (e) promote the knowledge of, and participation in, the educational planning processes that occur between middle and high school and high school and postschool options for families of adolescents with disabilities and for adolescents with disabilities; and (f) promote systemic change and reform for middle and high school services for students with disabilities through the creation of a community of practice whose task will be to evaluate and review current policies and practice, integrate formative evaluation data from this SIG project, and inform the state policy-making structures to ensure that policies, regulation, and guidelines enhance the design and delivery of special education services to youth and young adults with disabilities.

*Products:* An interactive guidebook for families and students to help them better understand options and opportunities during the middle school years will be developed during Year 1. In Year 2, a workshop designed for families, students, and educators to accompany the guidebook will be developed and offered through Virginia's system of Parent Resource Centers.

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*Grant Number:* H323A040012

**Ohio's SIG: A Statewide Model for Closing the Achievement Gap for Students with Disabilities and At-Risk Learners**

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*Project Director:* Armstrong, Mike  
Ohio Department of Education  
Office for Exceptional Children  
25 South Front Street, Second Floor  
Columbus, OH 43215-4183  
*Voice:* 614-466-2650; *Fax:* 614-387-0968  
*E-mail:* mike.armstrong@ode.state.oh.us

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This SIG will serve as a vehicle for connecting school improvement initiatives, for leveraging other monies available for capacity building and discretionary use, and for providing a viable model for assisting districts to implement an academic system of support for improving the performance of learners most at-risk.

*Method:* This SIG is based upon a specific model involving five components: (a) implementation of a sustainable, effective planning model for integrating continuous improvement plans; (b) development and implementation of SIG best practice professional development action plans; (c) adoption and accurate implementation of strategies proved to improve reading outcomes for targeted at-risk groups; (d) monitoring of reading progress and data-based decision making using the STEPS model (a Part B-funded project piloted in 10 districts); and (e) development and implementation of schoolwide positive behavior support (SW-PBS) plans. The project will work with districts and buildings to incorporate this SIG model as part of their overall continuous improvement planning (CIP) process. Up to 16 new sites will be identified to implement the model, and intensive professional development in SIG implementation will be provided. Existing SIG sites (established under the previous SIG) will expand their current model to add a PBS component and will receive professional development in PBS. Sites trained in PBS will add an academic component to their model and receive professional development in the use of scientifically based reading interventions and data-based progress monitoring using STEPS. Networks will be established to promote regional communities of practice and dissemination of information among participants.

*Products:* Outcomes of this project include a training manual for SIG components, district or school continuous improvement plans, and schoolwide PBS plans.

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*Grant Number:* H323A040013

**The Project FOCUS Academy—State Program Improvement Grant**

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*Project Director:* Levine, Madeline  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148-5089  
*Voice:* 781-338-3375; *Fax:* 781-338-3396  
*E-mail:* mlevine@doe.mass.edu  
*Web site:* www.doe.mass.edu/sped/projectfocus/

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Massachusetts Department of Education (MDOE), in partnership with the following: Federation for Children with Special Needs; The Institute for Community Inclusion, a University Center for Excellence in Disability (UCED) at the University of Massachusetts in Boston; nine local education

authorities; and state agencies that serve transition-aged youth with disabilities propose to develop an integrated infrastructure for professional development, training, technical assistance, and knowledge dissemination of evidence-based practices that improve postschool outcomes for youth with disabilities. The vision is to assist high schools in developing communities in which school personnel youth, and family members have the knowledge and skills to ensure that all youth reach high academic achievement, develop sound career goals, and obtain leadership and self-advocacy skills that will result in successful postschool outcomes.

*Method:* The Project FOCUS Academy (PFA) will: (a) develop a Communities of Practice (CoPs) framework for statewide professional development, using Web-based and direct training, technical assistance, and dissemination activities for nine high school grantees and members of their local communities; (b) develop training and technical assistance (TTA) and dissemination materials related to three priority topics—which are schoolwide positive behavior supports; universally designed curriculum, instruction, and assessment strategies that ensure access to and success in the general curriculum and achievement of high standards; and research-based practices for successful postschool outcomes of competitive employment, postsecondary education, and self-determination; (c) conduct customized TTA that includes annual conferences, Web-based strategies, development of CoPs features, and direct TTA events coordinated among HS grantees and relevant statewide and national initiatives; (d) implement a project management structure to ensure achievement of project goals and objectives, including timely and effective execution of TTA activities, continuous feedback processes and data collection, reporting requirements, evaluation mechanisms, and coordination of project activities across partners and nine HS grantees; (e) evaluate the effectiveness of project activities in meeting the needs of project participants and in improving the postschool outcomes of youth, using quantitative and qualitative evaluation methods.

Participatory research strategies will be used to ensure that the CoPs framework is responsive to the needs of four consumer groups—educators, youth, family members, and adult service providers. Long-term outcomes for the project include: Secondary school educators will know how to develop and implement universally designed curriculum, instruction, and assessment that is inclusive of all youth and that promotes achievement of high standards; administrators, educators, and family members will implement strategies that build a positive school climate that supports improved student outcomes; and educators, youth, family members, and service providers will know that competitive employment and/or postsecondary education options are the goal for all youth with disabilities and how to assist youth in achieving these goals. This framework for professional development will be designed to be sustainable, flexible, and supportive of the continuous improvement of postschool outcomes of all youth.

*Products:* PFA will initially develop professional development curriculum for the following three topic areas: (a) schoolwide positive behavior supports; (b) universally designed instruction and assessment, and (c) postschool outcomes, including self-determination skills. TTA and dissemination will occur via face-to-face activities and the Online Information Network (I-Network), to be developed. The I-Network will provide access to online learning modules, videoconferencing events, a discussion board, a database of innovative transition practices, professional development curricula, community networks, and resources.

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*Grant Number:* H323A040015  
**Georgia State Improvement Grant**

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*Project Director:* O'Connor, John  
Georgia Department of Education  
205 Jesse Hill Jr. Drive, SE  
1870 Twin Towers East  
Atlanta, GA 30334-9033

*Voice:* 404-657-9959; *Fax:* 404-651-6457

*E-mail:* joconnor@doe.k12.ga.us

*Web site:* www.doe.k12.ga.us/curriculum/exceptional/sig.asp

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* The broad purpose of this grant is to increase the academic performance of students with disabilities in Georgia. Four specific goals have been targeted: to increase reading achievement, to increase academic achievement (above and beyond reading achievement), to decrease removal from class/school for disciplinary reasons, and to increase the percent of effective special education teachers who remain in the field of special education.

*Method:* Four initiatives correspond to the four goals above:

1. *Expanded Reading First initiative.* Professional development courses will be provided to special and general educators who teach struggling readers. The Georgia SIG will support those courses throughout the state for local education agencies (LEAs) that have not been awarded a Reading First sub-grant. Communities of practice will be created to support teachers' implementation of instructional strategies. Professional development academies will also be provided for teachers of students with specific adaptive and instructional needs (e.g., those with intellectual disabilities or who use sign language).
2. *Strategies for improving student academic achievement.* This initiative utilizes a two-tiered approach: (a) focus on implementing research-based instructional strategies, with differentiated instruction, regardless of the student's setting; and (b) implementing administrative and instructional practices that increase the amount of time that students with disabilities are educated in general education settings with appropriate supports and accommodations. Up to 300 schools will participate in this two-year model for school reform, which includes forming school-level steering committees and participation in Summer Institutes.
3. *Effective behavioral and instructional supports (EBIS).* Building upon the pilot EBIS sites implemented as part of the prior SIG, this initiative requires each participating school to form a steering committee, which then participates in summer seminars that provide the foundation for the schoolwide discipline program. Between 80 and 120 schools will participate in the first year, and the same number will be added in years 2 and 3.
4. *Teacher Mentoring Academies.* Regional mentoring academies will be provided for new special education teachers. New teachers will be paired with mentor teachers for a series of professional development seminars. Approximately 340 teachers will participate. Additionally, the SIG will collaborate with parents and communities through the Parent Mentor Program and Georgia's Parent Training and Information (PTI) center, which will develop a monograph of intervention and support strategies. The bilingual parent liaison at the PTI will work collaboratively with the Georgia

Department of Education to provide outreach to parents of students with disabilities who are non-English speaking.

*Products:* Outcomes will include the Monograph of Intervention and Support Strategies.

*Grant Number:* H323A040016  
**Utah State Improvement Grant**

*Project Director:* Schroeder, Bruce  
 Utah State Office of Education  
 250 East 500 South  
 P.O. Box 144200  
 Salt Lake City, UT 84114-4200

*Voice:* 801-538-7580; *Fax:* 801-538-7991

*E-mail:* bschroed@usoe.k12.ut.us

*Web site:* www.usoe.k12.ut.us/pd/FS\_SIG.htm

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This project focuses on activities to increase positive outcomes for students with disabilities or intermediate outcomes (e.g., teacher skills and behaviors) that are highly corrected with positive student outcomes.

*Method:* The project encompasses three related areas of activity, with specific objectives under each:

1. *Professional development for unlicensed teachers enrolled in Alternative Teacher Preparation programs in the area of literacy.* A summer preservice training institute will be held for all special education teachers who are not fully licensed, to enable them to provide, with support, an effective literacy program to their students, with special emphasis upon nonresponders. A guide to evidence-based practices in special education will be developed to ensure that teachers earning a license through an alternative path, are equipped with up-to-date knowledge and skills in beginning reading instruction and positive behavioral interventions and supports.
2. *Beginning teacher retention and support through effective teacher induction programs.* Specific activities will include: developing and implementing a multicomponent teacher induction program that will be available to all new special educators; providing all beginning special educators with a trained mentor; developing training materials for school administrators to use to support new teachers; and partnering with institutions of higher education (IHEs) to provide training and other support to graduates in the year following their exit. A self-assessment guide will be developed for districts to use in assessing the quality of their new teacher induction program; a resources kit for mentors will also be developed.
3. *Schoolwide positive behavioral supports.* The SIG will be used to build the capacity of target schools in Utah to establish positive social cultures, implement effective schoolwide and classroom behavior support, and deliver comprehensive intensive individual behavior support. Teams will be organized to move knowledge and skills of effective practice from the coordinator level, through coaching, to training the teams, with targeted intervention training.

*Products:* This project will produce a self-assessment guide for districts regarding their teacher induction program and a resources kit for mentors.



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Grant Number: H323A040017

## Maryland State Improvement Grant

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*Project Director:* Baglin, Carol Ann  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
*Voice:* 410-767-0238; *Fax:* 410-333-8165  
*E-mail:* cbaglin@msde.state.md.us

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Maryland State Improvement Grant will support reform initiatives in teacher professional development, early intervention, and transitional services to improve results for children with disabilities. The program will increase the number of Maryland's certified special educators and the number of Maryland's highly qualified special educators as defined by No Child Left Behind. Associated goals are to improve the performance of children with disabilities as measured by the MD State Assessment, the High School Assessment, and the MD Model for School Readiness. Additional goals include implementing an alternative certification route for special education professionals and supporting institutions of higher education (IHEs) to provide coaching and mentoring.

*Method:* This SIG supports the following activities:

1. Competitive funding will be available to Maryland IHEs interested in providing pre- and inservice training to candidates enrolled in Maryland's Resident Teaching Certificate (RTC) in Special Education Program. Funds are intended to support the costs of managing a cohort of 20 such candidates per local school system served.
2. Mid-career professionals with content area expertise will be targeted for the RTC in Special Education Program. This is considered an alternative route to teacher certification.
3. Competitive sub-grants will be available to IHEs to provide coaching and mentoring services to participants in traditional teacher education programs.
4. Best practices in special education teacher education will continue to be identified and disseminated under the statewide IHE network of special educators.
5. An early childhood degree/certification will be developed and implemented, which will qualify an individual to work with infants, toddlers, preschoolers, and kindergarten students with or without special needs.
6. Maryland's PSDMSP program (Passport to Success Demonstration Middle School Project), which provides professional development workshops to both regular and special educators, will continue in four middle schools and be expanded to include one additional middle school and high school.
7. Middle school teachers will continue to receive professional development and support in the implementation of the University of Kansas-based SIM model for the improvement of reading and writing skills. Parent workshops will be added to support the use of the SIM strategies at home.
8. An online professional development delivery system will be developed to provide ongoing professional development to all teachers in the state, and will focus upon effective practices

related to instructional and behavioral goal-setting, student performance monitoring, data-based decision making for instruction, developing effective IEPs, and integrating assistive technology into the classroom.

*Products:* Anticipated outcomes include a 3% increase in the number of certified special educators per year; a 5% increase in the number of highly qualified special educators; an 80% retention rate of participants in the SIG-sponsored IHE and RTC programs under this grant; demonstrated improvement in teaching of special educators participating in SIG-sponsored programs; a 5% annual increase in the number of students with disabilities within the SIG-targeted populations who perform at the proficient level on the Maryland State Assessment; a 40% increase in the number of children with disabilities who obtain a "fully ready" score on the MD Model for School Readiness.

*Grant Number:* H323A040018

### **New Hampshire State Improvement Grant (SIG II)**

*Project Director:* Wells, Robert  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
*Voice:* 603-271-1536; *Fax:* 603-271-1099

*E-mail:* [rwells@ed.state.nh.us](mailto:rwells@ed.state.nh.us)

*Web site:* [www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/StateImprovementGrantII.htm](http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/StateImprovementGrantII.htm)

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* [larry.wexler@ed.gov](mailto:larry.wexler@ed.gov)

*Purpose:* New Hampshire is undertaking its first statewide education reform since 1919. The guiding principles of this reform initiative include a focus on each student as a successful learner, building a system of life-long learning, incorporating real world learning into the fabric of public schools, engaging the public, research-based support for school accountability and improvement, and support for public education. New Hampshire's SIG II plan will be implemented in conjunction with this reform effort. Objectives and activities of SIG II include improving the reading literacy skills of all students by making quality reading instruction available throughout the grades, especially Grades 4-10, by expanding the current Institutions of Higher Education Consortium to include reading literacy as a focus area; designing and implementing preservice and inservice and parent/family training opportunities; increasing the capacity of communities to provide appropriate secondary transition services to all students ages 14-21, including students with disabilities, through the development of scientific evidence-based instruction across the curriculum and involving general educators and guidance personnel in transition planning; designing strategies to enable self-direction by students to plan their courses of study and high school completion; increased numbers of highly qualified teachers and other education personnel including areas of critical shortage, and developing strategies that promote parent involvement.

*Method:* With the participation of a vast cadre of partners, the NH SIG II intends to develop: (a) a coherent system of personnel preparation that provides all education professionals with scientifically based strategies that lead to positive outcomes for students; (b) a results-driven comprehensive reading literacy program for all students including students with disabilities that makes quality reading instruction available throughout the grades; and (c) a comprehensive secondary transition system that supports student self-direction, parent and family participation, school completion, a higher rate of postsecondary school enrollment and completion, and successful adult outcomes including competitive employment and community living.

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*Grant Number:* H323A040019

**Commonwealth of the Northern Mariana Islands (CNMI)  
SIG Partnerships Project: "Na Mauleg"**

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*Project Director:* Inos, Rita Hocog  
Commonwealth of the Northern Mariana Islands Public School  
System  
P.O. Box 501370  
Saipan, MP 96950  
*Voice:* 670-664-3700; *Fax:* 670-664-3798  
*E-mail:* coe@pss.cnmi.mp

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of the CNMI SIG is to improve systems providing early intervention, educational, and transitional services, through an innovative personnel development program supported by policy, procedure, and practice interventions.

*Method:* The project will focus upon: eliminating policy, procedure, and practice barriers to improved schoolwide services and supports; increasing the number of qualified special education personnel through expanded preservice training programs; and improving the quality of personnel through the provision of inservice training, technical assistance, and the dissemination of information on research-based practices. A partnership approach will be used, with the Public School System partnering with institutions of higher education (IHE), the parent organization STARPO, and public agencies. A Professional Development Team will provide special education teacher certification training and interpreter training, with information targeted to the specific needs of each school. School Improvement Teams will be designated at each school to assist in implementing new practices, collecting evaluation data, and providing feedback to policy-level workgroups for system-wide changes.

*Products:* Anticipated outcomes of the CNMI SIG are a training curriculum for service coordination and transition, and a training module on procedures and practices for statewide and alternative assessments.

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*Grant Number:* H323A040020

**West Virginia State Improvement Grant:  
Improved Results for Students with Disabilities  
Through Professional Preparation and Professional Development**

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*Project Director:* Braley, Dee  
West Virginia Department of Education  
Office of Special Education  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330  
*Voice:* 304-558-2696; *Fax:* 304-558-3741  
*E-mail:* dbraley@access.k12.wv.us  
*Web site:* wvde.state.wv.us/ose/stateplan2.htm

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of the WV State Improvement Grant is to improve results for students with disabilities in reading and mathematics. The project will increase the capacity of local education agencies (LEAs) and institutions of higher education (IHEs) to provide professional development for teachers in effective reading and mathematics instruction and to collaborate effectively with each other.

*Method:* The WV SIG utilizes the West Virginia Department of Education's (WVDE) improvement model, which focuses upon the LEA as the vehicle for systems change. The project's system change is two-fold: (a) Comprehensive planning at the LEA level will focus upon designing and implementing a comprehensive system of personnel development that incorporates all state initiatives for all students and for students with disabilities; identifies specific unaddressed needs of teachers of students with disabilities; and bridges the gaps; and (b) IHEs will examine and revise teacher preparation programs to align with new state standard and develop inservice professional development resources to address the needs of and increase the capacity of LEAs to improve reading and mathematics instruction for students with disabilities. IHEs will also build relationships with LEAs and with WVDE through communities of practice. The majority of the grant will be disseminated to LEAs and IHEs on a competitive basis through an RFP process. A total of 55 initial grants will be awarded to LEAs; 7 will be awarded to IHEs. The RFP process for IHEs requires their partnership with LEAs in the development and provision of high quality professional development to inservice teachers as well as to re-tool their teacher preparation programs. A portion of the grant will be available to the WV Parent Training and Information (PTI) center to support change in the design and delivery of parent training. All activities will be embedded within the context of West Virginia's current initiatives for reaching and mathematics and school improvement.

*Products:* Outcomes of this project include an RFP process for initial sub-grants and continuation sub-grants; a community of practice between IHEs, LEAs, WVDE, and PTI; professional development of inservice teachers to teach research-based reading and mathematics; redesign of personnel preparation programs, based upon LEA collaboration and feedback; sufficient numbers of highly qualified teachers to meet the needs of students with disabilities; students in personnel preparation programs trained in research-based instructional practices in reading and mathematics; increase in teacher retention; improved collaborative relations between parents and teachers; increase in parent understanding of No Child Left Behind and other educational issues; increased parent involvement in the IEP process; an increase of scores in reading and mathematics among students with disabilities; and an increase in graduation rate for students with disabilities.

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*Grant Number:* H323A040021

### **Partnering for Success: Idaho's State Improvement Grant**

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*Project Director:* Jones, Jana  
Idaho Department of Education  
Bureau of Special Education  
P.O. Box 83720  
Boise, ID 83720-0027  
*Voice:* 208-332-6910; *Fax:* 208-334-4664  
*E-mail:* jjones@sde.state.id.us

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to improve and take to scale systems for providing educational, early intervention, and transitional services, including the system for professional development and technical assistance and dissemination of knowledge about best practices to improve results for children and students with disabilities.

*Method:* The project has multiple goals and addresses each in a three-pronged approach that combines: (a) organizing stakeholders into a learning community around the goal; (b) effective coaching; and (c) providing instructional leadership training so that systems change is supported administratively in the short and long term. Project goals and corresponding activities include:

1. *Ensuring an adequate supply of highly qualified personnel.* A task force will be created and will work with the Idaho Training Clearinghouse to develop among project partners a structure for forming learning communities and providing training. School districts will participate in teacher recruitment activities, and the Idaho Department of Education will pursue partnerships with a national Web-based recruitment system and with Idaho colleges and universities to address teacher needs and shortages. Trained coaches will provide support to beginning special education teachers; district administrators will also receive training and support regarding the use of coaches and other strategies to improve retention rates of newly hired special education personnel. To reduce paperwork demands on teachers, the project will also support implementation of a statewide IEP software system and provide leadership training to school administrators on effective strategies of administrative support for special education personnel.
2. *Ensuring the educational teams, including parents, have the skills and training to provide effective educational interventions and supports in reading and math to students with disabilities.* A Results-Based Model work group and a reading/math interventions work group will partner with the Idaho Training Clearinghouse in creating learning communities. A network of local coaches will provide ongoing instruction and demonstration to school personnel on reading and math interventions. Training will also be provided to school administrators on using the Results-Based Model to carry out local systems change. Each year, 25 schools will be selected to receive resources, training, and technical assistance on the Results-Based Model. Partnerships will also be forged with other agencies and programs involved in reading and math instruction (e.g., Reading First, Title I), to ensure that special educators statewide receive training on appropriate scientifically based research practices in such instruction. Paraprofessionals will also receive training, as will families.
3. *Ensuring effective secondary transition services and supports.* A secondary transition work group will develop a learning community through which information and training will be available. Effective research-based transition practices will be delivered by a leadership team and through a network of regionally based coaches. Family capacity and involvement will be addressed through partnership with the Idaho Parent Training and Information (PTI) center, IPUL, and through the Hispanic Community Parent Resource Center (CPRC). At a systems level, the Key Indicators of Secondary Transition will be integrated through the general supervision activities at the State Department of Education. With respect to empowering youth with disabilities, coordinated regional youth workshops on self-advocacy and life skills will be available, as will networking opportunities for youth. Training will also be provided to help the students actively participate in their own IEP transition planning.



**Technology  
and  
Media Services**





# 84.327A

## Steppingstones of Technology Innovation for Students with Disabilities

Grant Number: H327A030013

### Evaluating the Roles of Speech Output Technology for Students with Autism

*Project Director:* Schlosser, Ralf W.  
Northeastern University  
Bouve College of Health Services  
405 Lake Hall, 360 Huntington Ave.  
Boston, MA 02115-5000  
*Voice:* 617-373-3785; *Fax:* 617-373-2239  
*E-mail:* r.schlosser@neu.edu

*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2005

*OSEP Contact:* Dave Malouf  
*Voice:* 202-245-7427  
*E-mail:* david.malouf@ed.gov

*Purpose:* This project will examine whether speech-generating devices with synthetic or digitized speech are more efficient than devices without speech output for teaching communication to students with autism who have little or no functional speech. The project will test the hypothesis that these students will learn to request more efficiently when receiving synthetic speech, followed by digitized speech, compared to no speech during instruction regarding requests. Also monitored will be the impact of the various conditions on learner vocalizations.

*Methods:* The project will continue work evaluating two existing approaches to augmentative and alternative communication: a low-tech approach and an approach using high-tech devices. Rigorous field-based research and evaluation will compare the efficacy of the two approaches to provide sound evidence as to which technology in a defined range of optimal real world contexts will result in more efficient requesting and vocalizations among beginning communicators. Participants in the project will be students who have been diagnosed as having autism and who have little or no functional speech nor any formal symbolic means of requesting. Six participants will be recruited for each of the three studies to be undertaken. Vocalizations will be elicited during the studies using synthesized versus digitized communication. The resulting data from the two treatments will be analyzed and the demonstration of behavior change elicited by each will be measured.

*Products:* This project will evaluate whether speech output (synthetic and digitized) is a causal factor in promoting requesting and vocalizations in beginning communicators with autism, which speaks to the effectiveness of speech output in itself as well as the effectiveness of the type of output. The implications directly relate to the advancement of evidence-based practice in the field of augmentative and alternative communication for students with autism. This project is expected to contribute to resource efficiency in the prescription of communications systems. Relevant stakeholder groups will be targeted in dissemination efforts in order to yield maximum use of the findings. Articles and presentations will be offered within the field.

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Grant Number: H327A030030

**Evaluation of the InReach Technology Project: Can a Computer-Mediated Communications System Support Families in the NICU and Ensure Effective Transition from NICU to Part C Services?**

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*Project Director:* Boyce, Glenna C.  
Utah State University  
Early Intervention Research Institute  
6580 Old Main Hill  
Logan, UT 84322-6580  
*Voice:* 435-797-1172; *Fax:* 435-797-2019  
*E-mail:* Glenna.Boyce@usu.edu

*Beginning Date:* 11/1/2003  
*Ending Date:* 10/31/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This study will research the effectiveness of an innovative technology and related services that are designed to support medically fragile infants and their families. The project refines and evaluates computer-related technology and methods designed to support families and their newborns in the neonatal intensive care unit (NICU). It promotes more effective transition from the NICU into rural communities by linking families to Part C services earlier while they are still in the hospital and building collaborations among NICU staff, families, and Part C staff, even those in the most remote rural areas of Utah.

*Methods:* The goals of the project are to: (a) evaluate the effectiveness and costs of the three computer technology-based procedures for parents, NICU, and Part C staff; (b) revise InReach procedures and products using continuous evaluation and feedback; and (c) disseminate findings to parents, NICU staff, and Part C programs. The study will investigate the usability, effectiveness, and efficiency of technologies developed in a Phase I Technology study. Preliminary findings from that study suggest that DVDs, desktop conferencing, and the Internet can be successfully combined to improve families' transition experiences from the NICU into their community Part C services. The focused, systemic evaluation methods proposed for this Phase II project will demonstrate the effectiveness of these technologies on family, child, and program outcomes. It combines effectiveness data with a rigorous cost analysis to evaluate the efficiency of the model.

*Products:* Data from this project will enable stakeholders to make informed decisions about when, where, and how similar technology and services may be cost-effective for the families and children that they serve and maximize the benefits of the technology to a broader, national audience.

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Grant Number: H327A030048

## **ITLC Online: Interactive Technology Literacy Curriculum Online**

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*Project Director:* Robinson, Linda  
Western Illinois University  
Center for Best Practices in Early Childhood  
1 University Circle  
27 Horrabin Hall  
Macomb, IL 61455-1390  
*Voice:* 309-298-1634; *Fax:* 309-298-2305  
*E-mail:* l-robinson@wiu.edu

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* The Interactive Technology Literacy Curriculum Online (ITLC Online) project will develop and refine a technology-based approach to improve services to young children with disabilities, by offering access to effective Web-based family and professional development materials on nationally available learning opportunities, organized in an easy-to-use, accessible format. The project will test the feasibility of this system for improving the results of education for young children ages three to eight with disabilities and improving access to and participation in the general curriculum. The project will provide a teaching/learning Web site community that will combine training content from tested, effective, research-based early childhood technology-related literacy projects into a series of workshops designed to provide needed knowledge and skills to adults responsible for educational programs for young children.

*Methods:* The online workshops will focus on different aspects of literacy learning and will target knowledge and skills for those who work or live with young children with disabilities. Content will include classroom management techniques targeting methods to integrate literacy activities during group time and free choice. Software will be selected to enhance both literacy and the classroom curriculum and will support activities in the reading center, other areas of the classroom, and at home. The target audience will include families of children with disabilities, regular education and special education early childhood professionals, related service providers, and university and educational personnel.

*Products:* Technology is the medium and the content of this project, and the online workshops will provide access to developmentally appropriate activities in the early childhood curriculum. A supplemental package of print and video materials will accompany the workshops and will be available to interested participants as supportive materials. Information about the availability of project materials will be disseminated through brochures, professional listservs, links from other Web sites, and presentations at conferences.

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Grant Number: H327A030059

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**Project UDP: Developing a Tool to Measure Universal Design Features for Play**

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*Project Director:* Mistrett, Susan  
University at Buffalo - State University of New York  
Center for Assistive Technology  
322 Kimball Tower  
Buffalo, NY 14214-3079  
*Voice:* 716-829-3141; *Fax:* 716-829-3217  
*E-mail:* mistrett@buffalo.edu

*Beginning Date:* 9/1/2003  
*Ending Date:* 8/31/2005

*OSEP Contact:* Peggy Cvach  
*Voice:* 202-245-7314  
*E-mail:* peggy.cvach@ed.gov

*Purpose:* This Phase I project will develop and validate a tool to identify and evaluate the usability of toys for all children (birth to age three), including those with disabilities, by examining the universal design components. The Universal Design for Play tool will allow parents of children with disabilities, individuals who purchase toys (childcare providers, hospital workers, commercial buyers), and toy designers to successfully identify toys with universal design characteristics. Information related to the development of this tool as well as information gained through this project related to play in young children with disabilities will be disseminated in a variety of formats.

*Methods:* A Universal Design for Play (UDP) tool will be developed using the following four-phase procedure. In Phase I, current information on toy characteristics and toy usability will be gathered. Two focus groups composed of parents of children with disabilities, parents of children without disabilities, toy purchasers (childcare providers, hospital workers, commercial buyers), and toy designers will be conducted to develop a list of the attributes of well-designed toys. In Phase II, the list of attributes developed through the focus groups in Phase I will be analyzed and comments weighed to derive a list of universal design attributes of toys. Content validity will be established with the experts participating in the focus groups. A blueprint of the UDP tool will be created. In Phase III, a large-scale field test (involving approximately 250 participants) will be performed using the UDP tool. Test/re-test reliability of the UDP tool will be established by having approximately 50 field-test participants apply the tool to a selected toy two times over a three-week period. In Phase IV, using the data from the large-scale field test, construct validity of the UDP tool will be established and the final version of the UDP tool will be developed.

*Products:* A description of the development and validation process of the Universal Design for Play Tool, in the form of a scholarly research manuscript, will be disseminated, as well as the final UDP tool itself. Guidelines for its use tailored to three identified groups of users—families, toy buyers, and toy designers—will be produced and distributed. Avenues of dissemination of the manuscript will include submission to professional journals and conference presentations in the fields of special education, special education technology, early childhood education, allied health, and engineering. The Universal Design for Play tool will be made available in several formats. The UDP Tool and a description of the development and validation process will be added to the Let's Play! Web site and collaborative partner Web sites. Additional information regarding development of play in children with disabilities, birth through age three, will also be added to the sites as part of this project.

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*Grant Number:* H327A040004

**Monitoring and Reporting Intervention Results for Children with/without Disabilities  
Ages Birth to Three: Developing a National Web-Based Support Technology**

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*Project Director:* Greenwood, Charles  
University of Kansas Center for Research, Inc.  
2385 Irving Hill Road  
Lawrence, KS 66045-7563  
*Voice:* 913-321-3143; *Fax:* 913-371-8522  
*E-mail:* greenwood@ku.edu

*Beginning Date:* 11/1/2004  
*Ending Date:* 10/31/2006

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* The aim of this project is to translate research knowledge gained from the Early Childhood Research Institute for Measuring Growth and Development (ECRI-MGD: H024560010-completed) to practice by making the measurement approach effective for and accessible and usable by early childhood special educators, early interventionists, and others (e.g., Early Head Start practitioners, childcare programs, parents, etc.) serving this population. The technological approach chosen to support this effort is the Internet and specifically, Computer and Information Technology (IT). When completed, this will result in significant benefits that include: (a) a fast track to large scale professional development and implementation; (b) the cost-efficiencies characteristics of Web-based systems with respect to access to information, procedures, materials and training; (c) services that support use and communication; and (d) akin to bioinformatics, a common archive for accumulating a large and rigorously managed, national database on the behavioral growth and development of children ages birth to three.

*Methods:* This project will develop and refine the technological approach to scaling-up through dissemination, training, technical support, and service. Access to information on the approach and supports for: (a) data entry, management, analysis, interpretation, and reporting of intervention results; (b) training and certification assessors' qualified to administer the measure; and (c) peer-reviewed publications reporting conceptual frameworks and findings as well as specific measure to be used. The project's design incorporates state of the art Web-based authoring software, multimedia design, and development guided by principles from universal and user-centered designs.

*Products:* The benefits of this project will be the Web site, accessible by persons with and without disabilities, translating current assessment research knowledge to practice. Another is support for research on precursors of early literacy and school readiness skills. Tools in the Web site will provide technical assistance for national, wide-scale early intervention applications, leading to a technology-based approach ready to undergo effectiveness research trials with this population in a future Phase 2 project.

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Grant Number: H327A040064

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## **The getSET Project: Systematic Early Tracking for Effective Referral and Reporting**

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*Project Director:* Rebar, Michael  
Eastern Washington University  
135 Martin Hall  
Cheney, WA 99004  
*Voice:* 509-359-2431; *Fax:* 509-359-4366  
*E-mail:* mrebar@mail.ewu.edu

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2006

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* There is a critical need for community-based agencies to create effective systems for tracking children's developmental screening outcomes and to coordinate referral with local early intervention programs. This Phase I project proposes to develop and test a technology that allows community-based agencies serving at-risk children aged birth through two to: (a) track developmental screening outcomes and referral decisions; (b) coordinate referral information with local early intervention programs; and (c) report longitudinally child-find efforts for individual children, programs, and early intervention systems. The technology will improve the ability of Part C to coordinate a comprehensive child-find system.

*Methods:* The getSET technology will have three components. The first will be tracking, to identify and keep track of children who may be in need of further evaluation for early intervention services. This component will lead users through: (a) selection of an accurate screening measure that targets at least one developmental domain required under Part C of IDEA; (b) prompted use of the screening measure at periodic intervals; (c) documentation of screening outcomes; and (d) documentation of subsequent referral decisions. The second foundational component of the technology will be referral. A Referral Directory will facilitate matching a child and family with the appropriate follow-up services when a referral is necessary. It will be comprised of a searchable, comprehensive listing of possible community resources available and will be structured according to three categorical referral decisions (refer to early intervention, refer to other external agencies, or refer to additional services within the current agency). Reporting, the third component, will: (a) establish a standardized database structure for collating screening and referral outcomes within and across programs tracking infants and toddlers; (b) generate family-friendly reports of child screening outcomes; (c) generate program-level reports of child screening and referral outcomes; and (d) generate early intervention systems-level reports of referring agencies' screening and referral outcomes.

*Products:* The getSET software, with its supporting documentation, will provide sustained benefit to community-based agencies and early intervention personnel involved in conducting children's developmental screening and referral. Parents will benefit getSET and from the "I Can Do" child portfolio, which will contribute to more accurate referral to appropriate services as well as provide a framework for building rapport and collaborative relationships with service agencies and providers.

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Grant Number: H327A040087

### **EC-TIIS 3: Early Childhood Technology Integrated Instructional System, Phase 3**

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*Project Director:* Hutinger, Patricia; Robinson, Linda  
Western Illinois University  
27 Horrabin Hall  
Macomb, IL 61455-1390  
*Voice:* 309-298-1634; *Fax:* 309-298-2305  
*E-mail:* pl-hutinger@wiu.edu  
*Web site:* www.wiu.edu/ectiis/

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2007

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* EC-TIIS 3 builds upon two previous Steppingstones projects, which combined training content from ten tested and effective early childhood technology-related projects into a series of nine online workshops designed to provide technology skills and knowledge to four communities: early childhood, families, university, and extended. The function of EC-TIIS is for family and staff development and for personnel preparation, while the actual content is based on technology applications for young children with disabilities and is intended to lead to improved technology services for such children. This project addresses two elements of the Steppingstones priority: improving the results of the education of young children from ages three to eight with disabilities, and improving access to and participation in the general curriculum. EC-TIIS 3 has four purposes: (a) to test the effects of EC-TIIS online training on a diverse audience in large, complex settings, in order to ultimately provide a teaching/learning community Web site easy for families and educators to use; (b) to improve access the functional use of technologies in developmentally appropriate curriculum targeting young children with disabilities and their families; (c) to determine the effects of strategies to increase the quantity and quality of Web-based training and data collection; and (d) to further refine EC-TIIS usability.

*Methods:* Three related multistrand mixed model studies will be undertaken over the three-year period of the project. Study 1 is designed to make comparisons to EC-TIIS 2 findings; to determine the effectiveness of the workshops on a large number of diverse users; and to answer exploratory research questions related to Web site use and other factors. Study 2 is designed to confirm and compare the findings of Study 1. Study 3 is designed to explore, confirm, and compare findings related to use of the workshops as a supplement to university courses, as a stand-alone graduate course, or as part of an Early Childhood Technology Certificate program. EC-TIIS 3 will study contextual factors associated with the diversity of workshop participants; diversity of uses for the workshops; the effects of the workshops on participants; the effects of various incentives; the effectiveness of technologies used in indepth data collection; and the technical mechanics and characteristics of the Web site itself.

*Products:* Findings and inferences drawn from the three studies will: (a) provide answers to a number of questions related to the effects of Web-based instruction; (b) provide knowledge regarding the mechanics of the Web site and its usefulness in training on early childhood topics; (c) contribute to the development of knowledge and practices used in staff development and personnel preparation related to appropriate early childhood experiences paired with technology practice.

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*Grant Number:* H327A040096

**Project HELP: Hearing Impaired Early Literacy Project**

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*Project Director:* Watkins, Susan  
 Utah State University  
 6500 Old Main Hill  
 Logan, UT 84322-6500  
*Voice:* 435-797-5585; *Fax:* 435-797-5580  
*E-mail:* swatkins@cc.usu.edu

*Beginning Date:* 9/30/2004  
*Ending Date:* 9/29/2006

*OSEP Contact:* Ramon Rodriguez  
*Voice:* 202-245-7498  
*E-mail:* ramon.rodriguez@ed.gov

*Purpose:* Children who are deaf or hard of hearing exhibit low reading levels, due in part to the difficulty they face with understand basal reading vocabulary when they enter school. Early critical "service" words (i.e., pronouns, prepositions, adjectives, adverbs, verbs, conjunctions, and articles) ) are particularly difficult for them to learn. Yet these words constitute up to 75% of all words used in basal readers. Project HELP will develop an innovative interactive program using DVD technology, combined with instructional methodologies, that can be used by families in their homes to help children visually learn these critical words that will support their acquisition of literacy skills once they enter school. Project HELP is a Phase I Development project designed to improve early intervention results for children who are deaf or hard of hearing and to improve their access to the general curriculum.

*Methods:* DVD will be used in this project to help family members see real-time signing and sign-to-print associations, with the power to control the pace of the instruction. Content on the DVD will include: (a) Family Checks, which will enable families to determine what service word concepts they know in sign and can visually present to the child; (b) Child Checks, which will enable the family to determine what service word concepts and associated print the child knows, in order to tailor their teaching to the child's needs; and (c) reinforcement and feedback, to enable the family to monitor their own progress. Supportive materials will also be developed in print. Feasibility testing will be conducted in the Utah Parent-Infant Program.

*Products:* Results of Project HELP will be disseminated to enable others to use the information and strategies. Specific dissemination means will include: project brochure; the SKI-HI Institute (at Utah State University) newsletter with a circulation of 4,500; regional and national conferences; training workshops; networking with national and state organizations that serve the deaf; and a Web page.

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*Grant Number:* H327A040100

**Birth to Three TechTools**

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*Project Director:* Hutinger, Patricia; Bell, Carol  
 Western Illinois University  
 Center for Best Practices in Early Childhood  
 27 Horrabin Hall  
 Macomb, IL 61455-1390  
*Voice:* 309-298-1634; *Fax:* 309-298-2305  
*E-mail:* pl-hutinger@wiu.edu

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* Birth to Three TechTools is a Phase 1 Steppingstones project whose purpose is to develop and refine a package of two interrelated technology-based products and then test their feasibility for use with infants and toddlers with disabilities (or at risk), their families, and early intervention personnel. The two technologies will be software on CD and software developed for use on a Personal Digital Assistant (PDA).



This project addresses two elements of the Steppingstones priority: improving the results of the early intervention experiences of children with disabilities (birth through (c) or those at risk, and their families, and improving access to and participation in the daily life and learning experiences of children without disabilities.

*Methods:* TechTools will be designed so that providers and families can determine learning experiences for infants and toddlers, document the progression and acquisition of a child's skills, and find, then implement, skills in assistive technology (AT). TechTools will combine three components on CD-ROM: (a) a set of tested birth to three learning experiences, called the CORE Curriculum; (b) a range of current AT procedures and effective birth-to-three technology activities; and (c) everyday routines and events in the natural environment. Emphasis will be on the six developmental areas critical to children's interactions with people, objects, and events in their environment, which are also captured in CORE (gross motor, fine motor, cognition, communication, social, and self-care skills). The CD will also include a Record Keeping Database. The second TechTools product will be the Record Keeping Database for use on a PDA. The PDA will work in conjunction with the installed program from the CD and can be used for data entry when the operator is in the field, working with children. Data can later be transferred back to the computer.

*Products:* These technology tools will be useful to practitioners as they decide upon, use, and evaluate the effectiveness of AT in birth-to-three learning experiences. Using TechTools within the context of natural environments, infants and toddlers can have access to and participate equally in the experiences engaged in by children who do not have disabilities.

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*Grant Number:* H327A040101

**Phase II Project PEGS!**

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*Project Director:* Gee, Eric  
Spectrum Consulting, LLC  
1770 North Research Parkway, Suite 130  
North Logan, UT 84341  
*Voice:* 435-753-9333; *Fax:* 435-753-9444  
*E-mail:* egee@spectrumconsulting.com

*Beginning Date:* 9/1/2004  
*Ending Date:* 8/31/2006

*OSEP Contact:* Dave Malouf  
*Voice:* 202-245-7427  
*E-mail:* david.malouf@ed.gov

*Purpose:* The PEGS! For Preschool interactive CD-ROM was developed to provide general and special early childhood educators with independent practice in using basic behavior management strategies skillfully. Phase II seeks to answer the following primary research question: Under what conditions does PEGS! For Preschool instruction for teachers result in improved behavior of the preschool children they teach? Project personnel will look specifically at four hypotheses: (a) There will be an increase in the skill with which early childhood personnel apply 12 basic positive management strategies after receiving inservice training with the PEGS! Program; (b) there will be a decrease in personnel ignoring children who need attention; (c) there will be a corresponding decrease in the frequency of negative behavior of children as personnel increase their proficiency in behavior management; and (d) there will be a corresponding decrease in the frequency with which personnel use behavior management strategies as their skills increase and negative behavior of children decreases.

*Methods:* Participation in project activities will be open to all beginning general and special education early childhood teachers in Georgia. Forty teachers will be randomly selected to form Experimental (E1) or Control (C1) Groups (20 teachers each). E1 participants will attend the PEGS! training course and use the CD-ROM (yrs.1 & b), undergoing pre-and post-intervention observation and evaluation during both years.

C1 participants will not use PEGS! during year 1 but will use it during year 2. Results of C1 pre- and post-intervention observation and evaluation for Years 1 and 2 will be compared to form a double baseline study.

*Products:* Phase II Project PEGS! Aims to research and determine the effectiveness of PEGS! For Preschool. Ultimately, if proven effective, the program will serve as a model for behavior management strategies, instruction, and training format for independent adult learning nationwide.

## **84.327C (2004) Television Access**

*Note: This "Television Access" grant was made in 2004 under Competition 84.327C. Additional "Television Access" grants are described under Competition 84.327J, which was held in 2003, and under Competition 84.827L, which was held in 2002.*

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*Grant Number:* H327C040034  
**Children's Television Access**

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*Project Director:* Snyder, Joel  
National Captioning Institute, Inc.  
1900 Gallows Road, Suite 3000  
Vienna, VA 22182-3865  
*Voice:* 703-917-7600; *Fax:* 703-917-9878  
*E-mail:* jsnyder@ncicap.org

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2007

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* The National Captioning Institute, in collaboration with KCTS, Midland Video Productions, Noggin/The N, Ovation, and Take Aim Media, will complete closed captioning and video description of a diversified mix of approximately 89 hours of children's television programming per year, for a total of 267 hours over the project's three-year period. The mix of educational programming selected for captioning and video description is intended to meet the diverse interests of young viewers nationwide who are deaf, hard of hearing, blind, or who have low vision. This will give them an equal playing field by enabling them to benefit from programs that are both educational and popular with their peers.

*Methods:* The following programs will be included for captioning and video description under this project. KCTS will provide 13 half-hour episodes per year of *The Eyes of Nye*. Midland Video Productions will provide a one-hour documentary called *Faces of a Children's Hospital*. Noggin/The N will provide 110 episodes of *Miffy and Friends* and 22 half-hour episodes of *Degrassi: The Next Generation*. Ovation will provide 50 hours per year of original educational programming. Take Aim Media will provide 13 half-hour episodes of *Dynamotion*.

*Products:* By captioning and describing these programs, these five networks and producers will expand the range of programming accessible to children and young adults nationwide who are deaf, hard of hearing, blind, or who have low vision.

## 84.327J (2003) Television Access

*Note: These "Television Access" grants were made in 2003 under Competition 84.327J. Additional "Television Access" grants are described under Competition 84.327C, which was held in 2004, and under Competition 84.827L, which was held in 2002.*

*Grant Number: H327J030005*

### Accessible Children's Television Programs—2003

*Project Director:* Nubbe, Beth S.  
National Captioning Institute, Inc.  
1900 Gallows Road, Suite 3000  
Vienna, VA 22182-3865  
*Voice:* 703-917-7600; *Fax:* 703-917-9878  
*E-mail:* bnubbe@ncicap.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* This project will caption and describe programs that will enable six networks and producers to expand the range of programming accessible to children and young adults nationwide who are deaf, hard of hearing, blind, or low vision, which will enable them to benefit from programs that are both educational and popular with their peers.

*Method:* The National Captioning Institute will collaborate with Scholastic Entertainment, RCN Entertainment, Nickelodeon, and Sony Pictures. The vast majority of the programming selected for prerecorded captioning and video description under this project satisfies the Federal Communications Commission's requirement for educational content.

*Products:* By captioning and describing these programs, networks and producers will expand the range of programming accessible to children and young adults nationwide who are deaf, hard of hearing, blind, or low vision.

*Grant Number: H327J030006*

### Accessible Children's Television Programs—2003

*Project Director:* Nubbe, Beth S.  
National Captioning Institute, Inc.  
1900 Gallows Road, Suite 3000  
Vienna, VA 22182-3865  
*Voice:* 703-917-7600; *Fax:* 703-917-9878  
*E-mail:* bnubbe@ncicap.org

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* This project will caption and describe programs that will enable six networks and producers to expand the range of programming accessible to children and young adults nationwide who are deaf, hard of

hearing, blind, or low vision, which will enable them to benefit from programs that are both educational and popular with their peers.

*Methods:* The National Captioning Institute (NCI) will collaborate with Sesame Workshop, Visionaries, Inc., Cross Media, Castle Works, Inc., Sony Family Entertainment Group, and Noggin. The vast majority of the programming selected for prerecorded captioning and video description under this project satisfies the Federal Communications Commission's requirement for educational content.

*Products:* This project will complete closed captioning and video description of a diversified mix of 267 hours of children's television programming over the three-year period.

*Grant Number:* H327J030009

### **NTN Accessible Television Programming for Children**

*Project Director:* Stovall, Jim  
 Narrative Television Network  
 5840 S. Memorial Dr., Suite 312  
 Tulsa, OK 74145-9082  
*Voice:* 918-627-1000; *Fax:* 918-627-4101  
*E-mail:* Narrative@aol.com

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* This project will enable Narrative Television Network (NTN) to continue its work of providing accessible television programming to children who have visual or aural disabilities.

*Method:* NTN will couple its audio description expertise with the skills of the Captioning Coalition, comprising five leaders in the captioning industry who are committed to working with NTN to create totally accessible educational and information programming for children. NTN has agreements with such networks as Discovery Kids, NBC, and VCI Children's Educational Division to distribute educational and instructional programs for children on a consistent basis over the three-year project period. This programming features four new educational series that will be distributed nationally on major network television by NBC.

*Products:* NTN and its Captioning Coalition will provide video description and captioning for 187 1/2 hours of widely available educational and informational programming for children. This programming will enhance children's opportunities to be educated and informed about the world around them through broadcast, cable, and satellite programs made accessible specifically for their aural or visual disabilities.

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Grant Number: H327J030014

**Network Accessible Children's TV Programs**

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*Project Director:* Stovall, Jim  
Narrative Television Network  
5840 S. Memorial Dr., Suite 312  
Tulsa, OK 74145-9082  
*Voice:* 918-627-1000; *Fax:* 918-627-4101  
*E-mail:* narrative@aol.com

*Beginning Date:* 10/1/2003  
*Ending Date:* 9/30/2006

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* This project will offer learning opportunities previously unavailable to children with visual and aural impairments as it captions and video describes educational television programs.

*Method:* The project will caption and video describe educational and informational programming for children produced and distributed by the Public Broadcasting System (featuring four of PBS's top educational children's programs), the Corporation for Public Broadcasting (the leader in educational public television), and three new educational and informational series distributed nationally via broadcast, cable, and satellite. The Narrative Television Network is committed to producing educational programming that will allow children to be educated and informed about a variety of instructional topics, and will work with the Captioning Coalition, comprising leaders in the captioning industry who are committed to creating totally accessible educational and information programming for children.

*Products:* This project will enable Narrative Television Network to work with its network partners and Captioning Coalition members to video describe and caption approximately 232 hours of new educational and informational programming.

## 84.327L (2002) Television Access

*Note: These "Television Access" grants were made in 2002 under Competition 84.327L. Additional "Television Access" grants are described under Competition 84.327C, which was held in 2004, and under Competition 84.827J, which was held in 2003.*

*Grant Number: H327L020008*

### **Accessible Children's Television Programs: Captioning and Description of Children's Programming Provided by the Media Access Group at WGBH**

*Project Director:* Idoni, Linda  
WGBH Educational Foundation  
Media Access Group  
125 Western Ave.  
Boston, MA 91502  
*Voice:* 818-562-3344; *Fax:* 818-562-3388  
*E-mail:* linda.idoni@wgbh.org

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* The Media Access Group at WGBH will caption and describe children's television programming that is distributed nationally through the Public Broadcasting System (PBS) and Nickelodeon networks.

*Methods:* The Media Access Group (MAG) service departments, Descriptive Video Service and The Caption Center, will describe 124 hours of programming and caption 58 hours in the first year of the project. MAG will continue captioning Nickelodeon's *Rugrats*, among others. This Emmy-award-winning show continues to be one of Nickelodeon's top-rated programs. MAG will also expand accessibility on PBS's *Barney and Friends* and *Angelina Ballerina* by both captioning and describing these series. *Barney* is designed for a preschool audience and assists in developing thinking and social skills, while *Angelina Ballerina* is targeted to three-to-seven year olds and teaches life lessons and positive values. An additional objective of this project is to continue to reach out to children who are deaf, hard of hearing, blind and visually impaired, as well as their teachers and parents, to gather feedback and evaluation, and through the project's consumer advisory group, to obtain approval and input on the program selection, educational value of the programming, and methods used for and quality of the captioning and description. Such feedback will be used to improve the captioning, description and outreach processes.

*Products:* This project will serve approximately 1.6 million children who are deaf, hard of hearing, blind, or visually impaired and millions of adults who are deaf, hard of hearing, blind, or visually impaired who share and enjoy television viewing with their children. The project will provide accessible educational media and will increase the awareness of these services by educators, parents, and the general public.

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*Grant Number:* H327L020045

**Accessible Children's TV: Nickelodeon and GAS Network Programming**

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*Project Director:* Duckler, Max S.  
CaptionMax, Inc.  
530 N. Third St., #210  
Minneapolis, MN 55401-1253  
*Voice:* 612-341-3566; *Fax:* 612-341-2345  
*E-mail:* max@captionmax.com

*Beginning Date:* 10/1/2002  
*Ending Date:* 9/30/2005

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* joann.mccann@ed.gov

*Purpose:* This project will bring offline captioning and video description of children's television programs to deaf and blind children and their families. Programming will be provided by the children's television network, Nickelodeon, and its sister companies, Nick Games and Sports for Kids (GAS) and Noggin/The N.

*Methods:* All programs selected will be televised nationally and have a lengthy shelf life, airing many times on the individual networks and through cross-programming on the sister networks. Half of the selected programs will be broadcast as part of Cable in the Classroom and will be accompanied by support materials and teacher guides. All of the series chosen are educational in nature.

*Products:* CaptionMax will caption and describe 120 hours of children's programming. Through this project, CaptionMax will show the value of captioning and describing educational and culturally rich programs from networks designed specifically to reach kids.

**84.327Q**  
**Congressionally Earmarked Activities**

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*Grant Number:* H327Q040001

**Reading Rockets: A Multi-Media Literacy Project**

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*Project Director:* Gunther, Noel  
GWETA (Greater Wash Edctl Telecom Assc)  
2775 South Quincy Street  
Arlington, VA 22206-2236  
*Voice:* 703-998-3290; *Fax:* 703-998-2060  
*E-mail:* ngunther@weta.com  
*Web site:* <http://readingrockets.org>

*Beginning Date:* 7/1/2004  
*Ending Date:* 6/30/2006

*OSEP Contact:* Diane Lyon  
*Voice:* 202-245-7261  
*E-mail:* diane.lyon@ed.gov

*Purpose:* Reading Rockets is a multimedia project designed to disseminate research-based findings on helping young children with reading disabilities learn to read. The project focuses on early diagnosis of language and reading problems, effective interventions, and research-based teaching strategies. Reading Rockets serves parents, teachers, school administrators, childcare providers, and policy makers.

*Methods:* This project will (a) operate and expand the Reading Rockets Web site; (b) produce a one half-hour program in the *Launching Young Readers* series; (c) enhance the bilingual Colorin Colorado Web site;

(d) present two teleconferences; (e) operate First Year Teacher (a professional development program for new K-2 teachers) during the 2005-06 school year; (f) undertake vigorous outreach and promotion efforts; and (g) explore a distance-learning initiative for teacher professional development.

*Products:* This project will produce a TV program called *Reading and the Brain*; two teleconferences; enhanced Web sites for Reading Rockets and for Colorin Colorado; and a monthly e-newsletter.

## 84.327X

### Research Institute on Technology for Early Intervention

*Grant Number:* H327X010003

#### Research Institute on the Use of Technology in Early Intervention

*Project Director:* Campbell, Philippa H.  
Thomas Jefferson University  
Jefferson Medical College  
1025 Walnut St.  
Philadelphia, PA 19107  
*Voice:* 215-503-1602; *Fax:* 215-503-1640  
*E-mail:* philippa.campbell@mail.tju.edu  
*Web site:* <http://tnt.asu.edu>

*Beginning Date:* 1/1/2002  
*Ending Date:* 12/31/2006

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* The complexity of issues surrounding the use of assistive technology (AT) to support the development of infants and toddlers with disabilities is the focus of a comprehensive and integrated five-year program of research and dissemination that has a projected result of impacting AT use and the practices of early intervention service providers and families. AT devices/services have the potential for promoting children's opportunities to learn from activities in their homes and in community settings where they and their families spend time. As such, AT, whether low- or high-tech, is a tool that can be successfully used by families to increase their children's learning opportunities.

*Methods:* The Institute's research program is guided by a conceptual model that views families at the center of their children's learning and development. Families play a key role in mediating "mismatches" between their children's abilities and the social and physical demands of environmental settings. AT devices/services can be meaningful mediators to the extent that families are informed about, and have easy access to, AT resources. Other factors that may impact AT knowledge and access include policy, community resources and financing, and the perceptions and knowledge about AT held by early intervention service providers and families. These factors, and their interrelationships, comprise the five major areas of the research program: (a) AT use; (b) policy and resources; (c) decision-making practices; (d) training and support; and (e) dissemination. A comprehensive program of research will be implemented in each of these areas in order to gain a broad-based view of AT within early intervention programs across the country. More detailed and focused studies will be implemented in two communities in each of a specially selected sample of 12 states (total of 24 communities). The Institute is a collaboration between two universities, Thomas Jefferson University and Arizona State University, which provide the Institute with linked sites in the eastern and western regions of the country.



*Products:* Technology is a major component of the way in which the Institute's objectives will be accomplished. A Web site is a central feature and will be used for data collection, training and information dissemination, and other functions. Interviews will be computer-assisted so that results may be easily tabulated and analyzed. Teleconferencing, e-mail, listservs, and other traditional modes of communication will be used to promote collaboration among Institute participants.



# **Indexes**



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		Mentoring
		Preservice training innovations
		Recruitment/retention strategies
		Technical assistance model

Train-the-trainers model  
Other personnel development method(s)

### **Professional disciplines, personnel types .....327**

Adaptive Physical Educators  
Administrators  
Audiologists  
Community child care/Preschool providers  
Consumer advocates with disabilities  
Early interventionists/Early childhood special educators  
IHE/Post-secondary personnel  
Interagency coordinating council  
Interpreters  
Multidisciplinary team  
Nurses

Occupational therapists  
Paraprofessionals/Aides  
Parent/family member in leadership/training role  
Parents/family member in provider role  
Physical therapists  
Physicians/Pediatricians  
Psychologists  
Social workers  
Speech-language pathologists  
Teachers, general early childhood  
Trainers/TA providers  
Vision/orientation and mobility specialist  
Other personnel discipline(s)

## **Ages of children**

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### **Neonatal**

15, 46, 50b, 288

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### **0 - 2 yrs**

3, 4, 5a, 5b, 6, 9a, 10, 13, 16, 17a, 22, 23a, 23b, 24, 25a, 25b, 30, 31, 33, 34, 35a, 35b, 36, 37, 38a, 38b, 40a, 40b, 41, 42, 45, 46, 47, 48a, 48b, 49, 50, 51b, 52, 54, 57, 59, 60, 65, 69, 74a, 74b, 75, 76a, 76b, 78a, 78b, 79, 80, 81b, 82, 83a, 83b, 85a, 85b, 86a, 86b, 88a, 88b, 89b, 90, 91a, 91b, 92, 93a, 93b, 94a, 94b, 95, 97, 98a, 98b, 99a, 99b, 100b, 101, 102a, 102b, 103, 104b, 105, 106b, 107a, 107b, 109, 109b, 110, 111a, 111b, 112a, 112b, 113, 114a, 115, 116a, 118a, 118b, 119, 120, 121, 123a, 123b, 125a, 125b, 126a, 126b, 127, 128b, 130a, 131, 133a, 133b, 134, 137b, 138, 146, 147, 148a, 148b, 149, 152, 157, 158, 159, 160, 161, 162, 163, 164, 165a, 165b, 166, 167, 168, 169, 170a, 170b, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181a, 181b, 182, 183a, 183b, 184, 185, 186, 187a, 187b, 188, 189, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 200, 205, 206, 207, 208, 209a, 209b, 211, 212, 214, 215a, 215b, 216, 217, 219, 220a, 220b, 221, 222a, 222b, 223, 224, 225, 227a, 227b, 230a, 230b, 243, 249, 257, 261, 264, 265, 266b, 267a, 267b, 269, 271, 272, 279, 281a, 290, 291, 292, 294b, 301b, 302

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### **3 - 5 yrs**

5a, 5b, 6, 7, 8, 9a, 10, 11, 12, 17b, 19, 20, 21, 23a, 23b, 24, 25a, 25b, 26, 27, 28a, 30, 31, 32, 33, 34, 35b, 36, 37, 38a, 39, 40a, 40b, 43, 44, 45, 47, 48a, 48b, 49, 50, 51a, 52, 53, 54, 55, 56, 58, 59, 60, 61, 65, 66, 67, 68, 69, 73, 74a, 74b, 75, 76a, 76b, 77, 78a, 78b, 80, 81a, 81b, 82, 83a, 83b, 85a, 85b, 86a, 86b, 87, 89a, 90, 91b, 92, 93a, 93b, 94a, 95, 96a, 96b, 97, 98a, 99a, 99b, 100a, 101, 102a, 102b, 103, 104a, 104b, 105, 106a, 106b, 107b, 108, 110, 111a, 111b, 112b, 113, 114b, 115, 116b, 117, 118a, 118b, 119, 122, 123b, 124, 125a, 125b, 126a, 126b, 127, 128a, 129, 130a, 130b, 131, 132, 133a, 133b, 134, 135a, 135b, 136, 137a, 137b, 139, 140, 141, 142a, 142b, 143a, 143b, 144, 145, 146, 147, 148a, 149, 150, 151, 152, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165a, 165b, 166, 167, 168, 169, 170a, 170b, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181a, 181b, 182, 183a, 183b, 184, 185, 186, 187a, 187b, 188, 189, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 200, 205, 206, 207, 208, 209a, 209b, 211, 212, 214, 215a, 216, 217, 218a, 220b, 221, 222b, 223, 225, 227a, 228, 229, 230a, 230b, 243, 249, 251, 253, 254, 255, 256a, 256b, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266b, 267a, 267b, 268, 269, 270, 271, 272, 275a, 279, 281a, 289, 290, 293, 294a, 295, 297a, 297b, 298, 299, 300, 301a, 301b

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**6 - 8 yrs**

7, 8, 9a, 24, 25b, 26, 30, 32, 39, 44, 51a, 55, 61, 69, 80, 86b, 87, 89a, 90, 91b, 92, 93a, 96a, 96b, 97, 99b, 100a, 101, 102b, 104a, 104b, 105, 106a, 106b, 108, 111b, 112b, 115, 117, 119, 122, 123b, 124, 127, 128a, 128b, 130a, 131, 132, 133a, 133b, 134, 135b, 137a, 137b, 139, 140, 141, 142a, 142b, 143b, 144, 145, 147, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165a, 165b, 166, 167, 168, 169, 170a, 170b, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181a, 181b, 182, 183a, 183b, 184, 185, 186, 187a, 187b, 188, 189, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 200, 205, 206, 207, 208, 209a, 209b, 211, 212, 214, 218a, 218b, 227a, 228, 229, 230a, 243, 249, 251, 253, 254, 255, 256a, 256b, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266b, 267a, 267b, 268, 269, 270, 271, 272, 275a, 279, 280, 281a, 281b, 289, 293, 297a, 297b, 298, 299, 300, 301a

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**Other age focus**

9b, 30, 55, 69, 104b, 106a, 106b, 108, 111b, 112b, 115, 117, 119, 128b, 131, 137b, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 202, 205, 206, 207, 208, 209a, 209b, 212, 214, 218a, 218b, 226, 227a, 228, 251, 253, 254, 255, 256b, 258, 260, 261, 262, 263, 264, 265, 266a, 266b, 267a, 267b, 268, 269, 270, 271, 272, 273, 275a, 279, 280, 281a, 281b, 297a, 297b, 298, 299

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**Disabling conditions**

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**At risk (biological, environmental)**

5a, 7, 11, 15, 19, 23b, 29, 38a, 39, 40b, 46, 50, 50b, 74b, 82, 116a, 130a, 149, 275a

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**Autism Spectrum Disorder/PDD**

6, 10, 23a, 36, 38b, 76a, 77, 78a, 96a, 99a, 104a, 108, 110, 111b, 115, 139, 144, 269, 287

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**Behavioral/Social/Emotional Disorder**

9a, 12, 22, 23a, 23b, 24, 27, 38a, 39, 44, 45, 50, 53, 56, 58, 61, 102b, 111a, 122, 126b, 135b, 156, 199, 245a, 256a, 260, 263, 275a

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**Cognitive disability**

3, 4, 6, 111a

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**Deaf-blind**

25b, 26, 30, 74b, 75, 78a, 81b, 83a, 86a, 100a, 157, 158, 159, 160, 161, 162, 163, 164, 165a, 165b, 166, 167, 168, 169, 170a, 170b, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181a, 181b, 182, 183a, 183b, 184, 185, 186, 187a, 187b, 188, 189, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 211, 212, 300, 301a

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**Developmental delay/Nonspecific/Range of disabilities**

4, 5a, 5b, 11, 12, 16, 17b, 21, 28a, 29, 31, 32, 33, 37, 40b, 41, 42, 45, 46, 47, 48b, 50, 50b, 54, 60, 67, 68, 69, 74a, 76a, 79, 82, 83b, 96b, 98a, 100b, 102a, 102b, 105, 107a, 109a, 109b, 112a, 113, 116a, 116b, 125b, 126a, 128a, 128b, 129, 130b, 131, 132, 133b, 134, 137a, 138, 140, 142b, 143a, 143b, 145, 147, 148a, 148b, 149, 150, 151, 155, 156, 198, 199, 202, 203, 204, 205, 206, 207, 208, 209a, 209b, 213, 214, 215a, 215b, 217, 218a, 218b, 219, 220a, 220b, 221, 222a, 222b, 223, 224, 225, 226, 227b, 228, 229, 230a, 243, 256a, 257, 259, 261, 264, 266b, 267b, 269, 270, 271, 272, 273, 275a, 279, 289, 290, 291, 293, 294b

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**Hearing loss or deafness**

8, 9b, 17a, 30, 49, 74b, 78a, 81b, 84, 86a, 86b, 87, 92, 93a, 100a, 106b, 107b, 112b, 114a, 117, 121, 128b, 134, 268, 294a, 296, 297a, 297b, 298, 299, 300, 301a

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***Learning disability***

20, 27, 39, 124, 135b, 301b

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***Medically fragile/Technology dependent***

46, 57, 288

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***Multiple disabilities***

4, 48a, 57, 59, 83a, 89a, 91a, 91b, 93b, 94a, 95, 134

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***Physical/Orthopedic disabilities***

3, 4, 13, 78a, 85a, 97, 98b, 99b, 119, 127, 134

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***Severe/profound disabilities***

6, 24, 30, 34, 48a, 55, 59, 60, 81a, 84, 85b, 88a, 89a, 89b, 90, 93b, 94a, 95, 97, 99a, 99b, 101, 102a, 102b, 114b, 118a, 118b, 119, 124, 134, 144, 156, 243, 267b, 269

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***Speech/Language disorder***

35a, 43, 47, 48a, 49, 76a, 77, 78a, 78b, 80, 81b, 82, 88a, 89a, 89b, 93b, 95, 96a, 96b, 99b, 100a, 102a, 106a, 111b, 113, 114a, 118a, 120, 121, 125b, 130a, 131, 134, 138, 140, 141, 143a, 143b, 144, 151, 243, 247, 248b, 263, 269

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***Traumatic brain injured***

73, 106a

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***Visual impairment or blindness***

25a, 30, 75, 78a, 81b, 83a, 91b, 94b, 120, 243, 268, 296, 297a, 297b, 298, 299, 300, 301a

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***Other disability(ies)***

76b, 78a, 78b, 80, 81a, 84, 85b, 103, 104b, 105, 107a, 109a, 109b, 112a, 114b, 136, 145

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**Cultural and linguistic diversity**

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***African American/Black***

135a, 135b

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***American Indian/Native American***

135b, 137a

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***Asian American***

135b

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***Hispanic/Latino***

44, 119, 135a, 135b, 142b

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***Pacific Islander/Native Hawai'ian***

135a

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***Culturally diverse groups***

9b, 19, 29, 37, 40a, 40b, 48b, 51a, 52, 60, 78b, 96b, 98a, 98b, 99a, 101, 104b, 106a, 106b, 107b, 108, 110, 111b, 112a, 112b, 113, 116b, 117, 125b, 126b, 128a, 130a, 130b, 131, 133b, 134, 135a, 135b, 136, 137b, 138, 143a, 143b, 144, 145, 155, 199, 202, 230a, 235, 236, 237a, 237b, 238, 239, 240, 256a, 270, 271

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***Other ethnic group(s)***

103, 135b, 237b

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***Non-English language product(s)***

37, 38a, 73, 76a, 76b, 77, 78a, 79, 80, 81b, 82, 83b, 85a, 86a, 86b, 87, 88b, 89a, 89b, 90, 91a, 91b, 92, 94a, 94b, 95, 123a, 123b, 124, 132, 133a, 140, 141, 142a, 243

## Family circumstances

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### *Abuse or neglect*

57

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### *Adolescent parents*

29

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### *Extended family*

57, 89b, 148b

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### *Foster/Adoptive parent/family*

42

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### *Limited English proficiency ESL (English as second language.)*

40a, 142b

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### *Low income*

11, 19, 29, 41, 59, 111b, 130a, 133b

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### *Parents with disabilities*

57

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### *Rural/remote*

40b, 45, 53, 75, 78a, 79, 83a, 86b, 88b, 90, 93a, 93b, 95, 96b, 103, 109a, 111a, 114b, 130b, 137a, 288

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### *Substance abuse*

57, 59

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### *Urban*

40b, 41, 59, 76b, 86b, 88b, 89b, 98a, 118a, 124, 140, 141, 156

## Project Focus

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### *Adaptive/Self-care skills*

102b

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### *Assistive technology/Augmentive communication*

51a, 78b, 94b, 97, 99b, 102b, 106a, 106b, 111b, 112a, 118a, 118b, 128b, 134, 246, 287, 289, 290, 293, 294b, 296, 297a, 297b, 298, 299, 300, 301a, 302

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### *Auditory skills/Audiology*

8, 74b, 107b, 114a

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### *Child assessment methods*

9b, 10, 16, 25b, 31, 33, 34, 42, 44, 45, 46, 53, 54, 86b, 96a, 102b, 111b, 137a, 140, 150, 190a, 195, 201, 218b, 223, 226, 227a, 227b, 291

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### *Child Find/Screening*

8, 10, 31, 38a, 42, 50b, 54, 74b, 190a, 193b, 199, 292

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### *CIMP*

213, 258

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### *Cognition*

9a, 25b, 35a, 36, 55, 86b, 106a, 106b, 121, 140

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**Communication/Speech/Language Therapy**

5a, 6, 8, 9a, 17a, 19, 25b, 26, 43, 48a, 49, 53, 55, 96a, 100a, 106a, 111b, 114a, 115, 118a, 125b, 130a, 131, 142a, 144, 150, 287, 294a, 301b

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**Computer-based communications/Dissemination**

9b, 14, 16, 18, 28b, 114b, 155, 198, 200, 201, 203, 204, 213, 230b, 235, 236, 237a, 237b, 238, 239, 240, 273, 288, 289, 291, 292, 293, 294a, 294b, 295, 301b

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**Consultant teacher model**

110, 111b, 143a, 144, 148a

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**Culturally appropriate practices/Diversity Focus**

9b, 40b, 51a, 52, 75, 91a, 94a, 101, 102b, 104b, 106b, 107b, 109b, 111b, 112a, 116b, 118b, 119, 120, 123b, 125a, 126a, 128b, 129, 130a, 130b, 131, 133b, 134, 135a, 136, 137a, 137b, 140, 141, 144, 145, 149, 202, 235, 236, 237a, 237b, 238, 239, 243, 250

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**Data systems**

33, 68, 155, 193b, 199, 204, 214, 215a, 216, 217, 218a, 219, 220a, 220b, 221, 222a, 222b, 223, 224, 225, 226, 227a, 227b, 229, 230a, 243, 252b, 266b, 291, 292, 294b

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**Developmentally appropriate practices**

40b, 58, 86a, 126a, 142b, 150

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**Emerging literacy**

7, 11, 17a, 19, 20, 25a, 39, 40a, 51a, 106b, 114a, 130a, 131, 135b, 140, 144, 156, 199, 243, 252a, 254, 255, 256a, 259, 260, 262, 265, 267a, 267b, 269, 270, 275a, 277, 278, 289, 294a, 301b

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**Engagement**

17b

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**Evaluation/Research**

7, 8, 9a, 9b, 10, 11, 12, 13, 14, 15, 16, 17a, 17b, 18, 19, 20, 21, 24, 25b, 26, 31, 32, 33, 41, 42, 43, 44, 51a, 52, 54, 59, 60, 61, 65, 66, 67, 68, 69, 122, 128a, 129, 130a, 131, 133b, 135b, 139, 146, 147, 151, 156, 199, 201, 211, 215b, 216, 217, 229, 230a, 287, 288, 290, 291, 295, 302

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**Family-centered/Family systems**

5b, 9a, 12, 18, 29, 33, 35b, 40b, 41, 42, 50b, 52, 53, 58, 74a, 74b, 86b, 98a, 99a, 102b, 105, 106b, 107a, 109b, 112a, 118b, 126a, 134, 137b, 138, 149, 190a, 211, 215b, 216, 217, 252b, 260, 261, 265, 266b, 273, 290

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**Financing EI/ECSE**

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**Home visiting model**

22, 41

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**IFSP/IEP practices**

76a, 102b, 225

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**Inclusion/LRE/Natural Environments**

4, 5a, 17a, 17b, 23a, 28a, 35a, 36, 40a, 40b, 41, 50, 50b, 59, 73, 74a, 86a, 88b, 89b, 99a, 100b, 101, 104b, 107a, 109b, 110, 112a, 114b, 115, 116b, 118a, 125b, 126a, 130a, 130b, 133b, 135a, 136, 137b, 143a, 145, 149, 150, 156, 245b, 246, 249, 252a, 252b, 257, 258, 266a, 271, 272, 274, 275b, 293, 294a, 294b, 296, 297a, 297b, 298, 299

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**Integrated therapy model**

17b, 35a, 50b, 105, 106a, 107a, 109a, 109b, 111b, 116b, 128b, 130b, 131, 136, 137b, 145, 150

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**Local interagency coordination**

35b, 48b, 74a, 76a, 83b, 84, 105, 107a, 130b, 194, 196a, 246, 250, 257, 264

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**Motor skills/Physical Therapy/Occupational Therapy**

3, 13, 35a, 97, 98b, 102b, 119, 127, 133b, 142a, 150

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**Neurobehavioral techniques**

46, 130b

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**Orientation and Mobility Training**

13, 75, 83a, 91b, 94b, 212

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**Outcomes/Child and Family**

16, 68, 69, 214, 215a, 215b, 216, 218a, 218b, 219, 220a, 220b, 221, 222a, 222b, 223, 224, 225, 226, 227a, 227b, 251

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**Play-based**

34, 36, 290

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**Policy analysis/development**

66, 147, 151, 155, 200, 201

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**Procedural safeguards/mediation**

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**Program development/management**

33, 104a, 107a, 128a, 130a, 145, 148a, 235, 236, 237a, 237b, 238, 239, 240, 261

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**Public awareness**

38b, 50b, 51a, 230b

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**Resource center/central directory**

203, 291, 292

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**Respite care/crisis nursery**

34, 35a

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**Routines-based/contextually mediated**

5b, 6, 11, 17b, 41, 43, 54, 56, 57, 58, 101, 150

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**Service access/utilization**

57, 292

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**Service coordination**

32, 36, 56, 58, 61, 121, 243, 266b

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**Social behavior**

9a, 12, 22, 23a, 23b, 24, 25b, 38a, 39, 44, 45, 50, 53, 55, 56, 58, 61, 102b, 109b, 111b, 115, 116a, 122, 126b, 135b, 156, 199, 245a, 256a, 260, 261, 262, 263, 266b, 267b, 271, 275a, 277, 278, 295

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**Statewide systems change**

33, 35b, 50b, 54, 74a, 79, 80, 81b, 83a, 139, 149, 151, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165a, 165b, 166, 167, 168, 169, 170a, 170b, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181a, 181b, 182, 183a, 183b, 184, 185, 186, 187a, 187b, 188, 189, 190a, 191, 198, 199, 201, 204, 205, 206, 207, 208, 209a, 209b, 211, 213, 214, 215a, 215b, 216, 217, 218a, 219, 220a, 220b, 221, 222a, 222b, 223, 224, 225, 227a, 227b, 230b, 243, 244, 246, 248a, 250, 251, 253, 254, 255, 256a, 256b, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266a, 266b, 267a, 267b, 268, 269, 271, 272, 273, 274, 275b, 277, 278, 279, 280, 281a, 281b, 282

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**Transdisciplinary**

4, 24, 57, 59, 88b, 91a, 95, 98a, 99b, 100b, 102b, 112a, 113, 118b, 123a, 133b, 134, 140, 141, 142b, 143a, 144, 271

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**Transition**

24, 28b, 60, 66, 67, 68, 75, 130b, 190a, 192, 193b, 194, 195, 196a, 214, 226, 243, 249, 261, 265, 272, 288

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**Video-based assessment/intervention**

10, 99a, 148b, 300, 301a

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**Other content/intervention(s)**

9a, 11, 17b, 26, 28b, 33, 40b, 41, 43, 55, 104b, 106a, 106b, 107a, 110, 128b, 129, 130b, 131, 137b, 155, 213, 237b, 239, 240, 267a, 270, 280, 281b, 289, 290

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**Settings for service delivery**

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**Child care center/preschool**

5a, 5b, 6, 9b, 11, 17a, 17b, 19, 23a, 23b, 24, 29, 31, 32, 34, 35a, 38b, 40a, 42, 45, 49, 50, 56, 57, 58, 59, 73, 74b, 75, 76a, 77, 78a, 78b, 79, 80, 81a, 81b, 82, 83a, 83b, 85a, 85b, 130b, 131, 146, 148b, 149, 257, 259, 264

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**Family child care**

58, 59, 79

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**Head Start/Early Head Start**

7, 17b, 19, 34, 50, 79, 257

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**Home**

3, 4, 5b, 7, 13, 17a, 22, 32, 35a, 38b, 40b, 41, 42, 43, 46, 55, 57, 74b, 75, 76a, 78b, 79, 80, 81b, 82, 83a, 83b, 85a, 85b, 105, 128b, 148b, 294a, 300, 301a

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**Hospital, Neonatal or Pediatric Intensive Care**

3, 15, 46, 50b, 73, 288

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**Post-secondary institution**

28b, 52, 74a, 74b, 84, 96a, 96b, 98b, 99a, 99b, 100a, 100b, 101, 102a, 102b, 103, 104a, 104b, 106a, 106b, 107a, 107b, 108, 109a, 109b, 110, 112a, 113, 125b, 126a, 126b, 127, 128a, 128b, 129, 130a, 130b, 133b, 134, 135a, 135b, 136, 137b, 142b, 143a, 143b, 144, 145, 147, 150, 202, 264

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**Public school pre-K thru 2**

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**Other setting(s)**

9b, 40b, 42, 50b, 105

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**Personnel development approaches**

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**Case method of instruction**

47, 119, 123b, 148a

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**Certification/Credentialing**

74a, 76a, 76b, 78b, 79, 81a, 81b, 82, 83a, 86a, 88a, 88b, 89a, 90, 92, 93b, 95, 96b, 100b, 107a, 107b, 113, 116b, 119, 121, 122, 134, 137a, 138, 142b, 143b, 146, 151, 252b, 268, 279, 281a

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**Competency-based training**

21, 74a, 77, 81b, 86a, 92, 100b, 102a, 107a, 111b, 112a, 112b, 114b, 117, 118b, 121, 148a, 149, 190a



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**CSPD**

48b, 74a, 80, 121, 148b, 149, 151, 202, 226, 228,  
247, 248b, 250, 265, 275b, 281b

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**Distance learning/web-based model or component**

16, 21, 28b, 30, 31, 35b, 40a, 45, 47, 48a, 53, 55,  
73, 75, 76a, 77, 78a, 79, 81b, 83a, 84, 86a, 88a,  
90, 91b, 92, 93b, 95, 96b, 97, 99a, 103, 106b,  
109a, 109b, 111a, 114b, 120, 121, 127, 143b,  
144, 147, 148b, 149, 156, 192, 193a, 193b, 228,  
238, 268, 271, 273, 275b, 279, 289, 293, 301b

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**Inservice training innovations**

5a, 11, 16, 19, 27, 35b, 37, 40a, 45, 47, 50, 50b,  
51a, 53, 55, 59, 61, 77, 105, 128b, 130a, 138,  
148a, 148b, 149, 150, 190b, 191, 192, 193a,  
193b, 194, 195, 196a, 196b, 199, 236, 244,  
248a, 250, 251, 252b, 253, 256a, 256b, 257,  
259, 262, 263, 264, 265, 266a, 266b, 267a,  
267b, 269, 270, 272, 273, 274, 275a, 279, 280,  
281a, 281b, 282

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**Mentoring**

4, 11, 21, 35b, 48b, 53, 59, 80, 81a, 82, 83a, 86b,  
88a, 91a, 92, 93a, 93b, 94a, 121, 125b, 128a,  
129, 131, 132, 134, 135b, 137a, 141, 144, 147,  
149, 260, 264, 267b, 273, 277, 278, 279

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**Preservice training innovations**

30, 35b, 47, 52, 59, 61, 73, 74a, 74b, 76a, 76b, 77,  
80, 81b, 82, 84, 86b, 87, 88a, 88b, 90, 91a, 91b,  
93a, 93b, 94b, 95, 98a, 98b, 99a, 99b, 100a,  
102a, 102b, 103, 104a, 104b, 105, 106a, 106b,  
108, 109a, 109b, 110, 111a, 112b, 113, 114b,  
115, 116a, 116b, 117, 118a, 119, 120, 121, 124,  
125a, 127, 128b, 129, 130b, 131, 133a, 136,  
137b, 138, 140, 141, 142a, 143a, 143b, 144,  
145, 150, 151, 152, 192, 194, 195, 202, 211,  
243, 244, 247, 248a, 250, 251, 254, 255, 256b,  
260, 263, 265, 266a, 268, 269, 274, 278, 280,  
281a, 281b, 282

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**Recruitment/retention strategies**

21, 73, 79, 80, 82, 83a, 83b, 85a, 85b, 86a, 93a,  
98b, 101, 104b, 107b, 108, 113, 116a, 128a,  
132, 134, 135a, 145, 146, 151, 152, 204, 243,  
244, 245a, 245b, 246, 248a, 248b, 249, 251,  
252a, 252b, 254, 255, 256b, 258, 260, 261, 263,  
264, 269, 270, 271, 274, 277, 278, 279, 280,  
281b, 282

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**Technical assistance model**

14, 18, 19, 33, 37, 40b, 41, 42, 44, 48b, 49, 50,  
50b, 51a, 52, 53, 54, 58, 59, 61, 79, 139, 150,  
151, 155, 156, 157, 158, 159, 160, 161, 162,  
163, 164, 165a, 165b, 166, 167, 168, 169, 170a,  
170b, 171, 172, 173, 174, 175, 176, 177, 178,  
179, 180, 181a, 181b, 182, 183a, 183b, 184,  
185, 186, 187a, 187b, 188, 189, 190a, 190b,  
191, 192, 193a, 193b, 194, 195, 196a, 196b,  
197, 198, 199, 200, 201, 202, 203, 204, 205,  
206, 207, 208, 209a, 209b, 211, 212, 213, 214,  
215a, 215b, 216, 217, 218a, 219, 220a, 220b,  
221, 222a, 222b, 223, 224, 225, 227a, 227b,  
228, 229, 230b, 235, 236, 237a, 237b, 238, 239,  
240, 245a, 245b, 247, 250, 256a, 257, 259, 265,  
266b, 275a, 275b, 281b, 282, 291

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**Train-the-trainers model**

14, 37, 45, 47, 53, 54, 247, 250

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**Other personnel development method(s)**

14, 50b, 77, 80, 151, 152, 202, 235, 236, 237a,  
237b, 238, 239, 240, 273, 275a

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**Professional disciplines, personnel types**

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**Adaptive Physical Educators**

119, 127, 133b, 142a, 143b

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**Administrators**

35b, 37, 50, 54, 78a, 88a, 122, 123a, 123b, 124, 125a, 125b, 126a, 126b, 128a, 133a, 148a, 149, 190a, 190b, 191, 192, 193a, 197, 199, 211, 219, 220a, 220b, 222a, 222b, 229, 245a, 247, 261, 264, 268, 281b

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**Audiologists**

74b, 80, 81b, 112b, 114a, 121, 125b, 128b, 143a

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**Community child care/Preschool providers**

5a, 17b, 22, 23a, 40a, 50, 53, 79, 80, 81b, 106b, 257, 259, 264

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**Consumer advocates with disabilities**

76a, 77, 82, 83a, 85a, 85b, 86a

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**Early interventionists/Early childhood special educators**

11, 16, 17a, 17b, 19, 21, 22, 30, 32, 35a, 37, 40a, 40b, 41, 42, 46, 47, 49, 50, 51a, 54, 55, 59, 74a, 75, 76a, 76b, 77, 78a, 78b, 79, 80, 81b, 83b, 85b, 86b, 88a, 88b, 89a, 89b, 90, 91b, 92, 93a, 93b, 95, 96b, 99a, 99b, 101, 102b, 103, 104a, 104b, 105, 107b, 109a, 109b, 110, 111a, 111b, 112a, 113, 114a, 114b, 116a, 116b, 118a, 118b, 120, 121, 125b, 129, 130a, 132, 134, 135a, 136, 137a, 137b, 141, 142b, 143a, 143b, 145, 148a, 148b, 151, 152, 190b, 191, 192, 193b, 194, 195, 196a, 196b, 197, 245a, 245b, 246, 247, 248b, 256a, 257, 261, 264, 267b, 268, 269, 270, 271, 275a, 279, 289, 291, 293, 295

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**IHE/Post-secondary personnel**

28b, 47, 52, 59, 74a, 83b, 120, 121, 123a, 125a, 125b, 126a, 126b, 127, 128a, 129, 130a, 131, 133b, 135b, 139, 147, 149, 151, 199, 202, 229, 244, 248b, 264, 268, 281b, 289, 293

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**Interagency coordinating council**

74a

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**Interpreters**

93a

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**Multidisciplinary team**

73, 74a, 74b, 76a, 81b, 82, 83b, 84, 85a, 85b, 86a, 89a, 91a, 96b, 98a, 134

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**Nurses**

76a, 76b, 78b, 82, 95, 102a, 109b, 121, 197

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**Occupational therapists**

35a, 47, 76b, 80, 85a, 88a, 89a, 89b, 93b, 95, 96b, 97, 107a, 113, 120, 121, 127, 141, 151, 247, 248b, 269

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**Paraprofessionals/Aides**

21, 27, 81a, 139, 148a, 190a, 190b, 192, 193a, 194, 196b, 245b, 268, 269, 271

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**Parent/family member in leadership/training role**

4, 14, 18, 19, 27, 31, 46, 48b, 100b, 101, 116b, 119, 144, 148b, 190a, 190b, 191, 192, 193a, 193b, 194, 195, 196a, 196b, 197, 199, 235, 236, 237a, 237b, 238, 239, 240, 245a, 247, 248b, 261, 268, 271, 281b

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**Parents/family member in provider role**

4, 7, 9a, 12, 13, 28b, 29, 30, 41, 42, 43, 48a, 53, 55, 81a, 139, 197, 244, 248a, 264, 270, 289, 293, 294a

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***Physical therapists***

35a, 47, 76a, 76b, 78b, 80, 88a, 89a, 89b, 93b, 95,  
96b, 97, 98b, 113, 120, 121, 127, 151, 247,  
248b, 269

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***Physicians/Pediatricians***

50b, 120, 197

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***Psychologists***

76a, 76b, 80, 104a, 105, 109b, 121, 122, 123a,  
130a, 130b, 143b, 268

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***Social workers***

76b, 80, 82, 87, 102a, 109b, 121, 130a, 143b

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***Speech-language pathologists***

35a, 43, 47, 48a, 49, 76a, 77, 78a, 78b, 80, 81b,  
82, 88a, 89a, 89b, 93b, 95, 96a, 96b, 99b, 100a,  
102a, 106a, 111b, 113, 114a, 118a, 120, 121,  
125b, 130a, 131, 134, 138, 140, 141, 143a,  
143b, 144, 151, 243, 247, 248b, 263, 269

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***Teachers, general early childhood***

11, 27, 30, 44, 47, 48a, 49, 76b, 78b, 80, 116b,  
118a, 130a, 132, 190a, 191, 193a, 194, 196a,  
196b, 197, 199, 245b, 246, 247, 248b, 256a,  
257, 259, 264, 270, 275a, 289, 293, 295

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***Trainers/TA providers***

50, 53, 54, 195, 212, 217, 218a, 224, 267b

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***Vision/orientation and mobility specialist***

89a, 94b, 211, 212, 243

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***Other personnel discipline(s)***

11, 30, 55, 75, 78a, 81b, 83a, 86a, 104a, 104b,  
106b, 108, 111b, 115, 117, 121, 137b, 217, 273,  
275a, 289

