

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

---

Fiscal Year 2005

# 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



U.S. Department of Education  
Office of Special Education Programs  
Research to Practice Division

The National Early Childhood Technical Assistance Center (NECTAC)

is a program of the  
Frank Porter Graham Child Development Institute  
University of North Carolina at Chapel Hill

with the  
Parent Advocacy Coalition for Educational Rights (PACER) Center

Additional copies of this document are available at cost from NECTAC.  
A complete list of NECTAC resources is available at our Web site or upon request.

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/>

March 2006

OSEP Discretionary Projects: Compilation of Projects Addressing the Early Childhood Provisions of IDEA  
ISBN #1-93222728-8

This resource is produced and distributed by the National Early Childhood Technical Assistance Center (NECTAC), pursuant to contract ED-01-CO-0112 from the Office of Special Education Programs, U.S. Department of Education (U.S. ED). Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

We greatly appreciate the assistance of our colleagues at NICHCY in the compilation and production of this document:



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)

---

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*  
NICHCY Staff: *Lisa Küpper*

# Table of Contents

---

## Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Introduction	ix
<b><u>Research and Innovation</u></b>	
84.324C (2001) Field-Initiated Research Projects	3
84.324C (2004) IDEA Research and Innovation	9
84.324D Directed Research Projects	19
84.324E Congressionally Earmarked Activities	21
84.324G Center on Early Identification, Child Find, and Referral of Young Children with Disabilities	26
84.324K Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or At Risk of Disabilities	27
84.324L Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities	28
84.324M Model Demonstration Projects for Children with Disabilities	29
84.324N Initial Career Awards	34
84.324R Outreach Projects for Children with Disabilities	35
84.324T Model Demonstration Projects for Children	40

84.324V		
Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transitions		41
84.324Z		
Center for Evidence-Based Practice: Young Children with Challenging Behavior		42
<b><u>Personnel Preparation</u></b>		
84.325A		
Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities		45
84.325D		
Preparation of Leadership Personnel		80
84.325E		
Preparation of Personnel in Minority Institutions		90
84.325G		
Center for Educating and Providing Early Intervention Services to Children with Autism and Autism Spectrum Disorders		96
84.325H		
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities		97
84.325J		
Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Preschool Education (Birth to 5)		101
84.325K		
Combination Priority for Personnel		102
	A—Early Intervention / Early Childhood	102
	B—Low-Incidence Disabilities	110
	C—High-Incidence Disabilities	115
	D—Related Services	116
	E—Minority	118
84.325L		
Interdisciplinary Preservice Programs in Large-Scale Special Education Research		121

Contracts—

ED04CO0059-0008 OSEP Personnel Preparation Performance Reporting Support	122
---	-----

**Technical Assistance and Dissemination**

84.326A IDEA Partnership Project	125
84.326B Urban Inclusion Technical Assistance Center	126
84.326C Projects for Children and Young Adults Who Are Deaf-Blind	127
84.326D National Center on Dispute Resolution	170
84.326E Technical Assistance Center on Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education	171
84.326F State and Federal Policy Forum for Program Improvement	172
84.326G Center on Achieving Results in Education for Students with Disabilities	173
84.326L Center to Promote Involvement by Minority Institutions in Discretionary Programs under IDEA	174
84.326M Model Demonstration Centers on Progress Monitoring	175
84.326N National Dissemination Center for Children with Disabilities (NICHCY)	177
84.326P National Coordination and Dissemination Center to Improve Strategies for the Recruitment and Retention of Qualified Personnel for Children with Disabilities	179
84.326R Regional Resource Centers	180

84.326T	National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind	186
84.326U	National Clearinghouse on Deaf-Blindness	187
84.326V	Federal Resource Center for Special Education	188
84.326X	General Supervision Enhancement Grants	189
84.326Y	National Center on Monitoring and Evidence-Based Decision Making	205
Contracts—		
ED01CO0082-0008	Technical Assistance in Data Analysis, Evaluation, and Report Preparation	206
ED01CO0112	National Early Childhood Technical Assistance Center (NECTAC)	206
ED04CO0040/0003	Model Demonstration Data Coordination Center	207
<b><u>Parent Training and Information</u></b>		
84.328R	Technical Assistance for Parent Centers	211
<b><u>State Program Improvement Grants</u></b>		
84.323A	State Improvement Grants	221
<b><u>Technology and Media Services</u></b>		
84.327A	Steppingstones of Technology Innovations for Students with Disabilities	265
84.327C	Television Access	272

84.327J (2003) Television Access	275
84.327Q Congressionally Earmarked Activities	277
84.327X Research Institute on Technology for Early Intervention	278
<b>Indexes</b>	
Project Director	283
Organization	288
State	292
Subject	294





This directory contains 338 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from 4 volumes separately published by the National Dissemination Center for Children with Disabilities (NICHCY). The Research to Practice Division administers the discretionary programs authorized by the Individuals with Disabilities Education Act (IDEA) 2004. The four directories represent projects in the five program areas of IDEA, Part D as well as the majority of research projects funded under the IDEA Research and Innovation Authority prior to 2005. The directories include projects that received funds in 2005. Projects are grouped within the directories as follows:

- 1. Research and Innovation**
- 2. Personnel Preparation**
- 3. Technical Assistance & Dissemination, Parent Training & Information, and State Improvement**
- 4. Technology and Media Services**

The “Research and Innovation” section of this compilation volume presents those projects funded under IDEA’s Research and Innovation authority. In IDEA 2004, the Research and Innovation authority was transferred to the National Center for Special Education Research at the Institute of Education Sciences. Included in this volume are the majority of Research and Innovation grants funded prior to 2004 that will be administered within OSEP until their completion. The Research and Innovation program as administered at OSEP aimed to produce and advance the use of knowledge to improve services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities.

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 infants, toddlers, children and youth 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 Grant” section of this compilation volume relates to the State Improvement Grant program, which existed prior to IDEA 2004 to assist state educational 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. IDEA 2004 reauthorized the program as the State Personnel Development Grant. Its purpose is to assist SEAs in reforming and improving their personnel preparation and professional development systems for teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel to improve educational results for children with disabilities through the delivery of high quality instruction and the employment and retention of highly qualified special education teachers.

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](http://www.nichcy.org)



# **Research and Innovation**





## 84.324C (2001) Field-Initiated Research Projects

*Grant Number:* H324C020078

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

*Project Director:* Walker, Dale  
University of Kansas Center for Research, Inc.  
2385 Irving Hill Road, Youngberg Hall  
Lawrence, KS 66045  
*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.

---

*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 4 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 4 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 4 groups of children will emerge during the preschool and early school-age period: (a) early-identified "high maintainers" (children identified within the first 6 months of life who have maintained language development within the normal range); (b) early-identified "decelerators" (children identified within the first 6 months of life who have been unable to maintain language development within the normal range); (c) late-identified "accelerators" (children identified after 6 months of age who have been able to achieve language development within the normal range); and (d) late-identified "low maintainers" (children identified after 6 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 4-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.

---

*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.

---

*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 2 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 3 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  
*Web site:* <http://firstwords.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.

---

*Grant Number:* H324C030114

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

---

*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 2 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 2 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 2 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.

---

Grant Number: H324C040016

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

---

*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 4-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 6 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:* Furney, Katharine Shepherd  
 University of Vermont  
 85 South Prospect Street  
 453 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 6 goals:

1. *Conduct 4 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 2 cohorts of 18 parents, a total of 36 parents across 6 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 6 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.

---

*Grant Number:* H324C040045

**Adolescents Born Preterm: Nurtured Beginnings**

---

*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.



---

*Grant Number:* H324C040095

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

---

*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 7 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 3.

*Methods:* The model approach proposed consists of 3 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 2 years. In Year 3, a small randomized trial will be conducted to compare the effectiveness and costs associated with 2 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 3 Centers of Excellence in Years 1-3 and in 4 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; McWilliam, Robin; Schery, Teris  
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 3-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 2 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  
Center for Child Development  
Vanderbilt University Medical Center  
3401 West End Avenue, Suite 460 West  
Nashville, TN 37202  
*Voice:* 615-936-0279; *Fax:* 615-936-2878  
*E-mail:* robin.mcwilliam@vanderbilt.edu  
*Web site:* www.vanderbiltchildrens.com/engagement

*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 basketball 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 disabilities (n=60) 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.

---

*Grant Number:* H324C040145

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

---

*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:* 10/1/2004  
*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 6 member teams consisting of 5 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 5 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 5 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; 3 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.

*Grant Number:* H324C040204

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

*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 5-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 5 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.

---

*Grant Number:* H324C040213

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

---

*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 3 peer-reviewed articles and 2 teacher-journal articles, a monograph, and conference presentations.

*Grant Number:* H324C040238

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

*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 3 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:* H324D030001

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

*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 4 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.

---

*Grant Number:* H324D030003

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

---

*Project Director:* Brady, Nancy; Bashinski, Susan  
University of Kansas Center for Research, Inc.  
2385 Irving Hill Road, Youngberg Hall  
Lawrence, KS 66045  
*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 5-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 3 and 5 years of age and the remaining half will be between the ages of 5 and 7 at the study's inception. All children will be followed longitudinally. Outcome data relevant for children between the ages of 3 and 12 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 6 months of intensive one-on-one teaching, for one hour per day, 4 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 2 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:* H324E050008

#### Technical Assistance to Parents and Caregivers of Autistic Children

*Project Directors:* Favell, Judith  
Celeste Foundation  
699 East Fifth Avenue  
Mount Dora, FL 32757  
*Voice:* 352-383-1327; *Fax:* 352-735-1023  
*E-mail:* giegers@advoserv.com

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2006

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

*Purpose:* The Celeste Foundation will conduct an investigation that examines the effectiveness of interactive video technologies "to provide technical assistance to parents and caregivers of autistic children on early intervention therapies."

*Method:* In this project's research model, families with children with autism will travel to a national center in Florida to receive state-of-the-art, onsite training in educational and therapeutic techniques from a team of multidisciplinary professionals. While in Florida, the professionals and families will develop an individualized treatment and educational program for each child. After returning home, the children and families will receive continuing support services via interactive video technologies, a practice commonly referred to as "telehealth services."

*Products:* This research is intended to investigate how professionals can effectively utilize telehealth systems to provide ongoing support and services to young autistic children and their families in their natural environments. It is further designed to explore whether support through this medium can sustain caregiver compliance to prescribed elements of the child's program. Finally, family satisfaction with the interactive video system and its effects on family stress will be evaluated. Ultimately, the foundation hopes to determine the extent to which interactive video technologies may assist in the application of early intervention strategies for children with autism.

*Grant Number:* H324E050009

#### Our Time—Respite Care Program

*Project Director:* Kaplan, Mara  
Center for Creative Play  
1400 South Braddock Avenue  
Pittsburgh, PA 15218  
*Voice:* 412-371-1668; *Fax:* 412-371-1096  
*E-mail:* mara@cfcp.org

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2006

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

*Purpose:* "Our Time" is a drop-off respite care program for families raising children with moderate to severe disabilities. In addition to providing respite for caregivers, the "Our Time" program is available for all of the children in the family—both the child(ren) with special needs and their sibling(s) who have typical development.

*Method:* On a weekly basis, staff and college occupational therapy, physical therapy, and special education student volunteers will provide care to an average of 12 children. For children who have a disability that requires close monitoring, one-to-one adult/child care will be provided. A nurse will be available to assist with feeding tubes, ventilators, medications, or other special needs requirements. A 5-hour weekly play plan will be specifically designed for the abilities and personalities of all the children visiting that particular week and will include art activities, free play, group activities, and quiet time. Caregivers will be asked to complete a survey that will result in a loyalty index based upon national statistics. In addition to this, volunteers, particularly students, will be asked to provide Center for Creative Play with their feedback.

*Products:* The long-term outcome of the program will be a decrease in the level of stress that families experience when raising children with special needs, thus reducing the potential for abuse, neglect, and marriage problems. Information collected in CPC surveys will be used for needs assessment of the program, shared with other collaborating respite-care service agencies, and reported in trainings, workshops, and consultation to new Center for Creative Play environments across the country.

*Grant Number:* H324E050010

### **Early Detection of Developmental Dyslexia Using Functional Brain Imaging**

*Project Director:* Zeffiro, Thomas  
Georgetown University Medical Center  
3900 Reservoir Road, NW  
Washington, DC 20057  
*Voice:* 202-687-6776; *Fax:* 202-687-7906  
*E-mail:* taz@georgetown.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2006  
  
*OSEP Contact:* Jennifer Tschantz  
*Voice:* 202-245-7556  
*E-mail:* jennifer.tschantz@ed.gov

*Purpose:* The goal of this project is to develop more sensitive and selective methods for identifying children at risk for later reading disability. The project has 5 major goals: (a) to adapt behavioral and electrophysiology early detection tests developed at the University of Louisville for use with functional magnetic resonance imaging (fMRI) and near infrared spectroscopy (NIRS) technologies; (b) to explore the utility of using quantitative assessment of motor performance and early sensory processing to predict later reading levels; (c) to apply spatiotemporal brain imaging to develop more accurate tests for the detection of learning disabilities in preschool subject populations; (d) to validate these new tests by conducting an expanded early detection research program at Georgetown University; and (e) to use the resulting improvements in early detection to optimize the use of behavioral intervention in younger subjects.

*Method:* Exploring a range of motor, sensory, and cognitive tasks, the project will combine high-density electroencephalography and functional brain imaging techniques to develop superior methods for understanding the brain mechanisms responsible for reading disability and to combine these methods to investigate the feasibility of using spatiotemporal functional brain imaging for early detection of reading disability in preschool populations. The project will study a cohort of 45 preschool children, who will undergo testing with behavioral and functional brain imaging assessments.

---

*Grant Number:* H324E050011

**City of Rocklin: Rocklin Integrated School Program**

---

*Project Director:* Riemer, Mark  
 City of Rocklin  
 Department of Community Services and Facilities  
 3970 Rocklin Road  
 Rocklin, CA 95677-2720  
*Voice:* 916-625-5210; *Fax:* 916-625-5295  
*E-mail:* mark.riemer@ci.rocklin.ca.us

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2006

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

*Purpose:* The City of Rocklin will work together with the Rocklin School District to create and operate an integrated preschool program for 3-5 year olds. The City will expand its current preschool program to meet increased demand, as well as provide an avenue for the school district with an "on-campus" preschool program to mainstream eligible for special education services.

*Method:* The Integrated School Program will: (a) foster the child's development through inclusion into an age-appropriate preschool program that strives to educate the child by providing a balance of center-based/directed activities and non-directed activities, thereby teaching the child to function well within the group as well as learning to become self-directed; (b) introduce both the child and parent to the public school system setting that the child will enter as an elementary school student, within 1 to 2 years; (c) improve parents' understanding of the mainstreaming philosophy and the values of the IEP that is developed for each inclusion student; and (d) provide a positive first-school experience for both the child and parent(s).

*Products:* The second site is expected to match the size of the current program (25-40 IDEA-qualified preschool children as well as over 100 children without disabilities).

---

*Grant Number:* H324E050013

**Home-Based Family Training Program for Parents of Children with Disabilities**

---

*Project Director:* Martinez, Irene  
 Fiesta Educativa, Inc.  
 163 South Avenue 24, Suite 201  
 Los Angeles, CA 90031  
*Voice:* 323-221-6696; *Fax:* 323-221-6699  
*E-mail:* info@fiestaeducativa.org  
*Web site:* www.fiestaeducativa.org

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2006

*OSEP Contact:* Donna Fluke  
*Voice:* 202-245-7345  
*E-mail:* donna.fluke@ed.gov

*Purpose:* Fiesta Educativa was founded in 1978 to inform and assist Latino families in obtaining services and caring for their children with special needs. The mission is to "empower families of persons with disabilities."

*Method:* Fiesta Educativa serves its goals through assisting families of disabled persons in gaining knowledge, accessing key resources, and understanding their fundamental rights; influencing the advancement and rehabilitative potential of Latinos with special developmental needs; increasing the consciousness of professionals about the unique cultural characteristics and needs of disabled Latino

children and their families; expanding culturally sensitive programs and services; and providing leadership, public policy, and advocacy training.

*Products:* The project will add 2 parent leaders in order to expand and enhance present services within the target area. Hence, the project expects to: (a) provide heightened access to services for parents who desperately require them; (b) provide families with self-advocacy skills and training that encourage them to become engaged in issues that have an impact on their quality of life; (c) engage parents of disabled children (who are typically low-income or Latino) in leadership roles both within the organization and their communities; and (d) inform and educate parents of children with disabilities on IDEA, specifically the IEP, procedural safeguards, and special education in general.

*Grant Number:* H324E050021

### **Literacy Matters! Science-Based Early Literacy Activities for Parents and Their Children**

*Project Director:* Wall, Julie  
Lee Pesky Learning Center  
345 Bobwhite Court, Suite 220  
Boise, ID 83706  
*Voice:* 208-333-0008; *Fax:* 208-333-0888  
*E-mail:* jwall@LPLearningCenter.org

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2006

*OSEP Contact:* Joseph Clair  
*Voice:* 202-245-7301  
*E-mail:* joseph.clair@ed.gov

*Purpose:* Literacy Matters! is a state-wide early literacy initiative proposed for Idaho. Sponsored by the Lee Pesky Learning Center, the project aims to increase active parenting for early literacy among English and Spanish speaking parents of Idaho's newborns, resulting in stronger early literacy skills in their children.

*Method:* About 21,800 families will receive "Every Child Ready to Read: Literacy Tips for Parents," a science-based early literacy toolbox for parents. It will be distributed by hospitals and birthing clinics at the time of the child's birth. A pre-test and post-test parent survey will assess change in parent and child behaviors. Distribution partners will be encouraged to use the booklet in their current pre- and post-natal education programs (they will receive a supportive video and reference book). How it is distributed will be documented to assess which method results in greater use by parents. Imagination Library developed by Dollywood Foundation will also be piloted. Participating children will receive a high-quality children's book each month until they are 5. A marketing firm will also be contracted to promote the project in a 6-month PR initiative.

*Products:* The project will develop a support Web site and tracking system; identify and recruit distribution partners; conduct a pre- and post-test parent survey; print and ship products to partners; orient partners on their responsibilities; provide ongoing data collection and management as well as analysis of baseline surveys against the pre and post-test surveys; and report final results.

---

*Grant Number:* H324E050029

**Children with Special Needs Summer Camp Program**

---

*Project Director:* Kranczer, Mark  
 Sephardic Community Center  
 1901 Ocean Parkway  
 Brooklyn, NY 11223-3056  
*Voice:* 718-627-4300; *Fax:* 718-627-4993  
*E-mail:* mark@scclive.org

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2006

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* The Sephardic Community Center (SCC) intends to expand its summer camp programs for children with learning disabilities, aged 4-17. This will allow children from low and moderate income families to be able to afford to use the SCC 7-week summer camp program. The goal is to eventually mainstream special needs children into the general population child and youth programming.

*Method:* The program design offers 2 separate components based on types of disability. The first component mainstreams youth with mild disabilities with the general population. Each age group will have an aide or shadow. The shadow will be an intern from a college or graduate school program with an emphasis on special education; they will have sufficient sensitivity and practical training on how a special needs child can be accommodated with the general day camp programming. The second component is for children with serious disabilities and will be a separate camp experience.

*Products:* The project will: (a) provide 73 children from low or moderate income families with an enjoyable, meaningful camping experience; (b) provide respite for 73 families (by giving them time for themselves and their other children); (c) help 73 children continue to learn and master behavioral skills that are appropriate for their age group; (d) improve the motor, cognitive, and social skills of at least 50 children; and (e) provide at least 50 children with a stronger sense of self-esteem and accomplishment.

---

*Grant Number:* H324E050034

**National Center on Low-Incidence Disabilities**

---

*Project Director:* Ferrell, Kay Alicyn  
 University of Northern Colorado  
 College of Education and Behavioral Sciences  
 501 20th Street  
 Greeley, CO 80639  
*Voice:* 970-351-1653; *Fax:* 970-351-1061  
*E-mail:* kay.ferrell@unco.edu  
*Web site:* <http://nclid.unco.edu/newnclid/>

*Beginning Date:* 6/1/2005  
*Ending Date:* 5/31/2006

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

*Purpose:* The vision of the National Center on Low-Incidence Disabilities is to "make a difference in the lives of 1 million children," by increasing the nation's capacity to provide educational and other services to infants, children, and youth with deafness, blindness, and severe disabilities.

*Method:* The activities of the National Center are designed to significantly boost the availability of pertinent, scientifically based knowledge to the communities, schools, and homes across the United States where students with low-incidence disabilities live, work, learn, and play.

*Products:* The anticipated products of the program include: information exchange; teacher training; local support; and knowledge advancement.

## 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.; Trivette, Carol  
 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); [trivette@puckett.org](mailto:trivette@puckett.org)  
*Web site:* [www.tracecenter.info/](http://www.tracecenter.info/)

*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; Spiker, Donna  
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 2 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 3 to 5 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: H324M020065*

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

*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

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

*OSEP Contact:* Gail Houle  
*Voice:* 202-245-7381  
*E-mail:* 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 4 trainings and many more will be able to access project information through the project's Web site.

---

Grant Number: H324M020068

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

---

*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 3-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.

---

Grant Number: H324M020084

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

---

*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 5 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.

---

Grant Number: H324M030033

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

---

*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 2 communities (urban and rural) and 2 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 2 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.

---

*Grant Number:* H324M030128  
**Chicago Early Intervention Project**

---

*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 2 approaches will be evaluated with families randomly assigned to the 2 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 2 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; Groza, Victor  
 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 2 with small groups. This strategy allows for a comparison of 2 different lengths of time and 2 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:* H324N040046

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

*Project Director:* Pindiprolu, Sekhar  
University of Toledo  
College of Education  
2801 West Bancroft Street  
Toledo, OH 43606-3390  
*Voice:* 419-530-2417  
*E-mail:* sekhar.pindiprolu@utoledo.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 12/31/2007

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

Note: This project was previously H324N040028 before being transferred to University of Toledo.

*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 5 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.

## 84.324R

### Outreach Projects for Children with Disabilities

*Grant Number:* H324R030013

#### LitTECH Outreach

*Project Director:* Johnson, Joyce; Bell, Carol  
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:* jk-johanson@wiu.edu; ca-bell@wiu.edu  
*Web site:* www.wiu.edu/users/mimacp/wiu/littech/

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

*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 5 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.

---

*Grant Number:* H324R030049

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

---

*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 3 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 6 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 6 states; and (c) disseminate information about the CFIT model and its products.



---

Grant Number: H324R030072

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

---

*Project Director:* Catlett, Camille  
University of North Carolina - Chapel Hill  
FPG Child Development Institute  
CB#8185 University of North Carolina  
Chapel Hill, NC 27599-8185  
*Voice:* 919-966-6635; *Fax:* 919-843-5784  
*E-mail:* camille@unc.edu  
*Web site:* www.fpg.unc.edu/~scpp/crosswalks/index.cfm

*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 3-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 9 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.

---

*Grant Number:* H324R030081

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

---

*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 3-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 4 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 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.

---

*Grant Number:* H324R030095

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

---

*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  
*Web site:* <http://eip.uoregon.edu/projects&trainings.html>

*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 3 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).

---

*Grant Number:* H324R030099

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

---

*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:* H324T020023

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

*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 5 functions: (a) strengthen the infrastructure of inner-city child care programs by demonstrating a model of inclusion for children with significant disabilities, aged 2 to 5 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 4 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 3 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  
University of Kentucky Research Foundation  
109 Kinkead Hall  
Lexington, KY 40506  
*Voice:* 859-257-9115; *Fax:* 859-323-1901  
*E-mail:* brous@uky.edu  
*Web site:* www.ihdi.uky.edu/nectc/

*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 5) 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 5 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**

*Grant Number:* H324Z010001

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

*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; fox@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.



# **Personnel Preparation**







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

---

*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**

---

*Project Director:* Rose, Susan  
University of Minnesota  
Educational Psychology  
253 Burton Hall  
178 Pillsbury Drive SE  
Minneapolis, MN 55455  
*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.

---

*Grant Number:* H325A010022

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

---

*Project Director:* Arcari, Teresa; Sheridan, Martha  
Gallaudet University  
School of Education and Human Services, Dept. of Education  
800 Florida Ave., NE, HMB S333-B  
Washington, DC 20002-3695

*Voice:* 202-651-5160; *Fax:* 202-651-5817

*E-mail:* Teresa.arcari@gallaudet.edu

*Web site:* <http://depts.gallaudet.edu/social.work/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.

---

*Grant Number:* H325A010045

**Training Options for Early Intervention Personnel**

---

*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; 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 5 years, 100 students will have completed the program, including 30 related services providers.

*Grant Number:* H325A010046

### **Promoting Early Intervention Careers**

*Project Director:* Horn, Eva; Thompson, Barbara  
University of Kansas Center for Research, Inc.  
2385 Irving Hill Road, Youngberg Hall  
Lawrence, KS 66045-7563  
*Voice:* 785-864-0615  
*Fax:* 785-864-4149  
*E-mail:* evahorn@ku.edu; bthomps@ku.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 5-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 4 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 3 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  
615 SW Harrison Street  
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; Ohlson, Cheryl; Spencer, Karin  
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  
14B Milam Hall  
Corvallis, OR 97331-5102  
*Voice:* 541-737-8529; *Fax:* 541-737-1076  
*E-mail:* sharon.rosenkoetter@oregonstate.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 3 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 9 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.

---

*Grant Number:* H325A010071

**Project FAMILY 2001+:**

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

---

*Project Director:* Dodd, Mary; Lougeay, Janice  
University of Texas - Dallas  
School of Human Development  
P.O. Box 830688, MP15  
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 2 others to train interdisciplinary teams of graduate students from 2 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. 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.

*Products:* The project will support 60 full-time and 20 part-time students over the 5 years.

---

Grant Number: H325A010073

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

---

*Project Director:* Fazzi, Diane  
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:* dfazzi@calstatela.edu

*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 2 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 413  
Milwaukee, WI 53201  
*Voice:* 414-229-4322; *Fax:* 414-229-5500  
*E-mail:* amy@uwm.edu; mmclean@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.

---

*Grant Number:* H325A010081

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

---

*Project Director:* Longhurst, Thomas M.  
Idaho State University  
Dept of Speech Pathology and Audiology  
Box 8166  
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.

*Method:* 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.

*Grant Number:* H325A010088

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

*Project Director:* Reilly, AmySue; Ingram, Rebecca  
Auburn University  
Rehabilitation and Special Education  
310 Samford Hall  
Auburn, AL 36849-5131

*Voice:* 334-844-5982; *Fax:* 334-844-2088

*E-mail:* reillam@auburn.edu; ingrarrv@auburn.edu

*Web site:* <http://education.auburn.edu/academics/depts/rse/academicprograms/earlychildhoodspecialeducation/eclippsprogram/eclippsprogram.html>

*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 5 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.

*Grant Number:* H325A010095

### **Educators Without Borders**

*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.

---

*Grant Number:* H325A010107

### **Project Vision**

---

*Project Director:* Mercer, Dixie  
 Stephen F. Austin State University  
 Dept. of Human Services  
 P.O. Box 13019, SFA Station  
 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 5 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.

---

*Grant Number:* H325A010114

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

---

*Project Director:* Case-Smith, Jane  
Ohio State University  
School of Allied Medical Professions  
406 Atwell Hall, 1583 Perry Street  
Columbus, OH 43021  
*Voice:* 614-292-0357; *Fax:* 614-292-0210  
*E-mail:* case-smith.1@osu.edu  
*Web site:* <http://amp.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 1 of 5 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 1 course in each of 6 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.

---

*Grant Number:* H325A020009

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

---

*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 serve as a model for other preprofessional programs in speech-language pathology considering offering specialty tracks for low-incidence populations; and 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.

---

*Grant Number:* H325A020011

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

---

*Project Director:* Squires, Jane  
 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@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 8 will be funded to participate in the rural option.

---

*Grant Number:* H325A020014

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

---

*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 5-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.

---

*Grant Number:* H325A020023

**A Model of Preparing Graduate Students and Professional Educators and Related Service Personnel to Work with Infants and Toddlers with Disabilities**

---

*Project Directors:* Kahn, James V.; Kielhofner, Gary  
 University of Illinois - Chicago  
 College of Education  
 1040 W. Harrison  
 Chicago, IL 60607  
*Voice:* 312-996-4677; *Fax:* 312-996-5651  
*E-mail:* jkahn@uic.edu; kielhfnr@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.

---

*Grant Number:* H325A020029

---

**Improved Training of Physical Therapists in Early Intervention Settings (IMPRINTS)**

---

*Project Director:* Baker, Christine P.; Wild, Dana; Lewis, Raymond  
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 Master's-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.

*Grant Number:* H325A020032

### **Field-Based Early Childhood Low-Incidence Graduate Training Proposal**

*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 5 years of the project.

*Grant Number:* H325A020041

### **Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication**

*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 5 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.

---

Grant Number: H325A020104

**Project ASSURE–Personnel Preparation:  
Young Children with Low-Incidence Disabilities**

---

*Project Director:* McInerney, William; Atkins-Burne, Sally  
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 4 part-time, 2-year training cycles and 5 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.

---

*Grant Number:* H325A020106

**Early Intervention Specialist Program**

---

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

*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 (3-semester) involvement necessary to complete Early Intervention/Early Childhood Specialist requirements. The interdepartmental design of the project will involve 3 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.

---

*Grant Number:* H325A020113

**Early Childhood and Developmental Risk: An Interdisciplinary Teacher Preparation Program in Psychology, Early Childhood and Early Childhood Special Education**

---

*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 8 with a range of risk and disability conditions, including children with low-incidence disabilities, mild disabilities, and typically developing children.

*Method:* The 5-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.

---

*Grant Number:* H325A030031

**Alaska Early Intervention Low-Incidence Training Program**

---

*Project Director:* Ryan, Susan  
 University of Alaska - Anchorage  
 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 2 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-5 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-5 Special Education; (d) commitment of more than 55% 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.

---

*Grant Number:* H325A030036

**Preparing Diverse Professionals Across Specialty Areas  
to Support the Needs of Children with Autism**

---

*Project Director:* Symon, Jennifer  
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:* jsymon@calstatela.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 Master's 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 5 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.

---

*Grant Number:* H325A030038

**Preparation of Personnel in Low-Incidence Disabilities: Masters' Program**

---

*Project Director:* Kohl, Frances  
University of Maryland – College Park  
Special Education Dept.  
1308 Benjamin Building  
College Park, MD 20742-1161  
*Voice:* 301-405-6490; *Fax:* 301-314-9158  
*E-mail:* fk4@uemail.umd.edu

*Beginning Date:* 8/1/2003  
*Ending Date:* 7/31/2008

*OSEP Contact:* Ray Miner  
*Voice:* 202-245-7452  
*E-mail:* raymond.miner@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 4-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 5 years, approximately 60 trainees will graduate from this program.

*Grant Number:* H325A030049

**Project InSPECT:  
The Integrated School Psychology Early Childhood Training Program**

*Project Director:* Miller, Gloria  
University of Denver  
College of Education  
2450-60 S. Vine Street  
Denver, CO 80208  
*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:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@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 4-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 4-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 3-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.

---

*Grant Number:* H325A030060

**Preparation of Speech Language Pathologists in Pediatric Traumatic Brain Injury:  
Service, Advocacy, and Collaboration**

---

*Project Director:* Proctor, Adele; Hengst, Julie  
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 10 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 1 new course in pediatric TBI, 1 new class in alternative and augmentative communication, and a new professional seminar on consultation, collaboration, and advocacy.

---

*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**

---

*Project Director:* Cordeiro, Paula; Hecht, Barbara  
University of San Diego, School of Education  
5998 Alcalá Park  
San Diego, CA 92110  
*Voice:* 619-260-4540  
*E-mail:* cordeiro@sandiego.edu

*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 2-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 5 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.

---

*Grant Number:* H325A030062

### **Early Intervention Certificate Program for Occupational Therapists**

---

*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 5-year project. Each cohort will consist of 15 students who will complete 5 courses and 2 practicum experiences over 3 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.



---

*Grant Number:* H325A030074

**Preparing Diverse Teachers of Young Deaf and Hard-of-Hearing Children:  
Two Program Options**

---

*Project Director:* Cordeiro, Paula; Hecht, Barbara  
University of San Diego, School of Education  
5998 Alcala Park  
San Diego, CA 92110  
*Voice:* 619-260-4540  
*E-mail:* cordeiro@sandiego.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:* This project will train teachers of young, culturally diverse deaf and hard-of-hearing children and their families by providing tuition stipends to 60 culturally and linguistically diverse graduate-level candidates over a 5-year period. Forty candidates will complete a 1-year intensive Master's degree program with a deaf and hard-of-hearing credential, and 20 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.

---

*Grant Number:* H325A030078

**Collaborative M.A. Degree Preparation in Special Education/Autism Specialization**

---

*Project Director:* Hall, Laura J.  
San Diego State University Foundation  
5250 Campanile Dr.  
San Diego, CA 92182-1931  
*Voice:* 619-594-0768; *Fax:* 619-594-6628  
*E-mail:* LJHALL@mail.sdsu.edu

*Beginning Date:* 8/27/2003  
*Ending Date:* 8/36/2008  
*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 2 full years and 12 candidates that will complete half of their program with support. This collaborative project involves 2 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, 2 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 "Master's 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 Master's 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.

---

*Grant Number:* H325A030091

**Preparing Interdisciplinary Early Interventionists for Rural States**

---

*Project Director:* Maloney, Ted; Forest, Sue; Ekblad, Alan  
 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 6 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 2 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 5-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.

---

*Grant Number:* H325A030092

**Preservice Preparation of Highly Qualified Early Intervention Specialists**

---

*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  
*Web site:* www.chs.fsu.edu/fcs/earlyintervention/

*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 5-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.

---

*Grant Number:* H325A030093

**Preparing Personnel to Work with Young Children with Autism and Their Families**

---

*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 2-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.

*Grant Number:* H325A030101

### **Project TEESET: Technology Enhanced Education for Special Education Teachers**

*Project Director:* Demchak, MaryAnn  
 University of Nevada - Reno  
 Curriculum and Instruction, MS 282  
 Reno, NV 89557-0204  
*Voice:* 775-784-4383; *Fax:* 775-327-5220  
*E-mail:* mad@unr.edu  
*Web site:* www.unr.edu/educ/es/teeset/

*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:* 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 5 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.

---

*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)**

---

*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:* lflynwni@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-3 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; Ackley, R. Steven; Hanks, Wendy  
Gallaudet University  
800 Florida Avenue, NE, HMBS 549  
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 3 required electives 2 courses in early intervention and 1 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 1 internship in a school setting. At least 1 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.

---

Grant Number: H325A040017

**Project TransTeam:  
Transdisciplinary, Research-Based Alliances Necessary for Successful Teaming**

---

*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 Master's-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 5-year period, 130 students will be prepared.

*Method:* Young children with disabilities from diverse backgrounds require teams of personnel from a variety of disciplines. Accordingly, TransTeam emphasizes collaboration, team-based learning, and student development of core research-based, transdisciplinary competencies. Master's-level students from 5 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 3 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 5 disciplines working with young children with disabilities.

---

Grant Number: H325A040033

**Multidisciplinary Literacy Project for Children who are Deaf or Hard of Hearing**

---

*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 4 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 3 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 3 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 5 professional journal articles.

*Grant Number:* H325A040036

### **Graduate Preparation Project (GPP) in Early Childhood Special Education**

*Project Director:* Garfinkle, Ann; Harper-Whaley, Susan  
University of Montana  
School of Education, Dept. of Curriculum & Instruction, 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 4 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.



---

*Grant Number:* H325A040063

**Project PASS: Preparing Autism Specialists for Schools**

---

*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@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 3 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 nonverbal 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 5-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.

---

*Grant Number:* H325A040077

**Preparing Relationship-Based Early Intervention Personnel (PREP)**

---

*Project Director:* Santos, Rosa; Ostrosky, Michaelene; Hughes, Mary-Alyne  
 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 2 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 5-year project, 72 graduate and undergraduate students will acquire specialized knowledge for working with children aged birth to 3 with or at risk for disabilities and their families.

*Grant Number:* H325A040084

### **An ECSE Personnel Preparation Program Emphasizing Validated Inclusion Practices**

*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 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 while 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.

---

*Grant Number:* H325A040099

**Teacher Preparation: Deaf Education (TPD)**

---

*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 5 years of the program, a total of 50 teachers will be graduated.

*Method:* The program involves 4 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, 10 new, highly qualified teachers with an M.S. in Deaf Education will graduate from the enhanced, 2-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 6 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.

---

*Grant Number:* H325A040109

**Collaborative AAC Services in Inclusive Early Intervention Settings**

---

*Project Director:* Soto, Gloria; Robinson, Nancy  
 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 6 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 5). 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.

*Grant Number:* H325A040122

### **Advanced Training Program in Assistive Technology for Leadership Personnel Serving Students with Low-Incidence Disabilities**

*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 4 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 year-long 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.

---

Grant Number: H325A040127

**Team Leadership and Collaboration (TLC) for Children  
with Low-Incidence Disabilities and Their Families**

---

*Project Director:* Lytle, Rebecca K.  
The CSU, Chico Research Foundation  
California State University - Chico  
Physical Education & Exercise Science  
Chico, CA 95929-0330  
*Voice:* 530-898-4298; *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; 2-hour video conference/class every 2 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.

## 84.325D

### Preparation of Leadership Personnel

*Grant Number:* H325D020012

#### **Preparing Early Childhood Special Education and Related Service Academic and Research Leaders with an Emphasis on Communication and Social Relationships**

*Project Director:* Crais, Elizabeth  
 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 4 early intervention seminars; (c) develop monthly student/faculty research seminars; (d) provide teaching and research apprenticeships (1 each annually); and (e) facilitate students' professional development through participation in conferences.

*Method:* The program focuses on 2 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:* 785-864-0615; *Fax:* 785-864-4149  
*E-mail:* evahorn@ku.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 4-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:* 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:* jsquires@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 8 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.

---

*Grant Number:* H325D020028

**The Preparation of Leadership Personnel to Implement the Research to Practice Model in Adapted Physical Education, Physical Therapy, and Occupational Therapy**

---

*Project Director:* Ulrich, Dale A.  
University of Michigan  
Div. of Kinesiology  
401 Washtenaw Ave.  
Ann Arbor, MI 48109-2214  
*Voice:* 734-615-1904; *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 4 pre-doctoral students and 4 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.



---

*Grant Number:* H325D020049

**Mentoring Special Education Leaders for the 21st Century:  
Preparation of Leadership Personnel**

---

*Project Director:* Darch, Craig  
Auburn University  
Rehabilitation & Special Ed  
1228 Haley Center  
Auburn, AL 36849-5131  
*Voice:* 334-844-2104; *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 9 doctoral students, no less than 3 from underrepresented groups.

---

*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**

---

*Project Director:* Hawks, John  
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.

---

*Grant Number:* H325D030012

### **Doctoral Leadership Training in Early Childhood Special Education**

---

*Project Director:* Kaiser, Ann; Wolery, Mark  
 Vanderbilt University, Peabody College  
 Box 328  
 Nashville, TN 37203-5701  
*Voice:* 615-322-8160; *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.

---

*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**

---

*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 indepth 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.

---

*Grant Number:* H325D030057

**Extending Collaborative Processes to Inclusive  
Early Childhood Programs in Rural Schools**

---

*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 9 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 9 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 1 of 3 high-need, rural school communities.

*Grant Number:* H325D030059

**Preparing Speech-Language Pathologists  
to Take Doctoral Leadership Roles in Language and Literacy**

*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."

---

*Grant Number:* H325D050002

**Preparing Tomorrow's Early Childhood Intervention Leaders**

---

*Project Director:* Pretti-Frontczak, Kristie  
 Kent State University  
 P.O. Box 5190  
 134 Auditorium Bldg. Terrace Drive  
 Kent, OH 44242  
*Voice:* 330-672-0597; *Fax:* 330-672-2512  
*E-mail:* kprettif@kent.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* The purpose of this project is to offer 10 doctoral trainees high-caliber courses, professional seminars, and experientially based activities that will ensure they are prepared to engage in key educational roles in the 21st century.

*Method:* The project is organized around existing doctoral courses offered at Kent State University and at the University of Kentucky, professional seminars co-taught by experts in the field, and experientially based activities. Specifically, trainees will participate in 4 project seminars. Each seminar is grounded in research-based curriculum and pedagogy, including: (a) understanding and working with culturally and linguistically diverse populations; (b) ensuring access and progress of all children within the general curriculum; (c) providing coordinated services in the natural environment; and (d) using technology as a tool to improve ECI preservice preparation and direct services.

---

*Grant Number:* H325D050045

**Leadership Preparation in Evidence-Based Practice Impacting Diverse Learners and Their Families in Early Intervention**

---

*Project Director:* Crais, Elizabeth  
 University of North Carolina - Chapel Hill  
 Allied Health Sciences  
 UNC-CH/CB #7190  
 Chapel Hill, NC 27599-7190  
*Voice:* 919-966-9458; *Fax:* 919-966-0100  
*E-mail:* bcrais@med.unc.edu

*Beginning Date:* 8/1/2005  
*Ending Date:* 7/31/2009

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project intends to create a cadre of 8 doctoral graduates to fulfill leadership roles in higher education with specific skills in generating, implementing, evaluating, and disseminating evidence-based practices for young children with disabilities and their families from diverse cultural, linguistic, and socioeconomic backgrounds. The program of study will consist of a unique interdisciplinary set of research-based courses and research and teaching experiences targeting specific competencies related to research, personnel preparation, and dissemination.

*Method:* The project will recruit 8 ethnically and linguistically diverse students in the field of early childhood special education and speech and hearing sciences, and offer interdisciplinary research seminars and courses focused on evidence-based practices in early childhood intervention. Infused throughout all project activities will be strategies to raise awareness, understanding, and competency in working with diverse learners and their families. Students' professional development will be facilitated through

participation in interdisciplinary research projects and through teaching graduate and undergraduate courses with an emphasis on evidence-based practice. The program will also develop students' leadership abilities by giving them skills in grant writing, professional publication, and conference presentations related to evidence-based practice. Two project graduates will be provided 1-year postdoctoral experiences with a focus on research, teaching, mentorship, and professional development in evidence-based practice.

---

*Grant Number:* H325D050047

### **Preparation of Tomorrow's Leaders in Pediatric Audiology and Early Intervention**

---

*Project Director:* Bess, Fred  
 Vanderbilt University Medical Center  
 3319 West End Avenue, Suite 100  
 Nashville, TN 37203-6869  
*Voice:* 615-936-5001; *Fax:* 615-936-5014  
*E-mail:* fred.h.bess@vanderbilt.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* The goal of this project is to respond to the need for leadership training of administrators, teacher/investigators, and researchers who are concerned with infants and toddlers with hearing loss. Hence, a central goal is the preparation of doctoral-level students competent in meeting the needs of young children with hearing loss, specifically infants and toddlers, through research, teaching, and service delivery. This project aims to provide students with theoretical and practical knowledge on the complicated issues associated with early intervention services and special education administration, and to prepare students to conduct outcome and efficacy research with young children with hearing loss. Finally, the project will help prepare students to understand and work with young children with hearing loss and their families from diverse cultural and linguistic backgrounds.

*Method:* The educational and field-based training will emphasize an evidence-based approach that focuses on interdisciplinary and multidisciplinary activities for affording services to young children with hearing loss. The project will include steps to recruit students from groups that are underrepresented, including individuals with disabilities.

*Products:* Anticipated products are highly trained graduates (pediatric audiologists) from this program who will be able to take positions of leadership in colleges and universities, clinics, hospitals, educational facilities, and state and federal agencies to meet the needs of infants and toddlers with hearing loss from diverse cultural and linguistic backgrounds.

---

*Grant Number:* H325D050095

**Preparation of Leadership Personnel in Early Childhood Special Education**

---

*Project Director:* Lieber, Joan; Cooper, David; Beckman, Paula  
University of Maryland – College Park  
Office of Research Administration and Advancement  
3112 Lee Building  
College Park, MD 20742-5141  
*Voice:* 301-405-6467; *Fax:* 301-314-9158  
*E-mail:* jlieber@umd.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

*OSEP Contact:* Robert Gilmore  
*Voice:* 202-245-7354  
*E-mail:* bob.gilmore@ed.gov

*Purpose:* This project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are responsive to the needs of children and families from diverse cultural groups.

*Method:* The program will incorporate intensive coursework in early childhood special education and related fields along with courses in research design and methodology. Additional program requirements will include (a) systematic, supervised research apprenticeships; (b) a college teaching apprenticeship; (c) opportunities for professional skill development in the areas of writing for funding, conference presentations, and writing for professional publications; and (d) a professional internship designed to enhance collaborative skills in settings that may include a neonatal intensive care unit, a professional development school (that includes regular education and special education teachers), or local/state/federal agency.

*Products:* The leadership personnel that will emerge from this program will be (a) research consumers who can critically evaluate literature in early childhood special education and related disciplines; (b) research generators who can design, implement, and evaluate research ideas that contribute to scientifically based research in early childhood special education; (c) teacher educators who can train educators to provide coordinated services in natural environments for infants and toddlers with disabilities and their families; (d) experienced teachers who design, implement, and evaluate research-based curriculum and pedagogy; (e) capable of advising students specializing in early childhood special education; (f) capable of securing funds from private and public agencies at the local, state, and national level; (g) sensitive to issues of professional ethics and conduct; (h) effective advocates for young children with disabilities and their families; and (i) effective advocates who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

## 84.325E

# Preparation of Personnel in Minority Institutions

*Grant Number:* H325E020031

### Project INSPIRE

#### (Inclusive Natural Settings Promote Instructionally Relevant Education)

*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

*Web site:* www.twu.edu/inspire/

*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 5 disabled full-time and 5 part-time culturally, ethnically, linguistically, and diverse trainees will receive a Ph.D. degree and be nationally Certified Adapted Physical Educators. The 4 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 transdisciplinary team of parents and professionals to serve students and their families in the most natural environment.



---

Grant Number: H325E020038

## **Culturally Responsive Early Intervention in Assistive Technology Training (CREATT)**

---

*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.

---

*Grant Number:* H325E020061

**Project Embrace**

---

*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 4-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 Master's 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.

---

*Grant Number:* H325E020065

**Preparing the Special Education Professoriate of Tomorrow:  
 A Doctoral Program for Expert Competencies in Research and Teacher Education**

---

*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 indepth 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 1 of 4 focus areas: learning disabilities and reading, behavioral and emotional disabilities, family issues, or special

education policy. The 3-year doctoral program includes (a) 4 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) 3 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.

---

*Grant Number:* H325E030035

**Preparation of Early Childhood Special Education Teachers  
to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities**

---

*Project Director:* Valle-Riestra, Diana; Rothlein, Liz  
University of Miami  
School of Education  
P.O. Box 248065  
Coral Gables, FL 33124  
*Voice:* 305-284-6393; *Fax:* 305-284-3003  
*E-mail:* driestra@miami.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 4 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.

*Grant Number:* H325E030058

**Sitting Bull College Early Childhood/Special Education Project:  
One Teacher at a Time**

*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 2 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 4-year approval while continuing to provide a 4-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.

*Grant Number:* H325E030084

**Bank Street College of Education Minority Educators for Special Education Program**

*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 2 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.

---

*Grant Number:* H325E040001

**Speech Therapists/Early Intervention Certificate Program**

---

*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 1-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:* 206-616-3450  
*E-mail:* ilene@u.washington.edu  
*Web site:* www.pdacenter.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 5 universities and 1 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 indepth 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**

*Grant Number:* H325H020086

#### **Project GRACIAS**

#### **Gaining Readiness and Achieving Competency for Instructing All Students**

*Project Director:* Valle-Riestra, Diana  
University of Miami  
School of Education, Merrick Building, Room 312  
P.O. Box 248065  
5202 University Drive  
Coral Gables, FL 33124-2040  
*Voice:* 305-284-6393; *Fax:* 305-284-3003  
*E-mail:* driestra@miami.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.

*Grant Number:* H325H020106

#### **Campus-Community Collaboration for Preparation of Interdisciplinary Inclusion Facilitators**

*Project Director:* Boone, Harriet A.  
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

*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 Master's-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 4-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.

---

*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**

---

*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 3 to 11.

*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 4-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 1 of 2 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.



---

*Grant Number:* H325H020126

**Improving Language and Literacy Outcomes  
for Children with Communication Impairments in High Poverty Communities**

---

*Project Director:* Goldstein, Howard  
 Florida State University  
 Dept. of Comm. Disorders  
 Tallahassee, FL 32306-1200  
*Voice:* 850-645-4972; *Fax:* 850-644-8994  
*E-mail:* howard.goldstein@comm.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 indepth 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 4 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.

---

*Grant Number:* H325H030053

**A Master's Program in Early Childhood Special Education  
High-Incidence Disabilities**

---

*Project Director:* Lieber, Joan  
University of Maryland – College Park  
Dept. of Special Education  
1308 Benjamin Bldg.  
College Park, MD 20742-1161  
*Voice:* 301-405-6467; *Fax:* 301-314-9158  
*E-mail:* jlieber@umd.edu

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

*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:* 860-679-1500  
*E-mail:* mbruder@nsol.uhc.edu  
*Web site:* [www.uconnuccedd.org/Projects/PersonnelPrep/Default.htm](http://www.uconnuccedd.org/Projects/PersonnelPrep/Default.htm)

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

*OSEP Contact:* Glinda Hill  
*Voice:* 202-245-7376  
*E-mail:* [glinda.hill@ed.gov](mailto: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 3 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 3 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.

## 84.325K Combination Priority for Personnel

**Focus Area A: Early Intervention / Early Childhood**

*Grant Number:* H325K051046

### **Preparation in Inclusive Practices and Strategies (PIPS)**

*Project Director:* Cross, Lee  
University of Central Florida  
4000 Central Florida Boulevard  
College of Education – 1250  
Orlando, FL 32816  
*Voice:* 407-823-5477; *Fax:* 407-823-3859  
*E-mail:* lcross@mail.ucf.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

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

*Purpose:* The goal of this project is to support the preparation of 44 early childhood general and special educators to address the shortages of highly qualified individuals to provide services for 3- to 5-year-old children with disabilities in inclusive settings.

*Method:* This program will include technology-enhanced course delivery and an alternative delivery system with a field-based preparation model to include a focus on emergent literacy. Applied field experiences will occur in inclusive early childhood settings. A component of the project will be implementing ongoing performance-based assessment strategies to document the effect of the preparation model on competency development. These strategies will include portfolio assessment, action research, documentation of performance and competency acquisition during a summer practicum, and an ongoing self-reflection about personal professional practice. Families of children with disabilities will be integrally involved in the project, assisting with planning the project and with coursework delivery. The project will also include a year-long induction program after completion of the degree program and a focus on skills in supporting colleagues in inclusive settings.

*Products:* The project will prepare 44 general and special education early childhood educators to teach children with disabilities in inclusive settings through competency-based coursework leading to a Master's degree in early childhood or special education with a concentration in early childhood special education.

---

*Grant Number:* H325K051061

**Joining Forces to Meet the Challenge: Preparing Special Educators Who Will Also Be Able to Meet the Needs of Young Children with Autism Spectrum**

---

*Project Director:* Cook, Ruth  
 Santa Clara University  
 c/o Sponsored Projects Office  
 500 El Camino Real  
 Santa Clara, CA 95053  
*Voice:* 408-554-2145; *Fax:* 408-554-2392  
*E-mail:* rcook@scu.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

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

*Purpose:* The purpose of this project will be to implement a community-university partnership involving parents, public school districts, and area Autism Spectrum Disorders (ASD) specialists in designing and delivering a personnel preparation program. This program aims to help meet the increasingly critical challenge in personnel preparation by training a diverse population of students to become highly qualified early interventionists/early childhood special educators capable of meeting the needs of a wide variety of children with disabilities (birth to 5), including children with ASD.

*Method:* Through a collaborative effort, the present program will be revised to ensure infusion of competencies designed to create leaders in the implementation of evidence-based practices for working with young children with a diversity of disabilities and cultural backgrounds. Unique program features will equip personnel with the competencies needed to provide direct service or to facilitate inclusion of children with ASD. Through enhancement of courses, a new summer course followed by supervised fieldwork, and a series of Saturday workshops, the trainees will study and demonstrate those program/curricular practices that research identifies as being effective with children with ASD as well as other disabilities.

*Products:* A minimum of 60 candidates will receive financial assistance, allowing them the opportunity to earn either a Level I Early Childhood Specialist credential and a Master's degree in Special Education or to complete their preliminary credential.

---

*Grant Number:* H325K051065

**Preparation of Teachers for Early Intervention/Early Childhood Special Education**

---

*Project Director:* Sandall, Susan  
 University of Washington  
 Office of Sponsored Programs  
 1100 NE 45th St., Suite 300  
 Seattle, WA 98105  
*Voice:* 206-221-3445; *Fax:* 206-616-9198  
*E-mail:* ssandall@u.washington.edu

*Beginning Date:* 9/1/2005  
*Ending Date:* 8/31/2009

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

*Purpose:* This preparation program has 3 goals: (a) to increase the number of fully qualified teachers, especially those from underrepresented groups, to teach infants, toddlers, and preschoolers with severe disabilities; (b) to put supports in place to ensure retention of these teachers in early intervention and early childhood (EI/EC) special education programs; and (c) to prepare teachers who are capable of meeting the needs of those young children who are most challenging to the EI/EC special education systems.

*Method:* The project will recruit prospective students who more closely represent the U.S. population and recruit and support community-based mentors who will be matched with students. A collaborative seminar will be developed, combined with fieldwork focused on home visiting and child care center visits. The seminar will be a forum for serious discussion of problems of practice through case-based problem solving. Online modules will be developed to provide accessible, up-to-date information on evidence-based practices for young children with disabilities. The project will review and refine all coursework with attention to collaboration, children with autism and challenging behaviors, and cultural and linguistic diversity. Finally, the project will develop a continuing support network for students and mentors to sustain and strengthen teachers as they begin their careers.

*Products:* It is anticipated this competency-based, graduate-level program will support 7 full-time students with tuition and stipends each year. Coursework and field experiences will be provided to at least 10 additional students each year. Thus, the program expects to graduate over 60 students who will be eligible for a Master's degree and a state teaching credential in special education with an emphasis in early intervention/early childhood special education.

---

*Grant Number:* H325K051091

### **Preparing Early Educators for Careers in Special Education (PEECS)**

---

*Project Director:* Paillard, Alise; Hanson, Marci  
 San Francisco State University  
 Administration Building, Rm. 471  
 1600 Holloway Avenue  
 San Francisco, CA 94132  
*Voice:* 415-338-7654; *Fax:* 415-338-0566  
*E-mail:* paillard@sfsu.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* The purpose of this project is to implement a multitiered training approach that will result in high-quality, state-credentialed, early childhood special educators prepared to meet the diverse needs of young children (birth through 5 years) with special needs and their families.

*Method:* Trainees will complete at least 35 semester hours of coursework and over 400 hours of fieldwork in order to attain an initial credential in ECSE. The project will train 115 individuals from culturally, linguistically, and ability diverse groups to attain an early childhood special education credential. An additional 80-100 trainees will receive coursework training in ECSE with project trainees.

*Products:* This project will increase the number of general early childhood Bachelor's-degree candidates from underrepresented groups that successfully complete credentials and Master's degrees in Early Childhood Special Education. It will also contribute to the number of highly qualified personnel prepared to teach in inclusive, culturally and linguistically diverse, urban environments, using data-based models of intervention and reflective practice.

---

*Grant Number:* H325K051115

**Metro-READY: University-Community Partnerships to Prepare and Support Early Intervention and Early Childhood Special Educators in Urban Inclusive Settings**

---

*Project Director:* Reed-Victor, Evelyn  
Virginia Commonwealth University  
Office of Sponsored Programs  
P.O. Box 980568  
Richmond, VA 23298  
*Voice:* 804-827-2653; *Fax:* 804-828-1326  
*E-mail:* ereedvic@vcu.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

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

*Purpose:* The purpose of this project is to provide a preservice training model that increases the quantity, quality, and diversity of fully credentialed early intervention personnel and early childhood special educators. The aim is to promote acquisition of research-based knowledge and development of specific skills to promote school readiness and inclusion of young children with disabilities by working with families and practitioners in diverse urban settings. Overall, the priorities are as follows: (a) to meet state and national needs for highly qualified personnel in EI/ECSE; (b) to promote readiness of young children with disabilities for long-term academic success; (c) to build research-to-practice links through partnerships in diverse metropolitan settings; (d) to recruit and retain trainees from traditionally underrepresented and non-traditional groups; and (e) to prepare graduates for realities of practice and support beginning special educators.

*Method:* The Metro-READY project will provide a comprehensive graduate program for initial licensure and/or endorsement in early intervention and early childhood special education. The program will consist of 3 main elements: interdisciplinary coursework in readiness-oriented early intervention/education; preparation for inclusive services through additional early childhood education courses; and extensive fieldwork in diverse early childhood settings. To ensure research-to-practice preparation, core courses will be taught in community settings and incorporate fieldwork throughout the program, and families from diverse backgrounds will mentor students. In collaboration with the Partnership for People with Disabilities, VCU-Community Solutions early childhood coalitions, local schools, and early intervention programs, a community of practice Web site and an annual symposium will be created for ongoing dialogue, problem solving, and collegial support among students, mentors, new special educators, faculty, and experienced practitioners about high-quality, integrated, early childhood programs.

*Products:* The project will prepare 50 fully credentialed early interventionists and early childhood special educators.

---

*Grant Number:* H325K051120

**Preparation of Early Intervention Personnel**

---

*Project Director:* Beckman, Paula  
 University of Maryland – College Park  
 Office of Research & Advancement  
 3112 Lee Building  
 College Park, MD 20742  
*Voice:* 301-405-6492; *Fax:* 301-314-9158  
*E-mail:* jl39@umail.umd.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* The purpose of this project is to meet the need in Maryland for qualified personnel who have been trained to work with infants, toddlers, and their families who have or are at risk for a disability. The project aims to educate personnel to meet the needs of young children in integrated settings in collaboration with early childhood educators, as well as to recruit individuals with disabilities and from underrepresented populations.

*Method:* Approximately 14 students per year are expected to participate in this program. The program will be open to Master's degree students and Advanced Graduate Specialists in special education who wish to specialize in early intervention. The program will also be available to graduate students seeking degrees in disciplines other than special education (e.g., early childhood education, human development) and who wish to provide interventions to infants, toddlers, and families. The program will (a) provide a program of coursework and field experiences that integrate research-based curriculum and pedagogical knowledge and practice in early intervention to improve student outcomes for children birth to 3; (b) enhance existing coursework and field experiences to focus on transdisciplinary training opportunities in natural environments, the specialized needs of children and families from diverse cultural and language backgrounds, and collaboration and consultation in early intervention; (c) recruit, select, and enroll qualified candidates for Master's training who have diverse backgrounds, including those with disabilities; (d) promote students' 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 training program through partnerships with advisory board members and representatives from local school systems and early intervention programs, especially those with critical shortages of early interventionists in Maryland.

---

*Grant Number:* H325K051136

**Autism Specialization in Early Intervention/Early Childhood Special Education**

---

*Project Director:* Kaczmarek, Louise  
 University of Pittsburgh  
 Office of Research  
 350 Thackeray Hall  
 Pittsburgh, PA 15260  
*Voice:* 412-648-7449; *Fax:* 412-648-7081  
*E-mail:* kaczmk@pitt.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* This project addresses state and national needs for more appropriately trained personnel to work with young children with autism.



*Method:* The project will establish and implement a concentration in autism within the University of Pittsburgh's M.Ed. program and graduate 30 students from the university's Early Intervention/Early Childhood Special Education M.Ed. program with an autism specialization, half of whom will also earn a certification in either Early Childhood or Special Education. Special emphasis will be placed upon recruiting more students from underrepresented groups and providing them with supports to assist them in completing the program. The autism specialization will consist of coursework on Autism Characteristics and Intervention approaches; Applied Behavior Analysis (3 courses); Language and Social Interventions; Consultant/Itinerant Service Delivery; and an advanced seminar focused on research. Students will be required to complete a portfolio section on autism. Practicum experiences will include working with children with autism in home-based and inclusive, center-based programs. Digital video will be utilized for enhancing onsite supervision of students during their autism practicum experiences.

*Products:* This project anticipates providing 30 Master's degree students with the knowledge and skills necessary to serve children with autism in early intervention/early childhood programs.

---

*Grant Number:* H325K051151

### **Mountain Prairie Upgrade Partnership—Early Childhood**

---

*Project Directors:* Marvin, Chris; Eccarius, Malinda  
University of Nebraska - Lincoln  
202 Barkley Center  
Lincoln, NE 68583

*Voice:* 402-472-5483; *Fax:* 402-472-7697

*E-mail:* cmarvin1@unl.edu; meccarius2@unl.edu

*Web site:* www.unl.edu/ECSE/mpupec/index.shtml

*Beginning Date:* 1/1/2006

*Ending Date:* 12/31/2009

*OSEP Contact:* Maryann McDermott

*Voice:* 202-245-7439

*E-mail:* maryann.mcdermott@ed.gov

*Purpose:* The purpose of this project is to increase the number of trained personnel in Nebraska, Wyoming, and Iowa where shortages of deaf education teachers exist and early childhood special education (ECSE) teachers are often in great demand. Graduate students majoring in either deaf education (P-12) or ECSE (birth-grade 3) at the University of Nebraska-Lincoln will be able to augment their discipline-specific studies with coursework and practica related to young children with a hearing loss (0-5 years) and their families, via distance education technologies.

*Method:* The project will support completion of Master's degrees and state requirements. An additional 10 credits of interdisciplinary topics will be required for both ECSE and Deaf Education majors. Early childhood topics will include family-centered services, home visiting practices, and inclusive preschool classroom consultation/instruction with an emphasis on teaming, coaching, and collaboration with primary providers for infants and preschool-age children with disabilities in natural environments. Deafness-related topics will include pediatric audiology, psychology and sociology of deafness, auditory and speech-language development and early literacy instruction for young children who are deaf or hard of hearing, and an emphasis on developmentally appropriate care, transition, and collaboration with community providers. In addition to discipline-specific practica throughout the program, participants will enroll in an interdisciplinary seminar during their second year of studies to accompany supervised fieldwork young children who have hearing loss and their families. Weekend and summer on-campus class sessions will complement online and broadcast instruction and provide added opportunity for establishing a community of learners around shared interests in young children with hearing loss. Project funds will help support guest lecturers with unique specializations, parents, deaf individuals, and onsite supervisors. Funds for

tuition waivers and stipends for educational travel will also help attract certified teachers wishing to advance their education and specializations in ECSE or deaf education.

*Products:* Project participants will graduate with a Master's degree in ECSE or Deaf Education and certification preparing them to meet the needs of families with young children who are identified as deaf or hard of hearing.

---

*Grant Number:* H325K051192

**Project PIPPIN: Preparing Interdisciplinary Personnel to Promote Inclusion  
for Young Children with Special Needs**

---

*Project Director:* Dooley, Elizabeth  
West Virginia University Research Corp.  
on Behalf of West Virginia University  
P.O. Box 6845  
886 Chestnut Ridge Rd., Room 202  
Morgantown, WV 26506  
*Voice:* 304-293-3450; *Fax:* 304-293-6834  
*E-mail:* edooley@wvu.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* The purpose of this project is to recruit, train and certify up to 50 highly competent professional educators with full qualifications for positions serving young children with special needs in early intervention, early childhood education, and early childhood special education programs in West Virginia and neighboring states.

*Method:* The project will update content in an existing personnel preparation program to incorporate competencies in inclusive early childhood education for infants/toddlers/preschoolers with special needs. An innovative distance education will be developed and field-tested for low-incidence personnel preparation, combining interactive live Webcasts with multimedia Web modules. The project will also develop new materials to enhance educators' skills in using current best practices in inclusive early education with immediate implementation in real preschool settings.

*Products:* It is anticipated that 50 students (in 2 cohorts of 25 over the 4 years of the project) will receive financial assistance and other support under this project to facilitate completion of all certification and degree requirements in preschool special needs.

---

*Grant Number:* H325K051223

**Preparation and Retention of Early Intervention/Early Childhood Special Education Personnel for Linguistically Diverse and High-Poverty Communities**

---

*Project Director:* McLean, Mary; Faber, Allene  
 University of Wisconsin System  
 UW-Milwaukee Graduate School  
 P.O. Box 340  
 Milwaukee, WI 53201  
*Voice:* 414-229-2213; *Fax:* 414-229-5500  
*E-mail:* mmclean@uwm.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* The project will help provide teachers who are (a) highly qualified to serve infants/toddlers and preschoolers with disabilities; (b) from diverse backgrounds and knowledgeable and skilled in working with children and families whose home language is not English; (c) knowledgeable and skilled in working with families and children in high-poverty communities; and (d) knowledgeable and skilled in working with children with challenging behavior.

*Method:* Activities undertaken to achieve the goals of this project will include targeted recruitment activities, improved coursework and field experiences based on evidence-based practices, and enhanced support for professional development following completion of the preservice program. Participants will be students enrolled in the post-baccalaureate program at the University of Wisconsin-Milwaukee leading to certification in Early Childhood Special Education (ECSE). Students entering this program include those already certified in Early Childhood Education (ECE) and those certified in another area or not certified at all. Each year, 10 students with prior certification in ECE and 10 students without prior license will receive support from the proposed project, for a total of 20 scholars per year.

*Products:* Expected outcomes for the project include (a) an additional 80 teachers licensed in Early Intervention/Early Childhood Special Education (EI/ECSE) at the end of the 4-year period of the project; (b) a reduction in the number of unlicensed but employed EI/ECSE teachers in the state of Wisconsin and the surrounding region; and (c) an increase in the retention rate of EI/ECSE personnel teaching in high-poverty communities.

---

*Grant Number:* H325K051238

**Project Increasing the Number, Competence, and Resources of Early Intervention in Areas of Shortage (INCREAS)**

---

*Project Director:* Jung, Lee Ann  
 University of Kentucky  
 109 Kinkead Hall  
 Lexington, KY 40506  
*Voice:* 859-257-7905; *Fax:* 859-257-1325  
*E-mail:* ljung@uky.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* This project will develop a new alternate certification program in Interdisciplinary Early Childhood Education (IECE) that is research-based and focuses on early intervention providers in

Appalachian Kentucky through integrated training and field-based practice opportunities. Furthermore, the aim of the program is to lead to IECE certification after 2 years of part-time study delivered via innovative distance education formats. Ultimately, the goal is to increase the number, competence, and resources of early interventionists in Appalachian Kentucky.

*Method:* New coursework that focuses specifically on early intervention will be included, and field-based learning experiences will take place within scholars' current employment, allowing them to work toward certification without having to reduce job responsibilities, thus maintaining the current availability of services in Appalachian Kentucky. In order to participate in this program, applicants must be currently providing special instruction through Kentucky's Early Intervention System in an area of chronic and critical shortage. Particular emphasis will be placed on recruiting those from Appalachia, the area experiencing greatest shortage and yet with the least opportunity for certification. Participating scholars must agree to provide special instruction in an area of chronic shortage for a minimum of 2 years for every year of support provided to them by the project.

*Products:* It is anticipated this project will supply at least 38 newly qualified special educators in areas of chronic shortage during the 4-year program. Additionally, once this 4-year program is developed and implemented, the program will be self-sustaining through distance education at the University of Kentucky.

**84.325K** *(continued)*

## Combination Priority for Personnel

**Focus Area B: Low-Incidence Disabilities**

*Grant Number:* H325K052002

### **Program for Training of Teachers and Orientation and Mobility Instructors of Students with Visual Impairments with On-Campus and Distance Components**

*Project Director:* Kapperman, Gaylen  
Northern Illinois University  
Lincoln Highway  
231 Graham Hall  
DeKalb, IL 60115  
*Voice:* 815-753-8453  
*E-mail:* gkapperman@niu.edu

*Beginning Date:* 8/16/2005  
*Ending Date:* 8/15/2009

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

*Purpose:* Under the No Child Left Behind Act (NCLB), there is a critical need for highly qualified teachers of students with visual impairments (TSVI) and certified orientation and mobility specialists (COMS) to serve the needs of children with visual impairments. This project will address that need by training 78 professionals over a 4-year period at the graduate and undergraduate level in both an on-campus and distance learning format.

*Method:* A total of 78 specialists (50 TSVI, 20 dual TSVI and COMS, and 8 COMS) will be recruited and trained to work with children with visual impairments from early childhood through age 21, including those

with multiple disabilities and those from multicultural, multilingual backgrounds. Four options for training will be available for program participants: (a) an on-campus, full-time, undergraduate TSVI program; (b) an on-campus, full-time, graduate dual TSVI and COMS training program; (c) an on-campus, summer-only, graduate COMS program for certified TSVIs; and (d) a distance-format, part-time, graduate TSVI program for Illinois-certified general educators in the greater Chicago area. This wide range of variations is designed to aid in recruitment by meeting the needs of different types of program participants who wish to become trained to work with students who have visual impairments. The project will utilize partnerships with the Chicago Public Schools and with the state education agencies of Wisconsin and Indiana so that program participants will be well trained to work in culturally and linguistically diverse, high-poverty settings. Additionally, trainees will receive extensive training in the use of assistive technology.

*Products:* This teacher preparation program will produce highly qualified professionals to meet the needs of children with visual impairments. Graduates will also be qualified to provide colleagues with direct training on assistive technology as well as act as consultants in this area.

*Grant Number:* H325K052034

### **Project ACE: Autism Competencies for Endorsement**

*Project Directors:* Jones, Hazel; Conroy, Maureen  
University of Florida  
G315 Norman Hall  
P.O. Box 117050  
Gainesville, FL 32611-7050  
*Voice:* 352-392-0701; *Fax:* 352-392-2655  
*E-mail:* hajones@coe.ufl.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

*OSEP Contact:* William Halloran  
*Voice:* 202-245-7367  
*E-mail:* william.halloran@ed.gov

*Purpose:* Florida has added an autism endorsement to its certification areas. Project ACE is designed as a preservice training program to assist current teachers in the field in gaining content and practical knowledge to meet the state autism endorsement requirements and to meet the unique and diverse needs of infants, toddlers, and children with autism.

*Method:* Twenty students per year for the 4 years of the project will complete 4 Web-based courses and 2 field-based practica on the nature of autism, interventions for communication and social development, behavior management and positive behavioral support, and assessment and diagnosis. The project will also use a variety of technologies to provide ongoing interaction during fieldwork, including interactive video and consultation with experts through the Centers for Autism and Related Disabilities (CARD) network. Teachers who complete the program will serve as mentors for incoming cohorts of teachers.

*Products:* Teachers who complete the program will be able to meet state endorsement requirements for personnel instructing students with autism; fill vacancies in programs serving students with autism, including inclusive education programs; demonstrate knowledge of evidence-based pedagogy to instruct students with autism; link assessment of cognitive, social, and communication skills to effective interventions; and diversify the teacher population serving students with autism.

---

*Grant Number:* H325K052064

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

---

*Project Directors:* Day, Janice  
 University of Utah  
 Department of SPED  
 1705 E. Campus Ct. Dr., Room 221  
 Salt Lake City, UT 84112-9253  
*Voice:* 801-585-3925; *Fax:* 801-585-6476  
*E-mail:* Day\_J@ed.utah.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

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

*Purpose:* This project will address Utah's severe shortage of qualified teachers and early intervention providers to serve children with sensory impairments (visual impairments/blindness and hearing impairments/deaf) and their families. The project, a joint effort of the University of Utah and Utah State University, will provide competency-based interdisciplinary training statewide to 20 perspective teachers annually.

*Method:* To recruit and support program participants from underrepresented populations, a Recruitment/Parent Support Committee will be used to meet with potential students at activities and functions, review coursework, participate in courses, and be available for individual student support as needed. This project requires all teacher trainees to complete coursework and field practica, with coursework delivered to rural regions through the use of video technology supported by written materials. All participating students will have numerous supervised experiences in academic, rehabilitation, community, and health care settings. The project will also develop and implement a mentorship program for new teachers of students with sensory impairments; students will enter the mentorship program following their student teaching experience and receive support for 12 months.

*Products:* At least 60 early childhood specialists and K-12 teachers will receive endorsements in vision and hearing impairments as a result of this project.

---

*Grant Number:* H325K052074

**Preparing Highly Qualified Teachers of Students with Low-Incidence Disabilities: State Endorsements in Autism and Severe/Profound Disabilities**

---

*Project Directors:* Hanline, Mary Frances; Delano, Monica  
 Florida State University  
 Sponsored Research Services  
 97 South Woodward Avenue, 3rd Floor  
 Tallahassee, FL 32306  
*Voice:* 850-644-4880; *Fax:* 850-644-8715  
*E-mail:* mhanline@garnet.acns.fsu.edu  
*Web site:* <http://see.fsu.edu>

*Beginning Date:* 7/1/2005  
*Ending Date:* 7/31/2009

*OSEP Contact:* William Halloran  
*Voice:* 202-245-7367  
*E-mail:* william.halloran@ed.gov

*Purpose:* This 4-year project will offer online courses throughout Florida leading to the state's Endorsement in Autism and Endorsement in Severe or Profound Disabilities. These endorsements can be added onto a teaching certificate in any area of special education.

*Method:* The Endorsement in Autism will require 12 semester hours of coursework with fieldwork embedded in the academic courses. Students will be required to complete the 4-course sequence within 1 calendar year and will complete the fieldwork within their classrooms. The Endorsement in Severe or Profound Disabilities will require 9 semester hours of academic coursework and 3 semester hours of practicum. Students may emphasize learners with dual sensory impairment or learners with profound mental disability in these courses. The coursework must be completed within 1 calendar year. The practicum will take place in the practicing teachers' classrooms and will take the form of an action research project.

*Products:* This project will positively impact the critical shortage of teachers prepared to meet the unique needs of learners with autism and learners with severe or profound disabilities by providing at least 160 teachers (40 each year) with the preservice opportunity to earn a state endorsement of their choice.

---

*Grant Number:* H325K052084

### **Preparation of Personnel to Teach Children with Severe Cognitive Disabilities**

---

*Project Directors:* 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:* 7/1/2005

*Ending Date:* 6/30/2009

*OSEP Contact:* William Halloran

*Voice:* 202-245-7367

*E-mail:* william.halloran@ed.gov

*Purpose:* There is a critical shortage of fully certified teachers in Rhode Island who are adequately prepared to teach students who have severe cognitive disabilities. This project will address that need through a collaborative effort of the Paul Sherlock Center on Disabilities at Rhode Island College, the Rhode Island Department of Education, Rhode Island Early Intervention, and others.

*Method:* The project will (a) recruit and prepare 36 new special educators for students with severe/profound disabilities; (b) improve the quality of preservice training by adding 6 competency-based practicum experiences to both the undergraduate and graduate programs, and by increasing the length of student teaching from 200 to 300 hours; (c) provide alternative, site-based, preservice training that will enable 60 teacher candidates who currently have temporary emergency certification or who are certified in another area to attain full certification as Special Educators of Children and Youth with Severe Disabilities; (d) increase the number of teacher candidates from underrepresented groups; and (e) match each newly certified and employed Severe Disabilities Special Educator with an experienced mentor to increase the likelihood that these new teachers will remain in the field.

*Products:* In total, this project will prepare 96 teachers for students with severe/profound disabilities.

Grant Number: H325K052123

### **Project DEED: Distance Education for Education of the Deaf**

*Project Director:* White, Al  
 Texas Women's University  
 Office of Research & Sponsored Programs  
 P.O. Box 425619  
 Denton, TX 76204  
*Voice:* 940-898-2026; *Fax:* 940-898-2070  
*E-mail:* awhite@mail.twu.edu

*Beginning Date:* 9/1/2005  
*Ending Date:* 8/31/2009

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

*Purpose:* This Master's-level teacher training project will provide trainees throughout the country with the opportunity to take all required courses for deaf education certification in a distance education format. Project DEED will produce 65 new educators of the deaf.

*Method:* The project will (a) annually recruit, admit, and retain a cadre of 10-15 well-qualified general education teachers into the Texas Woman's University (TWU) Education of the Deaf teacher preparation program, plus graduating seniors who have completed a related undergraduate degree; (b) recruit, train, and support trainees from underrepresented groups such as minorities, individuals with disabilities, and those who are deaf; (c) refine coursework and practica to reflect research-based practices; (d) provide a curriculum that is in compliance with the Council on the Deaf and State competencies, providing students with state certification in deaf education; (e) develop and enhance effective distance education courses; and (f) evaluate project activities and use input for improvements.

*Products:* As a result of Project DEED, an increased number of certified teachers will be available to better serve students who are deaf or hard of hearing, 0-21 years of age, who use numerous communication methods, and who are served in a variety of educational placements throughout the United States.

Grant Number: H325K052166

### **Partners for Young Children with Disabilities**

*Project Director:* Valle-Riestra, Diana  
 University of Miami  
 School of Education  
 P.O. Box 248065  
 Coral Gables, FL 33124  
*Voice:* 305-284-6393; *Fax:* 305-284-3003  
*E-mail:* driestra@miami.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* The purpose of this project is to implement a high-quality personnel preparation program entitled "Partners for Young Children with Disabilities (PYCD)" at the Master's level in early childhood special education, with a focus on preparing personnel to serve young children with low-incidence disabilities and their families in natural and inclusive environments. This program addresses the critical shortages of qualified special education teachers at federal, state, and local levels and in early intervention and early childhood special education programs. It will meet the demands of a new service delivery model, "Early Steps," developed by the Florida Department of Health's Children's Medical Services (CMS).



*Method:* The program will recruit and prepare 20 individuals who are certified or eligible for state certification in pre-K, primary, early childhood, elementary education, or any area of special education, or individuals with no teaching experience or credentials (second career) at the Master's level in early childhood special education. Graduates of PYCD will be eligible for state certification in Exceptional Student Education (ESE) K-12, add-on endorsements in Pre-Kindergarten (Pre-K) Disabilities and English for Speakers of Other Languages (ESOL), and the Infant/Toddler Development Specialist (ITDS) certification from Children's Medical Services. Students will be required to complete a 6-week clinical rotation at Mailman Center for Childhood Development (MCCD) and a classroom-based rotation at Miami-Dade County Public Schools (M-DCPS); develop and implement a community-based advocacy project; participate in a 4-day Leadership and Advocacy Institute; maintain an electronic portfolio organized around the core competencies in early childhood special education; and conduct a final presentation.

*Products:* Twenty individuals will successfully participate in and complete an intensive, high-quality, interdisciplinary, and collaborative Master's degree program in early childhood special education. Students will become part of the nationwide network of trainees in the Leadership Education in Neurodevelopmental Disabilities (LEND) program. It is estimated that each graduate will provide direct services to a minimum of 15 young children with disabilities and their families. Thus, 300 young children with low-incidence disabilities and their families will be directly impacted by PYCD.

**84.325K** *(continued)*

## Combination Priority for Personnel

### Focus Area C: High-Incidence Disabilities

*Grant Number:* H325K053039

### **Personnel Preparation to Improve Services and Results for Children with Disabilities**

*Project Director:* Domaracki, Jane  
University at Albany, SUNY  
Albany, NY 12222  
*Voice:* 518-442-5061; *Fax:* 518-442-4953  
*E-mail:* jdomaracki@uamail.albany.edu

*Beginning Date:* 9/1/2005  
*Ending Date:* 8/31/2009  
*OSEP Contact:* Anne Smith  
*Voice:* 202-245-7529  
*E-mail:* anne.smith@ed.gov

*Purpose:* The primary objective of this project is to increase the retention and timely completion of preservice teachers in the Master's degree program by providing student support systems to retain well-qualified, diverse, nontraditional preservice teachers until they satisfy all program requirements, graduate, and obtain teaching positions in special education.

*Method:* Preservice teachers will complete 67 credits of coursework and fieldwork over 2 years of full-time study. Graduates will obtain NY State Teaching Certification in 3 areas: Teaching Students with Disabilities at the Childhood Level, Childhood Education, and Literacy Specialist (Birth - Grade 6). Teacher preparation and training will include (a) the use of research-based practices that improve student outcomes; (b) intensive and ongoing field experiences in diverse settings; and (c) rigorous training in the core academic area of reading instruction. Federal funds will help the project provide enhanced support by

providing financial assistance or traineeships to preservice teachers and enlarging the network of mentors and supports.

*Products:* The project will increase the numbers of high-quality special education teachers from nontraditional backgrounds. Approximately 40 trainees will complete the program with a Master's degree in Special Education and Literacy and eligibility for NY state teaching certification.

**84.325K** *(continued)*

## Combination Priority for Personnel

### Focus Area D: Related Services

*Grant Number:* H325K054143

### **Preparation of Pediatric Audiologists to Serve Infants, Toddlers, and School-Age Children with Hearing Loss**

*Project Director:* Roush, Jackson  
The University of North Carolina - Chapel Hill  
Office of Sponsored Research  
104 Airport Drive, Suite 2200, CB #1350  
Chapel Hill, NC 27599-1350  
*Voice:* 919-966-9467; *Fax:* 919-966-0100  
*E-mail:* jroush@med.unc.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

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

*Purpose:* This project will prepare 24 culturally competent pediatric audiologists for professional roles that will enable them to direct and facilitate efforts to optimize developmental outcomes for young children with hearing loss and their families. This grant focuses on a 4-state region: Georgia, North Carolina, South Carolina, and Virginia.

*Method:* The project will (a) enroll a diverse group of students from the 4-state region who desire a focus in early identification of hearing loss, clinical assessment of infants and young children, and facilitation of successful transition to preschool and school-age educational settings; (b) infuse cultural competence by including coursework and mentored practicum experiences that promote the knowledge and skills needed to appreciate diversity and similarities in groups that differ with regard to cultural, racial, physical ability, and ethnic background, and to enable effective communication with persons who have limited proficiency in English; (c) provide coursework and laboratory experiences that enable students to acquire expertise in the specialized areas of clinical practice required for delivery of services to infants, toddlers, and children with hearing loss and their families; (d) provide center-, hospital-, community-, and school-based audiology experiences where students participate in exemplary interdisciplinary practices in delivery of services to young children with hearing loss and their families; (e) infuse knowledge of disabilities that may occur in addition to hearing loss by including relevant coursework and field experiences that include a spectrum of disability-related themes and issues; (f) model exemplary regional and multistate collaboration; and (g) create opportunities for students to become skilled in providing technical assistance and inservice education to special educators who provide instruction to children with hearing loss. In 2004, UNC's Doctor of

Audiology (Au.D.) degree program was approved for inclusion in the Southeastern Region Education Board's "Academic Common Market" (ACM). As a result, students who are admitted from participating states that do not have Au.D. Programs will pay the North Carolina instate tuition rate.

---

*Grant Number:* H325K054187

**Project PRIDE: Preventing Illiteracy & Disabilities Through Early Intervention**

---

*Project Director:* Blood, Gordon  
Pennsylvania State University  
Office of Sponsored Programs  
110 Technology Center Building  
University Park, PA 16802  
*Voice:* 814-865-3177; *Fax:* 814-865-3759  
*E-mail:* f2x@psu.edu

*Beginning Date:* 8/15/2005  
*Ending Date:* 8/14/2009

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

*Purpose:* This project will implement a new comprehensive preservice Master's-level training program for speech-language pathologists (SLPs) to provide quality services to children with communication and literacy problems, especially those from culturally and linguistically diverse backgrounds, and specifically in rural areas.

*Method:* The project was developed in collaboration with 4 state departments of education (PA, NY, NJ, and WV); national organizations (Good Family Literacy Institute, ASHA); regional groups (PaTTAN, Capital Area Early Childhood Training Institute); and local educational agencies (school, intermediate units); community agencies (Mid-State Literacy, Even Start), parents; and consumer representatives, in order to address the critical needs of children with communication and literacy problems, as well as shortages of SLPs with these competencies. The project will require an extra 23 academic/practica credits and 1 additional semester of study to obtain new competencies in emergent literacy, school-based issues, multicultural and multilingual issues, rural topics, technology, and practica.

*Products:* Over the life of the grant, it is anticipated that 22 students will be instructed and graduated with new knowledge and skills in communication and emergent literacy, and will meet state and national standards to work in the schools, especially in rural areas.

**84.325K** *(continued)*  
**Combination Priority for Personnel**

**Focus Area E: Minority**

---

*Grant Number:* H325K055124

**Project ParaProfessional (PARA)**

---

*Project Director:* Hammond, Helen  
University of Texas - El Paso  
Administration Building, Room 209  
500 West University Ave.  
El Paso, TX 79968  
*Voice:* 915-747-7642; *Fax:* 915-747-6474  
*E-mail:* hhammond@utep.edu

*Beginning Date:* 11/1/2005  
*Ending Date:* 10/31/2009

*OSEP Contact:* Victoria Mims  
*Voice:* 202-245-7451  
*E-mail:* vicki.mims@ed.gov

*Purpose:* The purpose of this project is to help meet the shortage, and enhance the quality, of special education personnel within a western region of Texas. Hence, this project aims to provide preservice training to 2 targeted groups of professionals who work with children 0-21 years of age with disabilities.

*Method:* Candidates targeted for recruitment into the program will be: (a) paraprofessionals who are already employed in child care or school settings with children with disabilities and who are seeking teacher certification in special education; and (b) paraprofessionals who are employed in day care centers, Head Start programs, or preschool programs who wish to pursue a 30-credit-hour, nondegree endorsement in early childhood special education.

*Products:* It is anticipated the project will provide personnel preparation to a minimum of 14 participants pursuing a nondegree endorsement in early childhood special education.

---

Grant Number: H325K055139

**Cultural Understanding and Language Training: An Urban Residency Experience  
in Early Childhood Special Education (CULTURE in ECSE)  
to Train Highly Qualified ECSE Teachers**

---

*Project Directors:* Chen, Deborah  
California State University - Northridge  
18111 Nordhoff Street  
Northridge, CA 91330  
*Voice:* 818-677-4604; *Fax:* 818-677-4737  
*E-mail:* deborah.chen@csun.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2009

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

*Purpose:* The purpose of this project is to prepare highly qualified teachers with advanced skills to facilitate and provide culturally and linguistically appropriate services to a diverse population of families and their young children who have disabilities.

*Method:* The project will develop a model graduate program in Early Childhood Special Education (ECSE) that will provide a Master's degree that includes a clear ECSE credential and Cross-Cultural Language Academic Development certification with an emphasis on developing cross-cultural competence, second language learning, and supporting children in natural environments. The project will recruit, support, mentor, and graduate 40 candidates from diverse and underrepresented backgrounds who have level I ECSE credentials. Candidates will choose an emphasis from 1 of 2 strands: providing intervention within the home and other natural community settings (emphasizing services for children birth to 3), and collaborating within inclusive preschool environments (emphasizing services for children 3 to 5). All candidates will participate in an advanced seminar on the influence of culture and language on early development, on family values and child-rearing practices, and on expectations of service providers. Candidates will select a cultural/linguistic group emphasis and undertake additional coursework to examine the language and cultural experiences of that group and to develop basic communication skills in the language of the chosen group. In addition, candidates will engage in a supported, long-term, practicum experience with a child and family from their chosen cultural/linguistic background. The project will support candidates as they progress through a 36-semester unit, 2-year course sequence, and practicum. During their program "residency" (4 semesters), candidates will participate in an ongoing, progressive, online, and face-to-face seminars designed to provide instructor and collegial mentorship. In addition, they will work closely with a mentor representing their cultural/linguistic emphasis. As a culminating activity, candidates will develop a comprehensive case study reflecting their practicum experience with a child and family and analyze their ongoing development of cross-cultural competence and other professional skills.

*Products:* to: Graduates of this program will be able to appropriately assess, plan for, and meet the complex needs of culturally and linguistically diverse children with disabilities from birth through age 5; communicate with and support the development of advocacy skills of culturally and linguistically diverse families whose young children have disabilities; work effectively as members of interdisciplinary and transdisciplinary teams within natural environments; and develop and implement action research agendas to identify and disseminate effective strategies for working within culturally and linguistically diverse populations.

---

Grant Number: H325K055243

**Project P.R.A.P.E.: Professional Preparation of Adapted Physical Educators**

---

*Project Director:* Palma, Gloria  
North Carolina Agricultural & Technical State University  
Room 218 Corbett Gym  
Dept of Human Perf & Leisure Studies  
Greensboro, NC 27411-0001  
*Voice:* 336-334-7964; *Fax:* 336-334-7258  
*E-mail:* palmag@ncat.edu

*Beginning Date:* 8/15/2005  
*Ending Date:* 8/14/2009

*OSEP Contact:* Betty Baker  
*Voice:* 202-245-7262  
*E-mail:* betty.baker@ed.gov

*Purpose:* The goal of Project P.R.A.P.E. is to prepare qualified, certified, adapted physical education (APE) teachers to provide quality physical education programs for diverse learners (preK-12) with disabilities in various physical education settings and school systems, including Title I schools in rural and urban districts.

*Method:* The project will (a) recruit 25 qualified students, including those from underrepresented minority groups and diverse cultural backgrounds, to become qualified, certified APE teachers capable of developing, implementing, monitoring, and evaluating quality adapted physical education programs; (b) train the 25 qualified recruits through an expanded APE graduate curriculum that reflects an ecological, noncategorical, interdisciplinary, and standards-based training model with a strong inclusive field-based component; (c) retain the 25 students by providing them with human, technological, and financial support during their years of study and with follow-up support during the first year of employment after exiting the program; and (d) ensure that the 25 students are Certified Adapted Physical Educators.

*Products:* This program will prepare 25 certified adapted physical education teachers to work with children with disabilities, preK-12.

# 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, UNC-CH  
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:* Scott Brown  
*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 8-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.

## Contracts

*Contract Number:* ED04CO0059-0008

### **OSEP Personnel Preparation Performance Reporting Support**

*Principal Investigator:* 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.osepppd.org

*Beginning Date:* 9/1/2005  
*Ending Date:* 8/31/2010

*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 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 employee 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 has been 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 Partnership Project

*Grant Number:* H326A030002

### The IDEA Partnership Project

*Project Director:* Cashman, Joanne; East, Bill  
 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](mailto:jcashman@nasdse.org)  
*Web site:* [www.ideapartnership.org/](http://www.ideapartnership.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](mailto: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 8 cases of partner participation in state systems of professional development, broker and implement 6 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.

---

*Grant Number:* H326C030002

### **Georgia Sensory Assistance Project**

---

*Project Director:* Heller, Kathryn  
 Georgia State University  
 Dept. of Educational Psychology and Special Education  
 P.O. Box 3979  
 Atlanta, GA 30302-3979  
*Voice:* 404-651-2310; *Fax:* 404-651-4901  
*E-mail:* kheller@gsu.edu  
*Web site:* <http://education.gsu.edu/georgiadeafblindproj/>

*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.

---

Grant Number: H326C030004

## Nebraska Deaf-Blind Project for Children and Youth

---

*Project Director:* Schliesser, Barbara  
Nebraska Department of Education  
Special Populations Office  
301 Centennial Mall South  
Box 94987  
Lincoln, NE 68509  
*Voice:* 402-471-4324; *Fax:* 402-471-5022  
*E-mail:* barb.schliesser@nde.ne.gov  
*Web site:* www.nedbp.org/nedbp/

*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 6 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.

---

Grant Number: H326C030006

**Texas Deaf-Blind Project:  
Technical Assistance for Children Who Are Deaf-Blind**

---

*Project Director:* Poe, Richard  
Texas Education Agency  
Division of Special Education  
1701 N. Congress Ave.  
Austin, TX 78701-1494  
*Voice:* 512-463-9362; *Fax:* 512-463-9560  
*Web site:* [www.tsbvi.edu/Outreach/deafblind/index.htm](http://www.tsbvi.edu/Outreach/deafblind/index.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](mailto: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.



---

Grant Number: H326C030008

**Missouri Deaf-Blind Technical Assistance Project**

---

*Project Directors:* Van Eck, Linda; Hunt, T.J.  
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; thunt@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 6 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.

---

Grant Number: H326C030009

**Vermont State Project for Children and Youth with Deaf-Blindness**

---

*Project Director:* Cloninger, Chigee  
University of Vermont  
College of Education & Social Srvcs  
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 7 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 4 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.

---

Grant Number: H326C030010

**Together We Can: Virginia's Deaf-Blind Project**

---

*Project Director:* Campano, Mark  
Virginia Commonwealth University  
Partnership for People with Disabilities  
700 E. Franklin St., 10<sup>th</sup> Floor  
Richmond, VA 23284  
*Voice:* 804-828-8252; *Fax:* 804-828-0042  
*E-mail:* macampano@vcu.edu  
*Web site:* www.twc-deafblind.state.va.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 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 3 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.

---

*Grant Number:* H326C030012

**Utah Deaf-Blind Project**

---

*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/departments/DeafBlind/default.asp](http://www.usdb.org/departments/DeafBlind/default.asp)

*Beginning Date:* 10/1/2003

*Ending Date:* 9/30/2008

*OSEP Contact:* Charles Freeman

*Voice:* 202-245-7347

*E-mail:* [charles.freeman@ed.gov](mailto: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 5 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.

---

Grant Number: H326C030013

**University of Alabama at Birmingham (UAB) Alabama Deaf-Blind Project**

---

*Project Director:* Sanspree, Mary Jean  
University of Alabama  
701 20th Street South, AB1170  
Birmingham, AL 35294-0111  
*Voice:* 205-934-6723; *Fax:* 205-934-6722  
*E-mail:* msanspree@icare.opt.uab.edu  
*Web site:* www.vsrc.uab.edu/deafblind/adbma.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 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 3 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.

---

Grant Number: H326C030014

### Mississippi Services for Deaf-Blind

---

*Project Director:* McDowell, Linda  
University of Southern Mississippi  
Dept. of Curriculum, Instruction, & Spec. Ed  
118 College Drive #5115  
Hattiesburg, MS 39406-5115  
*Voice:* 601-266-6143; *Fax:* 601-266-4978  
*E-mail:* linda.mcdowell@usm.edu  
*Web site:* www.usm.edu/msdb/

*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 3 major systems change efforts: (a) Establish funding and adoption of individual student portfolios by teams receiving training and technical assistance from MSDB; (b) establish 3 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.

---

*Grant Number:* H326C030016

**Technical Assistance and Training for Service Providers  
of Children with Deaf-Blindness in Delaware**

---

*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.



---

*Grant Number:* H326C030017  
**California Deaf-Blind Services**

---

*Project Director:* Goetz, Lori  
San Francisco State University  
Special Education Dept.  
1600 Holloway Ave., Adm 471  
San Francisco, CA 94132  
*Voice:* 415-338-6230, 800-822-7884; *Fax:* 415-338-2845  
*E-mail:* lgoetz@sfsu.edu  
*Web site:* www.sfsu.edu/~cadbs/

*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 3 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.

---

*Grant Number:* H326C030020

**Center for Development and Disability (CDD) Project for New Mexico  
Children and Youth Who Are Deaf-Blind**

---

*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  
*Web site:* <http://cdd.unm.edu/deafblind/index.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:* 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.

---

*Grant Number:* H326C030022

**Colorado Services to Children with Combined Vision and Hearing Loss**

---

*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/cdesped/SD-Deafblind.asp

*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.

---

*Grant Number:* H326C030025

**Connections Beyond Sight and Sound: Maryland's Project for Children and Young Adults Who Are Deaf-Blind**

---

*Project Director:* Lewis, Kim; Kelly, Diane  
 Maryland State Department of Education  
 200 West Baltimore St.  
 Baltimore, MD 21201

*Voice:* 410-767-0249; *Fax:* 410-333-8165

*E-mail:* klewis@msde.state.md.us

*Web site:* www.cbss.umd.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 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.

---

*Grant Number:* H326C030026

### **Ohio Center for Deaf-Blind Education**

---

*Project Director:* Stephens, Thomas  
 University of Dayton  
 School of Education and Allied Professions  
 4795 Evanswood Dr.  
 Columbus, OH 43229  
*Voice:* 614-785-1163; *Fax:* 614-785-0513  
*E-mail:* tstephens@ssco.org  
*Web site:* [www.scco.org/ocdbe/index.html](http://www.scco.org/ocdbe/index.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](mailto: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 thru 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.

---

*Grant Number:* H326C030028

**DB-FACES (Deaf-Blind—Family and Community Educational Supports): Promoting Quality Education and Successful Outcomes for Students with Deaf-Blindness**

---

*Project Director:* Petroff, Jerry G.  
 College of New Jersey  
 CATIES (Ctr for Assistive Technology and Inclusive Ed Studies)  
 P.O. Box 7718, Forcina Hall, Room 308  
 Ewing, NJ 08628-7718  
*Voice:* 609-771-2998; *Fax:* 609-637-5172  
*E-mail:* JerryGP@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  
*Web site:* www.necdbp.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 5-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 4 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.

---

*Grant Number:* H326C030031

### **North Dakota Deaf-Blind Services Project**

---

*Project Director:* Suminski, Carmen  
 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:* csuminsk@state.nd.us  
*Web site:* www.nd.gov/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.



---

Grant Number: H326C030032

---

**Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind**

---

*Project Director:* Gilles, Donna

University of Florida

Box 100234

Gainesville, FL 32610-0234

*Voice:* 352-846-2760, 800-667-4052; *Fax:* 352-846-0941

*E-mail:* gilles@mbi.ufl.edu

*Web site:* www.deadblind.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.

---

*Grant Number:* H326C030033

**New York State Technical Assistance Project  
Serving Children and Youth Who Are Deaf-Blind (NYSTAP)**

---

*Project Director:* Appell, Madeline W.  
Columbia University, Teachers College  
Dept. of Health and Human Behavior  
525 W. 120th St., Box 223  
New York, NY 10027-6696  
*Voice:* 212-678-4020; *Fax:* 212-678-3462  
*E-mail:* [appell@tc.columbia.edu](mailto:appell@tc.columbia.edu)  
*Web site:* [www.tc.columbia.edu/nystap/detail.asp](http://www.tc.columbia.edu/nystap/detail.asp)

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

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

---

*Grant Number:* H326C030034

**Hand in Hand in Hand: A Partnership Serving Families, Educators, and Service Providers of Children and Youth Who Are Deaf-Blind**

---

*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.

---

*Grant Number:* H326C030035

**Louisiana Services to Children and Young Adults with Deaf-Blindness**

---

*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.

---

Grant Number: H326C030036

**Project Reach: Illinois Deaf-Blind Services**

---

*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:* <http://project-reach-illinois.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:* 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 4 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.

---

*Grant Number:* H326C030038

**Montana IDEA Services for Children and Young Adults  
with Deaf-Blindness Project**

---

*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](mailto:brunkel@state.mt.us)  
*Web site:* [www.opi.mt.gov/dbservices/index.html](http://www.opi.mt.gov/dbservices/index.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](mailto: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.

---

*Grant Number:* H326C030039

**The Kansas Project for Children and Young Adults Who Are Deaf-Blind**

---

*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  
*Web site:* www.kansped.org/ksde/deafblind/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 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.

---

*Grant Number:* H326C030040

**Oregon Deaf-Blind Project**

---

*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  
*Web site:* www.ode.state.or.us/search/results/?id=185

*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; (c) conduct transition-to-adult-life planning, increasing local capacity to provide quality educational and related services to students who are deaf-blind; (d) 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 (e) 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 3 times/year; and (e) a Bobby-approved Web site.

*Grant Number:* H326C030041

### **Indiana Deaf-Blind Services Project**

*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

*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.

---

*Grant Number:* H326C030042

**The Systematic Technical Assistance Program to Support an Inclusive Education for Students Who Are Deaf-Blind in Puerto Rico**

---

*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 3 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  
Research Admin Services  
731 Elm Ave.  
Norman, OK 73019  
*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 6 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.

---

Grant Number: H326C030044

**Pacific Partnerships for Deaf-Blind Technical Assistance**

---

*Project Director:* Stodden, Robert  
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:* 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  
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.

---

*Grant Number:* H326C030047

**Nevada Dual Sensory Impairment Project**

---

*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  
*Web site:* www.unr.edu/educ/ndsip/main.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 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.

---

*Grant Number:* H326C030048

**Alaska Dual Sensory Impairment Services**

---

*Project Director:* Pillai, Patrick  
 Special Education Service Agency  
 2217 E. Tudor Rd., Suite 1  
 Anchorage, AK 99507-1068  
*Voice:* 907-562-7372; *Fax:* 907-562-0545  
*E-mail:* nnagarkar@sesa.org  
*Web site:* www.sesa.org/sesa/agency/programs/dsi.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 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:* www.dbproject.mn.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:* 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*.

---

Grant Number: H326C030050

**South Carolina Interagency Deaf-Blind Project**

---

*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.

*Grant Number:* H326C040001

### **KY Services for Children Who Are Deaf-Blind**

*Project Director:* Kibler, Barbara  
 Kentucky Department of Education  
 500 Mero Street, CPT-DECS-8th Floor  
 Frankfort, KY 40601  
*Voice:* 502-564-4970; *Fax:* 502-564-6721  
*E-mail:* bkibler@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 5 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: 3 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 5 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.

*Grant Number:* H326C040002

### **Wisconsin Center for Deaf-Blind Education**

*Project Director:* Ayer, Lyn  
 Silver Lake College of the Holy Family, Inc.  
 2406 S. Alverno Road  
 Manitowoc, WI 54220  
*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 5 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 outcomes include conference presentations; an annual family weekend; regional workshops for families on identified needs; a census database; and a project Web site.

---

*Grant Number:* H326C040003

**TREDS (Tennessee Technical Assistance and Resources  
for Enhancing Deaf-Blind Support)**

---

*Project Director:* McWilliam, Robin  
Vanderbilt University  
Peabody Box 328  
Nashville, TN 37203-5701  
*Voice:* 615-322-8178; *Fax:* 615-343-1570  
*Web site:* <http://kc.vanderbilt.edu/treds>

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

*OSEP Contact:* Charles Freeman  
*Voice:* 202-245-7347  
*E-mail:* [charles.freeman@ed.gov](mailto: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 5 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; 4 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.

Grant Number: H326C040004

### Idaho Project for Children and Youth with Deaf-Blindness

*Project Director:* Greenfield, Robin  
 University of Idaho  
 P.O. Box 443010  
 Moscow, ID 83844-3010  
*Voice:* 208-364-4012; *Fax:* 208-344-0679  
*E-mail:* rgreen@uidaho.edu  
*Web site:* <http://cydb.idahocdhhd.org>

*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 4 monographs focusing on identified needs of families.

Grant Number: H326C040005

### Arkansas Project for Children with Deaf-Blindness

*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  
*Web site:* <http://acc.k12.ar.us/ade/db.htm>

*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 5; 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 3-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.

---

*Grant Number:* H326C040006

### **Iowa Systems Change Project for Deaf-Blindness**

---

*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  
*Web site:* www.iadeafblind.k12.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 4 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.

---

*Grant Number:* H326C040007

### **State Project for Children and Young Adults Who are Deaf-Blind**

---

*Project Director:* Watson, Mary  
 North Carolina Department of Public Instruction  
 6356 Mail Service Center  
 Raleigh, NC 27699-6356  
*Voice:* 919-807-3430; *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.

---

Grant Number: H326C040008

**Rhode Island Services and Supports for Children and Youth  
with Dual Sensory Impairments**

---

*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  
*Web site:* www.ric.edu/uap/dualsensory.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:* 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 3 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; 3 pilot transition sites; revised transition guides (student guide, family guide, guide to employment, guide to community living, transition folder); and a project Web site.

---

*Grant Number:* H326C040009

**DB Central: Michigan Services  
for Children and Young Adults Who Are Deaf-Blind**

---

*Project Director:* Hartshorne, Timothy  
Central Michigan University  
105 Sloan Hall

Mount Pleasant, MI 48859-0001

*Voice:* 989-774-3632, 888-758-0508; *Fax:* 989-774-2553

*E-mail:* harts1ts@cmich.edu

*Web site:* www.chsbs.cmich.edu/dbcentral/index.htm

*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 6 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.

---

*Grant Number:* H326C040010

**Wyoming Deaf-Blind Project**

---

*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 57069  
*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 3 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

*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)**

*Project Director:* Kozleski, Elizabeth  
 University of Colorado - Denver  
 Campus Box 193, P.O. Box 173364  
 Denver, CO 80217-3364  
*Voice:* 303-556-3990; *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 4 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:* H326F050001

### **Forum 2005**

*Project Director:* Burdette, Paula  
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:* forum@nasdse.org  
*Web site:* www.projectforum.org

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* David Egnor  
*Voice:* 202-245-7334  
*E-mail:* david.egnor@ed.gov

*Purpose:* This program, "Forum 2005," is designed to facilitate communication between the Office of Special Education Programs (OSEP) at the U.S. Department of Education and state and local administrators of IDEA 2004. This project will synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

*Method:* Forum 2005 will (a) identify national and state needs for program improvement information; (b) collect, organize, synthesize, interpret, and integrate information needed for program improvement using a variety of methods and formats; (c) analyze emerging policy and program issues regarding the administration of special education, early intervention, and related services at the federal, state, and local levels; (d) facilitate the flow of information at the federal, state, and local levels related to program improvement for infants, toddlers, children, and youth with disabilities; (e) communicate, collaborate, and form partnerships with technical assistance providers at the national and regional levels, as appropriate and as directed by OSEP; (f) maintain a Web site with a dedicated URL on which all anticipated, ongoing, and completed products, as well as related information, will be available in accessible form; (g) organize, coordinate, maintain, and promote access to a database of laws, policies, and regulations that govern special education within the states and other jurisdictions; and (h) communicate regularly with OSEP to provide and receive information that may assist OSEP in improving its efficiency and effectiveness in administering IDEA.

*Products:* Project Forum 2005's products will be as follows: (a) identified national and state program improvement information; (b) completed indepth policy analyses; (c) prepared policy brief analyses; (d) convened policy forums; (e) a database of laws, policies, and regulations that govern special education; and (f) information disseminated to the field.

**84.326G**  
**Center on Achieving Results in Education  
for Students with Disabilities**

---

*Grant Number:* H326G050007

**National Technical Assistance Center on Assessment for Children with Disabilities**

---

*Project Director:* Thurlow, Martha  
Regents of the University of Minnesota  
Sponsored Projects Administration  
Gateway Building, Suite 450  
200 Oak Street SE  
Minneapolis, MN 55455  
*Voice:* 612-624-4846; *Fax:* 612-624-0879  
*E-mail:* thurl001@umn.edu  
*Web site:* www.education.umn.edu/nceo

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* David Egnor  
*Voice:* 202-245-7334  
*E-mail:* david.egnor@ed.gov

*Purpose:* The purpose of this project is to provide technical assistance on improving results for students with disabilities by increasing their participation rates in high quality assessment and accountability systems, improving the quality of assessments in which they participate, improving the capacity of States to meet data collection requirements, and strengthening accountability for results.

*Method:* The University of Minnesota's 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 recognized expertise and 15 years of successful technical assistance to States and their existing networks to establish the National Technical Assistance Center to engage in a variety of activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure that 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, and who are affected by it.

## 84.326L

# Center to Promote Involvement by Minority Institutions in Discretionary Programs under IDEA

*Grant Number:* H326L020001

### **The Monarch Center: The National Technical Assistance Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education**

*Project Director:* Bay, Mary; Guillory, Barbara  
University of Illinois - Chicago  
809 S. Marshfield Ave.  
MB 502, M/C 147  
Chicago, IL 60607  
*Voice:* 312-996-4526, 866-323-7648; *Fax:* 312-996-1427  
*E-mail:* marybay@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.

## **84.326M**

### **Model Demonstration Centers on Progress Monitoring**

---

*Grant Number:* H326M050001

#### **Project MP3: Monitoring Progress in Pennsylvania Pupils—A Multi-Tiered Model or Progress Monitoring from Preschool through Grade 4**

---

*Project Director:* Shapiro, Edward  
Lehigh University  
526 Brodhead Avenue  
Bethlehem, PA 18015  
*Voice:* 610-758-3258; *Fax:* 610-758-6223  
*E-mail:* ESS2@lehigh.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2008

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

*Purpose:* The purpose of this project is to demonstrate empirical support for a multitiered progress monitoring model that will be implemented from preschool (age 3) through grade 4 in 6 elementary schools and their feeder preschool programs across 2 diverse school districts.

*Method:* The project involves a partnership between Lehigh University's Center for Promoting Research to Practice, the University of Pittsburgh, the Pennsylvania Department of Education, and 2 local education agencies (LEAs). The project will use both General Outcomes Measurement and Specific Skills Progress Monitoring Methods, and employ a schoolwide screening of all students to classify students 3 times per year as meeting benchmarks, or needing strategic or intensive levels of monitoring. Monitoring levels will vary by frequency and intensity of the monitoring process. Both strategic and intensive levels of monitoring are linked to multiple levels of intervention implementation ranging from simple through moderate-to-extensive types of strategies. Integrity and acceptability of interventions will be measured as outcomes. The project will also integrate with the progress monitoring model a Response-to-Intervention process for students potentially identified as learning disabled.

---

Grant Number: H326M050003

**A District-Wide Application of Curriculum-Based Measurement  
as a Progress Monitoring Center**

---

*Project Director:* Tindal, Gerald  
University of Oregon  
c/o Office of Research Services and Administration  
5219 University of Oregon  
Eugene, OR 97403-5219  
*Voice:* 541-346-1640; *Fax:* 541-346-5689  
*E-mail:* gerald@uoregon.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2008

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

*Purpose:* The Progress Monitoring Center (PMC) is designed to institute the next generation of curriculum-based measurement for an entire school district. The PMC will work with: Head Start; an early childhood resource program (EC Cares); and the Eugene School District. Over the 3 years of the grant, the project aims to shift gradually from measurement development and instructional inventory, to screening and progress monitoring with an emphasis on instructional diagnosis and identifying treatment resisters, to a systems focus that has each elementary school in the district working with a resident expert.

*Method:* In the first year of the project, PMC intends to develop 5 skill area inventories in reading and scale them using Item Response Theory (IRT). The 5 areas to scale the measures are (a) letter names and sounds; (b) phoneme segmentation and blending; (c) word and sentence reading; (d) oral reading fluency of packages; and (e) comprehension. The project then will develop alternate forms of equivalent difficulty. In the first year the project will also coordinate with 2 preschool programs to begin creating an inventory of data and children who are about to enter the school system and are at risk of failure. In the second part of the first year, the project will organize key indicators that can form a report to be integrated into a Web-accessible site and begin instituting frequent measures in each location with 2-3 teachers, targeting students who are below the 10th percentile rank. PMC plans to have a data entry node on the Web site where teachers can enter values from their frequent measures and receive basic output (summarizing performance over time and reporting on various characteristics of performance like slope, variability, level change and overlap). An expert consultant (who was the former reading specialist in the district) will then begin meeting with teachers to help train them on the administration, scoring, and reporting of students.

During the second year, the project will use this expert model of consultation to train a cadre of teachers in each building in the system of both progress monitoring and instructional evaluation. By the third year, the project will consult with this group to increase the number of teachers with skill in progress monitoring. The project will then shift to a more consultative role and begin evaluating the degree to which the system is being adopted with fidelity.

---

Grant Number: H326M050005

**Demonstrating Progress Monitoring (DPM)  
for Early Identification, Accountability and Success**

---

*Project Director:* Wallace, Teri  
Regents of the University of Minnesota  
Sponsored Projects Admin.  
Gateway Building, Suite 450  
200 Oak Street SE  
Minneapolis, MN 55455  
*Voice:* 612-626-7220; *Fax:* 612-624-9344  
*E-mail:* walla001@umn.edu

*Beginning Date:* 1/1/2006  
*Ending Date:* 12/31/2008

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

*Purpose:* The purpose of this project is to promote school readiness skills. The project aims to answer how children's growth can be measured in preschools and elementary classrooms in a way that can be shared with parents and used in instructional and educational decision making.

*Method:* The project has 4 main goals: (a) scientifically based research related to progress monitoring in Curriculum Based Models (CBM); (b) class-wide progress monitoring systems for all students (age 3 to grade 4) in regular and special education classrooms for instructional decision making; (c) progress monitoring for accountability in special education; and (d) progress monitoring as a component of a Response-to-Intervention approach to identifying children with learning disabilities. This model will be implemented in 3 sites each, including an elementary school and at least 1 preschool setting linked to it. The project will apply and test progress monitoring research in typical settings where children with disabilities receive services to determine its usefulness, effectiveness, and applicability.

**84.326N**

**National Dissemination Center  
for Individuals with Disabilities**

---

Grant Number: H326N030003

**National Dissemination Center for Children with Disabilities (NICHCY)**

---

*Project Director:* Ripley, Suzanne  
Academy for Educational Development  
1825 Connecticut Ave., NW  
Washington, DC 20009-5721  
*Voice:* 202-884-8211, 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:* Victoria Mims

*Voice:* 202-245-7451

*E-mail:* vicki.mims@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 5 or more states per year that will be receiving targeted services. In addition, up to 5 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 5 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 5 states being served per year. Potential impact from implementing this strategy with 25 states over the course of the 5-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  
*Web site:* www.rrfcnetwork.org/wrrc

*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 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 6 objectives. Measures of these results will be gathered throughout the project and used to guide and evaluate the Center's work with states. The 6 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 WRRC services.

*Products:* Anticipated outcomes of the WRRC'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.

---

*Grant Number:* H326R040004

**Mid-South Regional Resource Center (MSRRC)**

---

*Project Directors:* Bright, Ethel; Lewis, Richard  
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:* ebright@uky.edu; rlewis@uky.edu

*Web site:* www.rrfcnetwork.org/msrrc

*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 9 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.

---

Grant Number: H326R040005

**North Central Regional Resource Center (NCRRC)**

---

*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.rrfcnetwork.org/ncrrc

*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 4 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.

---

Grant Number: H326R040006

**Mountain Plains Regional Resource Center (MPRRC)**

---

*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.rrfcnetwork.org/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 4 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.

*Grant Number:* H326R040007

### **Southeast Regional Resource Center (SERRC)**

*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:* www.rrfcnetwork.org/serrc

*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.

*Grant Number:* H326R040008

### **Northeast Regional Resource Center (NERRC)**

*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.rrfcnetwork.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 8 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  
Western Oregon University  
Teaching Research Division  
345 N. Monmouth Ave.  
Monmouth, OR 97361  
*Voice:* 503-838-8808; *Fax:* 503-838-8150  
*E-mail:* baldwiv@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](http://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; Rovins, Michele  
Academy for Educational Development  
1825 Connecticut Ave., NW  
Washington, DC 20009-5721  
*Voice:* 202-884-8215; *Fax:* 202-884-8400  
*E-mail:* [cvaldivi@aed.org](mailto:cvaldivi@aed.org); [mrovins@aed.org](mailto:mrovins@aed.org)  
*Web:* [www.rrfcnetwork.org/frc](http://www.rrfcnetwork.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 6 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:* 9/30/2006  
  
*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.

---

*Grant Number:* H326X040005

**Delaware IDEA General Supervision and Enhancement Grant**

---

*Project Director:* Lesko, Jim  
Delaware Department of Education  
401 Federal Street  
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:* 9/30/2006

*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 5 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.

---

Grant Number: H326X040006

**Early Intervention Statewide Outcomes Survey (EI SOS)**

---

*Project Director:* Robinson, Nyle  
 Illinois Department of Human Services  
 222 South College, 2<sup>nd</sup> Floor  
 Springfield, IL 62704  
*Voice:* 217-524-6615; *Fax:* 217-524-5586  
*E-mail:* dhsvr04@dhs.state.il.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*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 4 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.

---

Grant Number: H326X040010

**Outcome Indicators for New Hampshire's Infants, Toddlers,  
 and Preschoolers with Disabilities and their Families:  
 NH's Cornerstone for Continuous Improvement**

---

*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:* 9/30/2006

*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 3, 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 5; (d) identify and select outcome indicators for family capacity to enhance child development to facilitate delivery of early intervention supports and services (birth to 3) 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 8); (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.

*Grant Number:* H326X040013

### **Nebraska General Supervision Enhancement Grant**

*Project Director:* Losh, Mary Ann  
Nebraska Department of Education  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
*Voice:* 402-471-4357; *Fax:* 402-471-5022  
*E-mail:* maryann.losh@nde.ne.gov

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*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.

---

*Grant Number:* H326X040018

**Kansas General Supervision Enhancement Grant**

---

*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:* 9/30/2006

*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 3 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 3 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.

*Grant Number:* H326X040020

**Enhancing the Hawaii State Alternate Assessment System:  
Development, Implementation, and Validation**

*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:* 9/30/2006  
*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 7 major goals and related objectives specified in the project's Implementation Plan.

*Grant Number:* H326X040021

**Developing an Outcomes Measurement System  
for the Part C Program in Hawaii**

*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006  
*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.

---

*Grant Number:* H326X040022

**Developing an Outcomes Measurement System  
for the Part C Program in Florida**

---

*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2006

*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.

*Grant Number:* H326X040023

### **Developing an Outcomes Measurement System for the Part C and Part B Preschool Programs in Colorado**

*Project Director:* Hebbeler, Kathleen  
SRI International  
333 Ravenswood Avenue, BS154  
Menlo Park, CA 94025  
*Voice:* 530-758-7483; *Fax:* 530-753-0832  
*E-mail:* kathleen.hebbeler@sri.com

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*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:* 9/30/2006

*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 3, with disabilities and their families; (b) expanded outcomes and indicators for children 4 and 5 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 3 and to measure selected enhanced outcomes for children 4 and 5 (which includes online resources, professional development, and a community of practice).

---

*Grant Number:* H326X040029

### **Illinois General Supervision Enhancement Grant**

---

*Project Director:* Gunnell, James  
 Illinois State Board of Education  
 100 North First Street  
 Springfield, IL 62777  
*Voice:* 217-782-5589; *Fax:* 217-782-0372  
*E-mail:* jgunnell@isbe.net

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The Illinois IDEA General Supervision Enhancement Grant proposal addresses absolute priority focus #1: Developing or enhancing IDEA, Part B state outcome indicators and methods to collect and analyze IDEA, Part B outcome indicator data.

*Method:* The Illinois State Board of Education (ISBE) will contract with a data systems provider who has data marts/warehouse development and implementation expertise, and with an evaluator who has experience in evaluation such projects. The data systems provider will develop an integrated database that eventually will link to the Illinois Student Information System, from which outcome indicator reports and profiles can be created.

*Products:* Expected outcomes of the project include: (a) a special education monitoring/reporting system, with an integrated special education student and school database as its foundation, which has preset and ad hoc reporting capabilities; (b) ISBE special education staff understanding of the new monitoring/reporting system and how it can be used for continuous improvement and monitoring; (c) provision of ISBE special education staff technical assistance to local educational agencies regarding use of data to identify factors that will support or impede improvement strategies and identification of evidence of change that will assist in evaluating the impact of the improvement strategies; and (d) an improved Illinois special education

compliance monitoring system that focuses investigative and intervention resources on the local educational agencies most in need of improvement.

---

*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:* 9/30/2006  
*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.k12.ar.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006  
*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.

---

*Grant Number:* H326X040035

### **Kentucky General Supervision Enhancement Grant**

---

*Project Director:* Garrett, Brent  
 University of Kentucky Research Foundation  
 109 Kinkead Hall  
 Lexington, KY 40506-0051  
*Voice:* 859-948-2626; *Fax:* 859-323-1901  
*E-mail:* bgarret@uky.edu

*Beginning Date:* 10/1/2004

*Ending Date:* 9/30/2006

*OSEP Contact:* Larry Wexler

*Voice:* 202-245-7571

*E-mail:* larry.wexler@ed.gov

*Purpose:* This General Supervision Enhancement Grant addresses 2 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 2 areas of need through 3 components. In the first, the project will work with 3 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 3 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.

---

*Grant Number:* H326X040037

### **Montana's Part C General Supervision Enhancement Project**

---

*Project Director:* LeRoux, Judy  
 Montana Department of Public Health and Human Services  
 111 N. Sanders, Room 305  
 P.O. Box 4710  
 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:* 9/30/2006

*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 6-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.

---

Grant Number: H326X040039

## Developing and Measuring Part C and 619 Child Outcomes in Utah

---

*Project Director:* Lubke, Margaret; Althouse, Brand  
Summit Research Laboratory, Utah State University  
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:* 9/30/2006

*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.

---

*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**

---

*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:* 9/30/2006

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The proposed project will address the first of 4 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 3 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.

---

*Grant Number:* H326X040041

**Increasing Educational Accountability in Alaska**

---

*Project Director:* Arnold, Art  
Alaska Department of Education and Early Development  
801 West 10th Street, Suite 200  
Juneau, AK 99801  
*Voice:* 907-465-2972; *Fax:* 907-465-3396  
*E-mail:* art\_arnold@eed.state.ak.us

*Beginning Date:* 10/1/2004  
*Ending Date:* 9/30/2006

*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.

---

*Grant Number:* H326X040042

**Development of a Part C Outcomes System for the New York State  
Early Intervention Program**

---

*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:* 9/30/2006

*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 3 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.

---

*Grant Number:* H326X040044

**Making Connections: Part B, Focus 4**

---

*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:* 9/30/2006

*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 3 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 4 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:* Under this contract, Westat and its subcontractor, the National Association of State Directors of Special Education (NASDSE), provide a broad range of data collection, analysis, and report preparation services to OSEP. In addition, Westat and NASDSE provide technical assistance to states on collection, analysis, and reporting of the IDEA, Section 618 data.

*Method:* The principal activities of the contract include collecting, verifying, and analyzing the Section 618 data; maintaining the historical database of these data; assisting states to collect valid, reliable, and comparable Section 618 data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; preparing the annual report to Congress on IDEA; performing substantive research on special education topics; and producing policy analyses on current special education topics.

*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  
Campus Box 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:* 09/30/2006

*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 Frank Porter Graham 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.

---

*Contract Number:* ED04CO0040/0003

### **Model Demonstration Data Coordination Center**

---

*Project Director:* Wagner, Mary; Levine, Phyllis  
 SRI International  
 333 Ravenswood Avenue  
 Menlo Park, CA 94025-3493  
*Voice:* 650-859-2000; *Fax:* 650-859-2861  
*E-mail:* [mary.wagner@sri.com](mailto:mary.wagner@sri.com)  
*Web site:* [www.sri.com/](http://www.sri.com/)

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2009

*OSEP Contact:* Renee Bradley  
*Voice:* 202-245-7277  
*E-mail:* [renee.bradley@ed.gov](mailto:renee.bradley@ed.gov)

*Purpose:* The Center will work with each cohort of model demonstration projects funded by OSEP (i.e., the projects selected to validate a particular practice or program) to establish consistent design elements across projects, including the target population, site selection, data collection methods, and instrumentation and synthesize cross-site data. The Center will have the following primary functions: data coordination, data synthesis, and data analysis across successive cohorts of individual demonstration projects, and data synthesis and analysis across cohorts of model demonstration projects over time.

*Method:* The Center will work with the projects funded under the OSEP model demonstration program to develop and implement a data coordination plan to determine uniform measures appropriate to the demonstrations being tested and develop a procedures manual to guide data collection. This will include, if necessary, obtaining OMB clearance and/or pilot-testing and refining instruments and procedures. The project will also develop and implement a data synthesis plan, including developing and establishing a Web-based data system that will track the status of data collection across sites. The data system will be implemented to track and manage data across all cohorts in subsequent years. Additionally, the project will develop and implement a data analysis plan, which involves developing first-order research questions (i.e., those pertaining to the relative efficacy of model demonstration projects within a cohort) and higher-order

research questions (i.e., those related to issues of scaling up and moving from research to practice), and will apply analytic methods appropriate to answering them. Data will be synthesized using meta-analytic techniques to address first- and higher-order questions. Finally, the project will develop and implement a reporting and dissemination plan for providing reports that make information and findings available to OSEP that clearly identify key lessons pertaining to first- and higher-order questions. These findings will be shared with the field in appropriate and timely ways.

*Products:* The two primary outcomes for this Center are (a) to assist OSEP in selecting the best models within a given cohort for dissemination and scaling up; and (b) to identify and explain some necessary features for successful model demonstration projects.



**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 9 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.

---

*Grant Number:* H328R030002

**West Region Technical Assistance Center for Parent Centers**

---

*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 8 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.

---

*Grant Number:* H328R030005

**Southeast Parent Technical Assistance Center (SEPTAC)**

---

*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.

---

*Grant Number:* H328R030006

**Northeast Parent Center Assistance and Collaboration Team (NE-PACT)**

---

*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 3 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.

---

*Grant Number:* H328R030013

### **Mid-South Technical Assistance Network for Parent Centers**

---

*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.

---

*Grant Number:* H328R030014

**Technical Assistance Alliance for Parent Centers**

---

*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 7 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 3 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 6 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:* H323A010003

### Wyoming State Improvement Grant: "Project Readiness"

*Project Director:* Garrard, Holly; Shelsta, Nance  
Wyoming Department of Education  
2300 Capitol Ave.  
2nd Floor, Hathaway Bldg.  
Cheyenne, WY 82002-0050  
*Voice:* 307-777-7417; *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 4 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 4 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.

---

*Grant Number:* H323A010005

**Florida's State Improvement Grant**

---

*Project Director:* Denbroeder, Karen; Dowery, Evelyn; Hammond, Cathy  
 Florida Department of Education  
 Bureau of Inst Support & Community Srvcs  
 614 Turlington Building  
 325 West Gaines St.  
 Tallahassee, FL 32399-0400  
*Voice:* 850-488-1570; *Fax:* 850-921-8246  
*E-mail:* karen.denbroeder@fldoe.org; evelyn.dowery@fldoe.org;  
 cathy.hammond@fldoe.org  
*Web site:* www.firn.edu/doe/commhome/sig/home.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 3 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 9 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.

---

*Grant Number:* H323A010006

**New Jersey State Improvement Grant for Special Education**

---

*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.

---

*Grant Number:* H323A010011

**Circle of Commitment: New Mexico State Improvement Grant**

---

*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:* andrea.hamilton@state.nm.us  
*Web site:* 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

*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 4 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 3-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.

---

*Grant Number:* H323A010012  
**Connecting IDEAs Project**

---

*Project Director:* Bartlett, Kathy  
 Washington State Superintendent of Public Instruction  
 Special Education, 600 South Washington St.  
 Olympia, WA 98504-7200  
*Voice:* 360-725-6088; *Fax:* 360-586-0247  
*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.

---

*Grant Number:* H323A010013

**Oregon's Special Education State Improvement Plan: Project PURSUIT  
(Providing Ultimate Results for Students Using Improved Teaching)**

---

*Project Director:* Burr, Jacquelyn; Sherman, Kim  
Oregon Department of Education  
255 Capitol St. NE  
Salem, OR 97310-0203  
*Voice:* 503-378-3600; *Fax:* 503-378-5156  
*E-mail:* jacki.burr@state.or.us  
*Web site:* [www.ode.state.or.us/search/results/?id=117](http://www.ode.state.or.us/search/results/?id=117)

*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:* Oregon's State Improvement Plan for Special Education—Project PURSUIT—will support partnerships to achieve these 3 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, 4 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 4 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, 5 campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), 5 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.

---

Grant Number: H323A010015

### Maine State Improvement Plan

---

*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@maine.gov

*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.

---

Grant Number: H323A010017

### New York State Improvement Grant

---

*Project Director:* DeMay, Fredric; Guigno, Matthew  
 New York State Education Department  
 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/lisn/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.

---

*Grant Number:* H323A010019

**Louisiana's State Improvement Grant (LaSIG)**

---

*Project Director:* Beridon, Virginia  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804

*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

*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:* This project seeks 3 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 7 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).

---

*Grant Number:* H323A020001

### **Arizona State Improvement Grant Designed to Increase Student Achievement**

---

*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 5-year project has 3 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 2 years after initial receipt of an emergency certificate and who agree to stay 2 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 5 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.

---

*Grant Number:* H323A020005

**South Carolina State Improvement Grant**

---

*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:* sstthomas@sde.state.sc.us  
*Web site:* <http://myscschools.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.

---

*Grant Number:* H323A020006

**Project PROMISES—Producing Results and Outcomes  
 Through Meaningful Improvement of Special Education Systems**

---

*Project Director:* Lackey, Rorie  
 Nevada Department of Education  
 Office of Special Education & Diversity Programs  
 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.

---

*Grant Number:* H323A020008

**Wisconsin State Improvement Grant—  
Improving Results for Children with Disabilities**

---

*Project Director:* Bilzing, Deborah  
Wisconsin Department of Public Instruction  
c/o Division of Learning Support  
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 5-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.

---

*Grant Number:* H323A020010

**Rhode Island State Improvement Plan for Special Education:  
Leading and Supporting Schools and Communities**

---

*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](mailto:tdipaola@ridoe.net)  
*Web site:* <http://www.ric.edu/uap/RISIG/background.html>

*Beginning Date:* 11/1/2002  
*Ending Date:* 10/31/2007

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* [larry.wexler@ed.gov](mailto: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.

---

Grant Number: H323A020012

**Delaware State Improvement Grant**

---

*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:* lduerr@doe.k12.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 5-year project has 2 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, 3 Master Teachers will review all available universal design research and effective techniques; facilitate the implementation of pilot universal design efforts in 2 curriculum areas in 3 school districts to expand access to the general education curriculum; and train key school personnel and help develop and implement a 3-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.



---

*Grant Number:* H323A030002  
**Arkansas State Improvement Grant**

---

*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.ar.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 3 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 5 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 3 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 5 years, there will be fully licensed special education teachers in nearly 100% of the teaching positions.

---

Grant Number: H323A030003

## Indiana's State Improvement Grant

---

*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/tableofc.html](http://www.doe.state.in.us/exceptional/speced/improvement_plan/tableofc.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 6 overarching principles that establish the conceptual framework for the identification of the goals, objectives, and strategies to effect change. These 6 principles drive Indiana's efforts to improve educational systems and educational results and outcomes for students with and without disabilities. The 6 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 9 school districts throughout the 5-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.

---

Grant Number: H323A030004

**STUDENT SUCCESS: District of Columbia Public Schools  
State Improvement Grant**

---

*Project Director:* Wood-Garnett, Stephanie  
District of Columbia Public Schools  
825 North Capitol Street, NE  
Washington, DC 20002  
*Voice:* 202-442-5539; *Fax:* 202-442-5517  
*E-mail:* Stephanie.Garnett@k12.dc.us  
*Web site:* www.dcsig.org/

*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 1-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 5-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.

---

Grant Number: H323A030005

**Colorado State Improvement Grant**

---

*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 5-year project, which has 2 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 5 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 3-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 5-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.

---

Grant Number: H323A030006

**Project ENRICH: Enriching the Lives of Infants,  
Toddlers, and Youth, Specifically Those with Disabilities**

---

*Project Director:* Boddicker, Angela  
South Dakota Department of Education  
Office of Special Education  
700 Governors Drive  
Pierre, SD 57501-2291

*Voice:* 605-773-2594; *Fax:* 605-773-3782

*E-mail:* [angela.boddicker@state.sd.us](mailto:angela.boddicker@state.sd.us)

*Web site:* <http://doe.sd.gov/oess/specialed/SIG/index.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 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.

---

*Grant Number:* H323A030007

**Tennessee's State Improvement Grant**

---

*Project Director:* Bledsoe, Brenda; Hatley, Harolyn  
Tennessee Department of Education  
7th Floor, Andrew Johnson Tower  
710 James Robertson Pkwy.  
Nashville, TN 37243-0375  
*Voice:* 615-741-3537; *Fax:* 615-532-9412  
*E-mail:* Brenda.Bledsoe@state.tn.us  
*Web site:* <http://sig.cls.utk.edu/>

*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 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.

---

Grant Number: H323A040001

**Increasing Adequate Yearly Progress Proficiency Rates  
Among Michigan Middle School Students with Disabilities**

---

*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 4 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.

---

Grant Number: H323A040002

**Improving the Special Education System in California:  
A State Program Improvement Grants Program**

---

*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/sig.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.

*Grant Number:* H323A040003

### **Kansas State Improvement Grant for Special Education**

*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.

*Grant Number:* H323A040004

### **Alabama State Improvement Grant: Scaling Up to Improve the Performance and Success of Alabama's Students with Disabilities**

*Project Director:* Causey, Julia  
 Alabama State Department of Education  
 P.O. Box 302101  
 Montgomery, AL 36130-2101  
*Voice:* 334-242-8114; *Fax:* 334-242-9192  
*E-mail:* jcausey@alsde.edu  
*Web site:* www.alsig.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:* 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 3-year grant period, the intervention programs will have been scaled up in 59% of all school systems in Alabama.

---

*Grant Number:* H323A040005

**Implementing Effective Student Practices and Developing  
Highly Qualified Personnel: Pennsylvania State Improvement Grant**

---

*Project Director:* Warkomski, Fran; Rhen, Linda  
 Pennsylvania Department of Education  
 333 Market Street, 7th Floor  
 Harrisburg, PA 17126-0333  
*Voice:* 717-783-6882; *Fax:* 717-783-6139  
*E-mail:* lrhen@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 2 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.

---

*Grant Number:* H323A040006

### **Vermont State Improvement Grant**

---

*Project Director:* Kane, Dennis  
 Vermont Department of Education  
 120 State Street  
 Montpelier, VT 05602  
*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 3 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 3 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 8 job coaches and will develop a Transition Academy in 2 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.

---

Grant Number: H323A040007

**Iowa's State Improvement Grant:  
Improving Results for Students with Disabilities**

---

*Project Director:* Moore, Diane  
Iowa Department of Education  
400 E. 14th and Grand Avenue  
Grimes State Office Building  
Des Moines , IA 50319-0146  
*Voice:* 515-242-5104; *Fax:* 515-242-6019  
*E-mail:* Diane.Moore@iowa.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:* 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 5 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.

---

Grant Number: H323A040008

**KY Signal (State Improvement Grant Nurturing All Learners)**

---

*Project Director:* Taylor, Larry  
 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:* larry.taylor@education.ky.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:* 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 3-tiered approach to instructional discipline across KY schools.

*Method:* This state improvement effort will address 8 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 3 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 B 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.

---

Grant Number: H323A040010

## Hawaii State Improvement Grant—Part II

---

*Project Director:* Hamada, Carolyn  
State of Hawaii Department of Education  
1390 Miller Street  
Queen Liliuokalani Bldg., Room 309  
Honolulu, HI 96813  
*Voice:* 808-733-4832; *Fax:* 808-735-6228  
*E-mail:* carolyn\_hamada@notes.k12.hi.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:* 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 3 phases of personnel development and local system improvement activity.

*Method:* During Year 1, the project will focus on 1 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, 4 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 2, 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 3, 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.

---

Grant Number: H323A040011

**Enhancing Access to the General Curriculum for Middle  
and High School Students with Disabilities in Virginia**

---

*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.

---

Grant Number: H323A040012

**Ohio's SIG: A Statewide Model for Closing the Achievement Gap for  
Students with Disabilities and At-Risk Learners**

---

*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 5 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.



---

*Grant Number:* H323A040013

**The Project FOCUS Academy—State Program Improvement Grant**

---

*Project Director:* Levine, Madeline  
 Massachusetts Department of Education  
 350 Main Street  
 Malden, MA 02148-5089  
*Voice:* 781-338-3381; *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; 9 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 9 high school grantees and members of their local communities; (b) develop training and technical assistance (TTA) and dissemination materials related to 3 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 9 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 4 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 3 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.

---

*Grant Number:* H323A040015

### **Georgia State Improvement Grant**

---

*Project Director:* O'Connor, John  
 Georgia Department of Education  
 205 Jesse Hill Jr. Drive, SE  
 1870 Twin Towers East  
 Atlanta, GA 30334

*Voice:* 404-657-9956; *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 4 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 2-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 2-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

*Voice:* 801-538-7580; *Fax:* 801-538-7991

*E-mail:* bschroed@usoe.k12.ut.us

*Web site:* www.updc.org/sig/index.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 3 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.

*Grant Number:* H323A040017

### **Maryland State Improvement Grant**

*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 4 middle schools and be expanded to include 1 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.

---

*Grant Number:* H323A040019

**Commonwealth of the Northern Mariana Islands (CNMI)  
SIG Partnerships Project: "Na Mauleg"**

---

*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.

---

*Grant Number:* H323A040020

**West Virginia State Improvement Grant:  
Improved Results for Students with Disabilities  
Through Professional Preparation and Professional Development**

---

*Project Director:* Braley, Dee  
West Virginia Department of Education  
Office of Special Education, Room 304  
1900 Kanawha Boulevard East, Building 6  
Charleston, WV 25305  
*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.

---

Grant Number: H323A040021

## Partnering for Success: Idaho's State Improvement Grant

---

*Project Director:* Jones, Jana  
Idaho Department of Education  
Bureau of Special Education  
P.O. Box 83720  
Boise, ID 83720  
*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 3-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.

---

*Grant Number:* H323A050002

**North Carolina Personnel Development Center**

---

*Project Director:* Watson, Mary  
 North Carolina Department of Public Instruction  
 301 N. Wilmington Street  
 Raleigh, NC 27601-2825  
*Voice:* 919-807-3969; *Fax:* 919-807-3243  
*E-mail:* mwatson@dpi.state.nc.us  
*Web site:* www.ncsip.org/

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to address North Carolina's need to increase the quantity and improve the quality of professional personnel providing leadership and instruction for the statewide educational program for students with disabilities. There are 4 main goals for project: improve the basic skills performance of students with disabilities; increase the percentage of qualified teachers of students with disabilities; increase graduation rates and decrease dropout rates of students with disabilities; and improve parent satisfaction with, and support of, school services for students with disabilities.

*Method:* Major features of the project include: (a) an organizational structure that emphasizes partnerships across the North Carolina Department of Public Instruction, local education agencies, the University of North Carolina and individual campuses, and parent agencies and organizations; (b) regional training centers and networks of local education agency programs across content areas of teaching reading, writing, mathematics, early literacy, and establishing schoolwide positive behavioral support programs; (c) partnerships among personnel preparation programs and regional training centers to improve the quality of preservice and inservice personnel development, including research-based instructional practices; (d) a technical assistance and resource system for personnel preparation programs to facilitate program and faculty improvement; (e) a recruitment and retention program that includes improving the marketing system to attract individuals into special education, improving the ease of access to licensing programs through partnerships with lateral entry programs and a partnership with the Personnel Center; (f) a leadership training program for principals and assistant principals to improve their ability to provide instructional leadership for programs for students with disabilities; and (g) a project evaluation system that includes evaluation of the quality of the input strategies, extent to which the intermediate goals are attained and the extent to which the project's outcome goals and objectives are met. The evaluation efforts will also include the development of a series of evaluation reports for parents, educators, and the public.

---

*Grant Number:* H323A050003

**Developing and Supporting the Teaching Workforce: A State Plan for Personnel Development in Connecticut**

---

*Project Director:* Dowaliby, George  
 Connecticut State Department of Education  
 165 Capitol Avenue  
 P.O. Box 2219  
 Hartford, CT 06145  
*Voice:* 860-713-6912; *Fax:* 860-713-7026  
*E-mail:* george.dowaliby@po.state.ct.us

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to reform and improve Connecticut's system for personnel preparation and professional development through a package of comprehensive strategies focused on expanding the teaching workforce and improvement of results for children with disabilities that will facilitate lasting systemic change.

*Method:* The project will establish a teacher licensure program that will recruit, enroll, support, and assist paraprofessionals currently employed in CT school districts to meet certain state certification requirements for both general education and special educators. A panel of national early intervention experts will develop, field test, and nationally disseminate a video, training manual, and self-study guide for early intervention providers, caregivers, and parents on strategies for supporting infants and toddlers with disabilities through natural routines in natural environments. The project will also scale up evidence-based practices to provide the statewide, targeted professional development required to scale-up those effective practices systemwide, providing general and special education teachers and administrators with the knowledge and skills to meet the needs and improve performance and achievement of infants, toddlers, preschoolers, and children with disabilities. Collaborative relationships will be enhanced between parents and schools, building upon the success of the Families as Partners Initiative. This project will establish parent advisors in selected school districts where they will provide training, information, and support to parents and school staff, particularly with regard to parent involvement in the development of the IEP and ongoing involvement in the child's program.

---

*Grant Number:* H323A050004

**Closing the Achievement Gap Through Research-Based Professional Development**

---

*Project Director:* Cox, Kathryn  
 Illinois State Board of Education  
 100 North First Street  
 Springfield, IL 62777  
*Voice:* 217-782-5589; *Fax:* 217-782-0372  
*E-mail:* kcox@isbe.net

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project will establish and implement a coordinated, regionalized system of personnel development that will increase the capacity of school systems to provide early intervening services aligned with the general education curriculum to at-risk students and students with disabilities, as measured by improved student progress and performance. Hence, the project intends to reform and improve state

educational agency systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities.

*Method:* The project will establish 4 Regional Professional Development Centers that will be collaborative partnerships of local education agencies, regional providers, institutions of higher education, and parent entities. All centers will provide standardized professional development and technical assistance to educators and parents in their regions, focusing on designing and providing early intervening services, with an emphasis on scientific, research-based reading instruction; progress monitoring; response to intervention; and standards-aligned instruction and assessment. School demonstration and data collection sites will be established within each region to facilitate school- and student-level data collection and evaluation.

*Products:* Anticipated outcomes of this project include increased knowledge and skills of personnel and parents in the identified professional development focus areas; improved school and student performance; and increases in the number of educators and parents with current information and up-to-date knowledge and skills regarding improving results for individuals with disabilities.

---

*Grant Number:* H323A050005

### **State Personnel Development Grant**

---

*Project Director:* Bounds, Melody  
 MS Department of Education  
 Office of Special Education  
 P.O. Box 771  
 359 North West Street  
 Jackson, MS 39205-0771  
*Voice:* 601-359-3498; *Fax:* 601-359-2198  
*E-mail:* mbounds@mde.k12.ms.us

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The goal of the project is to build a systemic professional development coordinated with and facilitated by essential partners within the Mississippi Department of Education, public school districts, related agencies, community and family organizations, and institutions of higher learning (IHLs).

*Method:* The project will systematically build the statewide structure by (a) planning, aligning, and implementing professional development activities with IHLs; (b) developing a cadre of personnel in the northern, central, and southern areas of the state to serve as mentors with enhanced skills and knowledge of current evidence-based and practices as well as education initiatives, regulations, and reforms; (c) adopting and implementing positive behavioral support and scientifically based reading instruction strategies, and incorporating these within the context of general education initiatives (e.g., Teacher Support Team process); (d) using continuous progress monitoring of student performance to make data-based decisions; and (e) identifying schools to serve as demonstration sites to increase the scope of the project.

*Products:* Implementing this project will systematically increase the capacity of current and future personnel statewide to successfully collaborate to educate the children and youth of the state and achieve improved outcomes for children and youth with disabilities.

---

Grant Number: H323A050006

**Montana State Personnel Development Grant**

---

*Project Director:* Runkel, Robert  
 Montana Office of Public Instruction  
 P.O. Box 202501  
 Helena, MT 59620-2501  
*Voice:* 406-444-4429; *Fax:* 406-444-3924  
*E-mail:* brunkel@mt.gov  
*Web site:* www.opi.state.mt.us/SpecEd/SIG.html

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* Montana's Project STRIDE (Strengthening Teacher Retention, Instructional Design, and Education) plans a set of professional development activities focused on improving outcomes for students with disabilities and other students at risk for academic failure by increasing access to skilled teachers and educationally responsive classrooms. The project has 3 major goals: (a) increasing access to the general education curriculum; (b) engaging in strategies for early intervening; and (c) enacting planned efforts that focus on the recruitment and retention of highly qualified teachers.

*Method:* This project will provide schools with multiple avenues of support through which teachers will increase their capacity to plan and deliver instruction. Students with disabilities will be provided with more effective and intensive reading interventions. Training and technical assistance activities will be piloted and evaluated to determine necessary components for an effective response-to-intervention (RtI) model. The RtI pilot project will then be refined and replicated to encompass additional LEAs. The project will also develop guidance documents for LEAs seeking to implement early intervening strategies, and professional development activities will be provided to these LEAs. Additionally, schools will be supported to provide mentor programs for new special education teachers. Professional development options will also be developed to enable special educators to meet established criteria to become highly qualified in core curriculum content areas. Evaluation grounded in a Results and Performance Accountability evaluation model will ensure that ongoing data collection and analysis will inform continuous improvement efforts as well as outcome analyses.

---

Grant Number: H323A050007

**Minnesota State Personnel Development Grant**

---

*Project Director:* Kloos, Eric  
 Minnesota Department of Education  
 1500 Highway 36 West  
 Roseville, MN 55113  
*Voice:* 651-582-8268; *Fax:* 651-582-8729  
*E-mail:* eric.kloos@state.mn.us

*Beginning Date:* 9/7/2005  
*Ending Date:* 8/31/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The purpose of this project is to improve the educational opportunities and outcomes of Minnesota's children and youth with disabilities, as well as to ensure the availability of a qualified special education workforce across all geographic regions in the state.

*Method:* Competitive grants will be awarded to local education agencies with a high level of need for improvement of outcomes for children and adolescents with disabilities, birth through 21. Targeted need areas would include increased student achievement and the reduction of gaps between student groups,

lessened disproportionality, and issues related to inclusive settings. LEAs will apply for funding specific to these areas, providing a rationale and plan for improvement in identified areas of need. Additionally, the SEA will design strategies to encourage district implementation of early intervening strategies and other research-driven strategies designed to reduce gaps between student groups in placement and achievement. Drawing on the work initiated by the State Improvement Grant (SIG), initiatives will be further developed to assure that Minnesota's special education teaching cadre is highly qualified. Coursework and other educational training experiences will be available to all teachers who are not currently qualified. Current initiatives designed to increase the numbers of special education teachers from underrepresented groups in Minnesota will be continued and expanded. Selected projects will be undertaken in the geographic and licensure areas of greatest need.

*Products:* The project will use collaborative partnerships with individuals with disabilities and their families, state and local education agencies, institutions of higher education, community service providers and parent and consumer advocacy organizations, and the Special Education Policy Section of the Minnesota Department of Education (MDE) to implement initiatives designed to result in changes to student outcomes, birth through 21, and to change workforce availability.

---

*Grant Number:* H323A050008

**Nebraska State Personnel Development Grant (NSPDG)**

---

*Project Directors:* Losh, Mary Ann  
Nebraska Department of Education  
301 Centennial Mall South  
Box 94987  
Lincoln, NE 68509-4987  
*Voice:* 402-471-4357; *Fax:* 402-471-5022  
*E-mail:* maryann.losh@nde.ne.us  
*Web site:* www.nde.state.ne.us/NSIG/

*Beginning Date:* 7/1/2005  
*Ending Date:* 8/31/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* This project is focused on providing education and early intervention for children with disabilities. It will scale professional development activities that support positive behavior and result in improved performance and increased achievement for children with disabilities and their nondisabled peers.

*Method:* This project will provide a Leadership Development Institute for 10 new sites; strengthen implementation of positive behavior interventions and supports (PBIS) in 17 current model sites that were trained in PBIS; and expand implementation of PBIS in early intervention/early childhood special education (EI/ECSE) programs. Project activities will include: (a) providing training in research-based PBIS, functional assessment, instructional strategies, and the National Network of Partnership Schools (NNPS) model for family involvement; (b) providing subgrants to the 10 sites to facilitate the development of an action plan for implementing a Leadership Development Institute (LDI); (c) providing technical assistance to implement the LDI and its related content; (d) involving before- and after-school EI/ECSE staff on leadership teams for training; (e) mentoring, which will be provided by previously developed Nebraska State Improvement Grant model sites; (f) identifying 5 model sites where PBIS is being implemented in elementary buildings with before/after school and EI/ECSE programs and other early childhood partners; (g) providing training for 17 sites in management strategies for secondary-tertiary behavioral needs and other needs identified by the advisory committee; (h) providing 7 facilitators in Omaha and Lincoln Public Schools who will help write action plans to support implementation of PBIS; (i) training 5 teams per year in Early Childhood Planning Regions in the "Early Childhood Framework for

Positive Behavior Supports"; (j) establishing 5 PBIS demonstration sites across EI/ECSE Planning Regions; and (k) providing professional development strategies on early childhood behavior management through regional training coordinators and their partners.

*Products:* The project will result in systems coordination and improvement across agencies providing professional development for individuals who work with children with disabilities and their families, with particular focus upon sites serving low-income families and those who are limited English proficient.

---

*Grant Number:* H323A050010

### **Special Educators for Alaska Project**

---

*Project Director:* Arnold, Art  
 State of Alaska Department of Education and Early Development  
 801 West Tenth Street, Suite 200  
 Juneau, AK 99801  
*Voice:* 907-465-2972; *Fax:* 907-465-2806  
*E-mail:* art\_arnold@eed.state.ak.us

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2010

*OSEP Contact:* Larry Wexler  
*Voice:* 202-245-7571  
*E-mail:* larry.wexler@ed.gov

*Purpose:* The goal of this project is to ensure an adequate supply of qualified special education, regular education, and related services personnel in the state of Alaska. Personnel development has the further goals of improved student achievement by improving the quality of the current and future teaching force through improvement in the preparation of prospective teachers and enhancing professional development.

*Method:* The plan includes a comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources respecting the basic components of early intervention services available that is consistent with the comprehensive system of personnel development. This may further include: (a) implementation of innovative strategies and activities for the recruitment and retention of early education providers; (b) preparation of early intervention providers who are fully and appropriately qualified to provide early intervention services; (c) personnel trained to work in rural and inner-city areas; (d) personnel trained to coordinate transition services for infants and toddlers served under this part from an early intervention program under this part to preschool or other appropriate services.

**Technology  
and  
Media Services**





# 84.327A

## Steppingstones of Technology Innovation for Students with Disabilities

*Grant Number: H327A040004*

### **Monitoring and Reporting Intervention Results for Children with/without Disabilities Ages Birth to Three: Developing a National Web-Based Support Technology**

*Project Director:* Greenwood, Charles; Buzhardt, Jay  
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:* 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 3.

*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.

---

Grant Number: H327A040064

## **The getSET Project: Systematic Early Tracking for Effective Referral and Reporting**

---

*Project Director:* Rebar, Michael  
Eastern Washington University  
135 Martin Hall  
Cheney, WA 99004  
*Voice:* 509-359-2431; *Fax:* 509-359-4366  
*E-mail:* Michael.Rebar@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 2 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 3 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 3 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.

---

Grant Number: H327A040087

### **EC-TIIS 3: Early Childhood Technology Integrated Instructional System, Phase 3**

---

*Project Director:* Hutinger, Patricia  
Western Illinois University  
27 Horrabin Hall, 1 University Circle  
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 2 previous Steppingstones projects, which combined training content from ten tested and effective early childhood technology-related projects into a series of 9 online workshops designed to provide technology skills and knowledge to 4 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 2 elements of the Steppingstones priority: improving the results of the education of young children from ages 3 to 8 with disabilities, and improving access to and participation in the general curriculum. EC-TIIS 3 has 4 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 3-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 3 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.

---

*Grant Number:* H327A040096

**Project HELP: Hearing Impaired Early Literacy Project**

---

*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.

---

*Grant Number:* H327A040100

**Birth to Three TechTools**

---

*Project Director:* Hutinger, Patricia; Bell, Carol  
 Western Illinois University  
 Center for Best Practices in Early Childhood  
 27 Horrabin Hall, 1 University Circle  
 Macomb, IL 61455-1390  
*Voice:* 309-298-1634; *Fax:* 309-298-2305  
*E-mail:* pl-hutinger@wiu.edu  
*Web site:* www.wiu.edu/thecenter/techttools/index.html

*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 2 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 2 technologies will be software on CD and software developed for use on a Personal Digital Assistant (PDA). This project addresses 2 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 3 components on CD-ROM: (a) a set of tested birth to 3 learning experiences, called the CORE Curriculum; (b) a range of current AT procedures and effective birth-to-3 technology activities; and (c) everyday routines and events in the natural environment. Emphasis will be on the 6 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-3 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.

---

*Grant Number:* H327A040101

**Phase II Project PEGS!**

---

*Project Director:* Shuster, Thomas; Gee, Eric  
Spectrum Consulting, LLC  
1770 North Research Parkway, Suite 310  
North Logan, UT 84341

*Voice:* 435-753-9333; *Fax:* 435-753-9444

*E-mail:* tshuster@spectrumconsulting.com; egee@spectrumconsulting.com

*Beginning Date:* 9/1/2004

*Ending Date:* 8/31/2006

*OSEP Contact:* Tom Hanley

*Voice:* 202-245-7369

*E-mail:* tom.hanley@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 4 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.

---

*Grant Number:* H327A050079

### **Outcomes for Children Who Are Deaf-Blind After Cochlear Implantation**

---

*Project Director:* Taylor, Ella  
 Western Oregon University  
 Teaching Research Institute  
 345 N. Monmouth Avenue  
 Monmouth, OR 97361-1394  
*Voice:* 503-838-8589; *Fax:* 503-838-8150  
*E-mail:* taylore@wou.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2008

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

*Purpose:* The project's goal is to provide a sound research base for evidence-based decision making in relation to cochlear implantation for children who are deaf-blind.

*Method:* The Teaching Research Institute of Western Oregon State University will collaborate with the University of Kansas, the Midwest Ear Institute/St. Lukes Hospital, and 10 state deaf-blind projects (KS, NE, MO, PA, NJ, NY, TX, CA, MN, and OR). The research design attempts to answer causal questions for a very low-incidence population, under circumstances that prohibit withholding of implants to support a simple, randomized design. The project will use a time-lag design incorporating within-subject and across-subject comparisons. The sample consists of 250 children, ages 1 to 12 years. Causal questions address: (a) effects of implant versus no implant; (b) effects of age; and (c) interaction of age and implant.

The project will meet its objectives by developing a systematic data collection system to compile demographic information on children who are deaf-blind specific to pre-post implantation status. A protocol will be developed to address 4 research questions, which focus on identifying which children are receiving cochlear implants, how does the implant impact the child, what factors impact negative/positive outcomes, and to what degree do post-implant services contribute negatively/positively? A protocol of appropriate assessments will also be identified to measure changes in auditory perception and language acquisition, receptive and expressive communication, social interaction skills, and functional life skills for children who are deaf-blind, pre- and post-implant. In collaboration with state deaf-blind projects, early childhood agencies, and implant centers, the project will identify family volunteers for participation, and to connect these agencies in developing information sources for professionals, service providers, families, and consumers. Project activities will also include project evaluation and dissemination of information about the project's activities and outcomes.

---

Grant Number: H327A050088

**Using Technology for Emergent Literacy and Language (UTELL)**

---

*Project Director:* Boyce, Lisa  
Utah State University  
6580 Old Main Hill  
Logan, UT 84322-6580  
*Voice:* 435-797-2713; *Fax:* 435-797-2019  
*E-mail:* Lisa.Boyce@usu.edu

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2007

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

*Purpose:* This Phase I Steppingstones of Technology project is intended to facilitate the early language and literacy development of young children with disabilities by promoting shared conversation around meaningful literacy experiences through the use of technological supports.

*Method:* Digital imagery and talking books will be adapted to provide technology supports to individual families receiving early intervention services. The digital imagery will be used to illustrate family-created stories in book format. Interactive "talking books" will be adapted to guide and support shared conversation around both published books and those created with digital imagery (to capture conversation-provoking pictures). The talking books will include records in families' primary language and, for families learning English, may also include recordings in English. The UTELL research team will collaborate with and provide training about using digital imagery to support literacy experiences and interactive reading activities to intervention staff at 2 early intervention sites serving children with disabilities, ages birth to 3. The team will be guided by parents and program staff as they adapt the technologies and evaluate the effectiveness, usability, and feasibility of the technological supports and activities on parent-child conversations and child language development.

*Products:* The UTELL research team will prepare a packaged guide with example materials for the use of the technological supports in meaningful literacy experiences.

## 84.327C Television Access

*Note: These "Television Access" grants were made in 2004 and 2005 under Competition 84.327C. Additional "Television Access" grants are described under Competition 84.327J, which was held in 2003.*

*Grant Number: H327C040034*

### Children's Television Access

*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: jo.ann.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 3-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 5 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.



---

*Grant Number:* H327C050005

**Television Access: Narrative Television Network's Accessible Educational Programming**

---

*Project Director:* Stovall, Jim  
 Narrative Television Network  
 5840 S. Memorial Drive, Suite 312  
 Tulsa, OK 74145  
*Voice:* 918-627-1000; *Fax:* 918-627-4101  
*E-mail:* narrative@aol.com

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2008

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* jo.ann.mccann@ed.gov

*Purpose:* The purpose of this project is to describe and caption 750 hours of new educational programming for children, to afford a greater opportunity for children with visual or hearing impairments to benefit from the same programming their sighted and hearing peers already enjoy.

*Method:* NTN produces accessible programming via broadcast, cable, and satellite. If NTN describes a program that is already captioned, or that is required to be captioned by the FCC, the captioning funds will be directed toward describing more programming. NTN maintains relationships with respected educational program providers and its Captioning Coalition to ensure that each hour of nationally available programming is efficiently produced and of high quality. NTN also consults its advisory boards made up of audience members with visual or hearing impairments, parents, and educators. NTN has programming commitments from PBS/WHYY and Annenberg. With the funding from this grant, NTN plans to hire an Accessibility Coordinator, Description and Captioning Coordinators, and 2 interns.

*Products:* The captioning that Narrative Television Network will provide through this project will help to alleviate the frustration experienced by those who have limited access to the educational, social, and cultural benefits of television due to visual or hearing impairments.

---

*Grant Number:* H327C050009

**Television Access—NTN's Accessible Educational TV for Children**

---

*Project Director:* Stovall, Jim  
 Narrative Television Network  
 5840 S. Memorial Drive, Suite 312  
 Tulsa, OK 74145  
*Voice:* 918-627-1000; *Fax:* 918-627-4101  
*E-mail:* narrative@aol.com

*Beginning Date:* 10/1/2005  
*Ending Date:* 9/30/2008

*OSEP Contact:* Jo Ann McCann  
*Voice:* 202-245-7434  
*E-mail:* jo.ann.mccann@ed.gov

*Purpose:* The purpose of this project is to provide accessible television and movie programming to Americans with aural or visual disabilities. The Narrative Television Network (NTN) plans to work with its partners to describe, or caption and describe, 270 hours a year of widely available educational programs for children with disabilities. The project also aims to have NTN maintain the services of its Studio Technical Coordinator and Librarian, and will provide funding for a part-time assistant.

*Method:* This project will provide educational and informational programming for children that is produced and distributed nationally by WHYY/Public Broadcasting (educational programming for children through WHYY Children's Services, for the healthy development and education of children, and educational

partnerships with parents, childcare providers, and educators) and NASA, with educational programming broadcast nationally for classroom learning of the sciences, aerospace research, technology, mathematics, geography, careers, education, and history.

*Products:* The anticipated product is a total of 810 hours of described, or described and captioned, programming. The accessible programming will be available via broadcast, cable, and satellite, and will be enhanced by the availability of coordinated books, CD-ROMS, course guides, and audiocassettes, as well as online lesson plans, child/parent projects, and classroom activities.

---

*Grant Number:* H327C050012

**Children's Television Access—B**

---

*Project Director:* Snyder, Joel  
National Captioning Institute, Inc.  
1900 Gallows Road, Suite 3000  
Vienna, VA 22182  
*Voice:* 703-917-7600; *Fax:* 703-917-9878  
*E-mail:* jsnyder@ncicap.org

*Beginning Date:* 10/1/2005

*Ending Date:* 9/30/2008

*OSEP Contact:* Jo Ann McCann

*Voice:* 202-245-7434

*E-mail:* jo.ann.mccann@ed.gov

*Purpose:* The project will complete closed captioning and video description of a diversified mix of approximately 264 hours of children's television programming per year, for a total of 792 hours over a 3-year period.

*Method:* The mix of educational programming selected for captioning and video description under this project is intended to meet the diverse needs of young viewers. By captioning and describing these programs, the project will expand the range of programming accessible to children and young adults nationwide who are deaf, hard of hearing, blind, or visually impaired. The networks and producers commit to making the captions and video descriptions available on all original and subsequent airings of these programs and will underwrite approximately 12% of the project costs, including the cost of captioning for all proposed programming.

*Products:* Programs that will be captioned and video described under this project include: One Stroke Painting; Paint, Paper and Crafts; In the Studio; Glass with Vicki Payne; For Your Home; Sportsfigures; Rainbows from the Heart; Sesame Street; Everyday Foods; It's a Big, Big World; Yesterday; Desperate Seas; Forbidden Fruit: Prohibition in America; and Mina Miller Edison.

## 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 2005.*

*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 22182-4012  
*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:* jo.ann.mccann@ed.gov

*Purpose:* This project will caption and describe programs that will enable 6 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 22182-4012  
*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:* jo.ann.mccann@ed.gov

*Purpose:* This project will caption and describe programs that will enable 6 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 3-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:* jo.ann.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 5 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 3-year project period. This programming features 4 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.

---

*Grant Number:* H327J030014

**Network Accessible Children's TV Programs**

---

*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:* jo.ann.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 4 of PBS's top educational children's programs), the Corporation for Public Broadcasting (the leader in educational public television), and 3 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.

**84.327Q**  
**Congressionally Earmarked Activities**

---

*Grant Number:* H327Q050001

**Reading Rockets: A Multi-Media Literacy Project**

---

*Project Director:* Gunther, Noel  
 GWETA  
 2775 South Quincy Street  
 Arlington, VA 22206-2236  
*Voice:* 703-998-3290; *Fax:* 703-998-2236  
*E-mail:* ngunther@weta.com  
*Web site:* <http://readingrockets.org>

*Beginning Date:* 7/1/2005  
*Ending Date:* 6/30/2008

*OSEP Contact:* Jane Hauser  
*Voice:* 202-245-7373  
*E-mail:* jane.hauser@ed.gov

*Purpose:* Reading Rockets is WETA's innovative multimedia project that disseminates research-based findings on teaching reading to young children with reading disabilities. Over the last 6 years, with regular advice from a panel of nationally-known reading researchers, Reading Rockets has gathered an enormous

amount of authoritative content grounded in the work of the U.S. Department of Education and National Institutes of Health. Accessible, appealing, award-winning television programs have been produced, along with Web sites, print materials, and outreach campaigns that deliver information from leading researchers into the hands of millions of adults helping the struggling readers in their lives.

*Method:* The project will: (a) operate and expand the Reading Rockets Web sites, which will deliver research about kids with reading disabilities 24 hours a day, free of charge, and confidentially; (b) produce a 10th half-hour television program about teaching reading to children with disabilities in the "Launching Young Readers" PBS series; (c) conduct 2 new teleconferences featuring leading reading researchers and practitioners; and (d) conduct vigorous outreach and promotion, coordinating their efforts with those of their 32 national partners.

## 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  
1020 Walnut St.  
Philadelphia, PA 19107  
*Voice:* 215-503-1602; *Fax:* 215-503-1640  
*E-mail:* philippa.campbell@jefferson.edu  
*Web site:* www.asu.edu/clas/tnt/

*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 5-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 5 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 2 communities in each of a specially selected sample of 12 states (total of 24 communities). The Institute is a collaboration between 2 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**



## Project Director Index

---

**A**

Ackley, R. Steven · 72  
 Allan, Karen · 245  
 Als, Heidelise · 12  
 Althouse, Brand · 201  
 Angulo-Barroso, Rosa · 10  
 Anthony, Tanni · 141  
 Antosh, A. Anthony · 113, 167  
 Appell, Madeline · 148  
 Arcari, Teresa · 46  
 Armstrong, Mike · 248  
 Arnold, Art · 202, 262  
 Atkins-Burne, Sally · 60  
 Autin, Diana · 213  
 Ayer, Lyn · 162

---

**B**

Baglin, Carol Ann · 196, 252  
 Baker, Christine · 57  
 Baldwin, Vic · 186  
 Bartlett, Kathy · 224  
 Bashinski, Susan · 20  
 Bay, Mary · 174  
 Beckman, Paula · 89, 106  
 Bell, Carol · 35, 268  
 Beridon, Virginia · 227  
 Bess, Fred · 88  
 Bilzing, Deborah · 230  
 Blankenship, Karen · 165  
 Bledsoe, Brenda · 238  
 Blood, Gordon · 117  
 Boddicker, Angela · 237  
 Bodine, Cathy · 78  
 Boezio, Cyndi · 236  
 Boone, Harriet · 97  
 Bou, Nydia · 95  
 Boulware, Gusty-Lee · 29  
 Bounds, Melody · 259  
 Boyce, Lisa · 271  
 Brady, Nancy · 20  
 Braley, Dee · 255  
 Branon, Susie · 164, 198  
 Brauen, Marsha · 122, 206

Bricker, Diane · 38  
 Bridges, Sheila · 91  
 Bright, Ethel · 181, 198  
 Brown, Paula · 59  
 Bruder, Mary Beth · 101  
 Burdette, Paula · 172  
 Burley, Margaret · 211  
 Burr, Jacquelyn · 225  
 Buswell, Barbara · 214  
 Buzhardt, Jay · 265

---

**C**

Campano, Mark · 133  
 Campbell, Philippa · 40, 278  
 Cannon, Beverly · 77  
 Carey, Annette · 143  
 Case-Smith, Jane · 54  
 Cashman, Joanne · 125  
 Catlett, Camille · 37  
 Causey, Julia · 240  
 Chen, Deborah · 119  
 Cloninger, Chigee · 132  
 Conroy, Maureen · 111  
 Cook, Gary · 194  
 Cook, Ruth · 103  
 Cooper, David · 89  
 Copenhaver, John · 183  
 Corbett, Nancy · 4  
 Cordeiro, Paula · 65, 67  
 Coulter, W. Alan · 205  
 Cox, H. Douglas · 247  
 Cox, Kathryn · 258  
 Crais, Elizabeth · 80, 87  
 Creaghead, Nancy · 86  
 Cross, Lee · 59, 102

---

**D**

Darch, Craig · 83  
 Day, Janice · 112  
 Delaney, Elizabeth · 33  
 Delano, Monica · 112  
 DeMay, Fredric · 226

Demchak, MaryAnn · 70, 159  
 Denbroeder, Karen · 222  
 Derugen, Lee Ann · 211  
 DiPaola, Thomas · 231  
 Dodd, Mary · 49  
 Domaracki, Jane · 115  
 Dooley, Elizabeth · 108  
 Dowaliby, George · 258  
 Dowery, Evelyn · 222  
 Dunlap, Glen · 42  
 Dunst, Carl · 26, 27  
 Durand, V. Mark · 9  
 Dykes, Earlene · 137

---

**E**

East, Bill · 125  
 Eccarius, Malinda · 107  
 Ekblad, Alan · 68

---

**F**

Faber, Allene · 109  
 Falco, Ruth · 47  
 Favell, Judith · 21  
 Fazzi, Diane · 50  
 Ferrell, Kay Alicyn · 25  
 Flynn, Linda · 71  
 Forest, Sue · 68  
 Fowers, Darla · 134  
 Fox, Lise · 42  
 Froelich, Kathryn · 94  
 Fugate, Mark · 85

---

**G**

Garfinkle, Ann · 74  
 Garrard, Holly · 221  
 Garrett, Brent · 199  
 Garrett, Carol · 161  
 Gee, Eric · 269  
 Gense, Jay · 153  
 Gill, Douglas · 127  
 Gilles, Donna · 147  
 Gillespie, Phoebe · 179  
 Goehl, Karen · 154  
 Goetz, Lori · 139  
 Goldberg, Paula · 216

Goldstein, Howard · 85, 99  
 Golper, LeeAnn · 54  
 Greenfield, Robin · 164  
 Greenwood, Charles · 265  
 Groza, Victor · 33  
 Guigno, Matthew · 226  
 Guillory, Barbara · 174  
 Gunnell, James · 197  
 Gunther, Noel · 277

---

**H**

Hale, Sue · 54  
 Hall, Laura · 67  
 Hamada, Carolyn · 246  
 Hammond, Cathy · 222  
 Hammond, Helen · 118  
 Hanks, Wendy · 72  
 Hanline, Mary Frances · 69, 112  
 Hanson, Marci · 104  
 Harbin, Gloria · 121  
 Harding, Marcia · 233  
 Harper-Whaley, Susan · 74  
 Hartshorne, Timothy · 168  
 Hatley, Harolyn · 238  
 Hawkins, Connie · 215  
 Hawks, John · 83  
 Hebbeler, Kathleen · 28, 194, 195, 196  
 Hecht, Barbara · 65, 67  
 Heller, Kathryn · 128  
 Hemmeter, Mary Louise · 8  
 Hengst, Julie · 65  
 Herr, Cynthia · 75  
 Horn, Eva · 47, 80  
 Howard, Sam · 223  
 Hughes, Mary-Alyne · 75  
 Hunt, T.J. · 131  
 Hutingger, Patricia · 267, 268

---

**I**

Ingram, Rebecca · 52  
 Inos, Rita Hocog · 254

---

**J**

Jarrett, Marion · 48  
 Jennings, Debra · 213

Johnson, Joyce · 35  
 Jones, Hazel · 111  
 Jones, Jana · 256  
 Jung, Lee Ann · 109

---

**K**

Kaczmarek, Louise · 106  
 Kahn, James · 56  
 Kaiser, Ann · 84  
 Kane, Dennis · 242  
 Kaplan, Mara · 21  
 Kaplan, Margaret · 66  
 Kapperman, Gaylen · 110  
 Kelly, Diane · 141  
 Kennedy, Marianne · 58  
 Kibler, Barbara · 162  
 Kielhofner, Gary · 56  
 Kilgo, Jennifer · 73  
 Killoran, John · 202  
 Kliewer, Christopher · 17  
 Kloos, Eric · 160, 260  
 Kniest, Barbara · 36  
 Kohl, Frances · 63  
 Kozleski, Elizabeth · 126, 171  
 Kranczer, Mark · 25

---

**L**

La Belle, Jan · 213  
 Lackey, Rorie · 229  
 Lane, Holly · 4, 30  
 LaSasso, Carol · 72  
 LeRoux, Judy · 200  
 Lesko, Jim · 190  
 Levine, Madeline · 249  
 Levine, Phyllis · 207  
 Lewis, Kim · 141  
 Lewis, Raymond · 57  
 Lewis, Richard · 181  
 Lieber, Joan · 89, 100  
 Longhurst, Thomas · 51  
 Losh, Mary Ann · 192, 261  
 Lougeay, Janice · 49  
 Lovett, David · 156  
 Lubke, Margaret · 201  
 Lytle, Rebecca · 79

---

**M**

Mahoney, Gerald · 6, 33, 61  
 Maloney, Ted · 68  
 Marra, Robert · 234  
 Martinez, Irene · 23  
 Marvin, Chris · 107  
 Mason, Barbara · 145  
 McCarthy, Kerri · 149  
 McDowell, Linda · 136  
 McEwen, Irene · 56  
 McInerney, William · 60  
 McLean, Mary · 51, 109  
 McSwain, Arletha · 92  
 McWilliam, Robin · 14, 163  
 Meehan, Teresa · 31  
 Mercer, Dixie · 53  
 Mikkelsen, Karen · 191  
 Milbourne, Suzanne · 40  
 Miller, Gloria · 64  
 Moehring, Rose · 169  
 Montague, Marjorie · 92  
 Moore, Caroline · 180  
 Moore, Diane · 243

---

**N**

Norris, Dawn · 18  
 Notari-Syverson, Angela · 31  
 Noyes, Donna · 203  
 Nubbe, Beth · 275

---

**O**

Ohlson, Cheryl · 48  
 Osborne, Sheri · 36  
 Osbourn, Pat · 140  
 Ostrosky, Michaelene · 75  
 Otis-Wilborn, Amy · 51  
 Ottlinger, Kerry · 153, 240

---

**P**

Paillard, Alise · 104  
 Palma, Gloria · 120  
 Parker, Alice · 239  
 Peter, Marshall · 170  
 Petroff, Jerry · 144, 223

Pillai, Patrick · 159  
 Pindiprolu, Sekhar · 34  
 Podrazik, Miriam · 228  
 Poe, Richard · 130  
 Prendeville, Jo-Anne · 86  
 Pretti-Frontczak, Kristi · 87  
 Prinz, Philip · 6  
 Proctor, Adele · 65  
 Pullen, Paige · 61  
 Pyfer, Jean · 90

---

**R**

Raschke, Donna · 76  
 Rebar, Michael · 266  
 Reed-Victor, Evelyn · 105  
 Reedy, Kristin · 184  
 Reichle, Joe · 38  
 Reilly, AmySue · 52, 98  
 Reiman, John · 187  
 Rhen, Linda · 241  
 Riemer, Mark · 23  
 Ripley, Suzanne · 177  
 Robinson, Nancy · 77  
 Robinson, Nyle · 191  
 Robison, Richard · 15  
 Romero, Olga · 94  
 Rosario, Sonia · 155  
 Rose, Susan · 45  
 Rosen, Pamela · 189, 226  
 Rosen, Pamela Clark · 226  
 Rosenkoetter, Sharon · 48  
 Rothlein, Liz · 93  
 Rous, Beth · 41  
 Roush, Jackson · 116  
 Rovins, Michele · 188  
 Rowland, Charity · 19, 39  
 Runkel, Robert · 152, 204, 260  
 Russo, Joyce · 150  
 Ryan, Susan · 62

---

**S**

Sabari, Joyce · 66  
 Salisbury, Christine · 33  
 Sanchez, Sylvia · 52  
 Sandall, Susan · 96, 103  
 Sanspree, Mary Jean · 135  
 Santos, Rosa · 75

Schery, Teris · 14  
 Schliesser, Barbara · 129  
 Schroeder, Bruce · 251  
 Schwartz, Ilene · 29, 96  
 Schwarz, Ilsa · 73  
 Scott, Terrance · 30  
 Shapiro, Edward · 175  
 Sharpe, Michael · 182  
 Shelsta, Nance · 221  
 Sheridan, Martha · 46  
 Sherman, Kim · 225  
 Shope-Thomas, Susan · 229  
 Sims, Barbara · 151  
 Smith, George · 232  
 Snyder, Joel · 272, 274  
 Soto, Gloria · 77  
 Spencer, Karin · 48  
 Spiker, Donna · 28  
 Squires, Jane · 55, 81  
 Stephens, Thomas · 142  
 Stoiber, Karen · 16  
 Stovall, Jim · 273, 276, 277  
 Suminski, Carmen · 146  
 Symon, Jennifer · 63

---

**T**

Taylor, Ella · 270  
 Taylor, Larry · 244  
 Tharpe, Anne Marie · 14  
 Thompson, Barbara · 47, 80  
 Thompson, Jacquelyn · 239  
 Thompson, Nora · 212  
 Thorp, Eva · 52  
 Thurlow, Martha · 173  
 Tindal, Gerald · 176  
 Torrey, ZoAnn · 193  
 Touchette, Brian · 138  
 Trivette, Carol · 26, 27  
 Trohanis, Pat · 206  
 Turner, Keith · 58

---

**U**

Ulrich, Dale · 82

---

**V**

Valdivieso, Carol · 188  
Valle-Riestra, Diana · 93, 97, 114  
Van Eck, Linda · 131

---

**W**

Wagner, Mary · 207  
Walker, Dale · 3, 13  
Wall, Julie · 24  
Wallace, Teri · 177  
Warkowski, Fran · 241  
Watkins, Susan · 268  
Watson, Mary · 166, 257  
Wells, Robert · 253  
Wetherby, Amy · 7

White, Al · 114  
Whitson, Joanne · 168  
Wild, Dana · 57  
Wohle, Roberta · 223  
Wolery, Mark · 69, 84  
Wood-Garnett, Stephanie · 235  
Woods, Juliann · 71, 85  
Wright, James · 184

---

**Y**

Yoshinaga-Itano, Christine · 5

---

**Z**

Zeffiro, Thomas · 22  
Zeph, Lucille · 46

## Organization Index

- 
- A**
- Academy for Educational Development · 177, 188  
 Alabama State Department of Education · 240  
 Alaska Department of Education and Early Development · 202  
 Alfred University · 85  
 Arizona Department of Education · 228  
 Arizona State Schools for the Deaf and the Blind · 137  
 Arkansas Department of Education · 164, 198, 233  
 Auburn University · 52, 83, 98, 184
- 
- B**
- Bank Street College of Education · 94
- 
- C**
- California Department of Education · 68, 239  
 California State University - Los Angeles · 50, 63  
 Case Western Reserve University · 6, 33, 61  
 Celeste Foundation · 21  
 Center for Creative Play · 21, 22  
 Central Michigan University · 168  
 Chico Research Foundation · 79  
 Child Development Resources, Inc. · 36  
 City of Rocklin · 23  
 College of New Jersey · 144, 145  
 Colorado Department of Education · 141, 236  
 Columbia University, Teachers College · 148  
 Connecticut State Department of Education · 258
- 
- D**
- Delaware Department of Education · 138, 190, 232  
 Direction Service, Inc. · 170  
 District of Columbia Public Schools · 235
- 
- E**
- East Tennessee State University · 35  
 Eastern Washington University · 266  
 Exceptional Children's Assistance Center · 215
- 
- F**
- Family Network on Disabilities of Florida, Inc. · 213  
 Federation for Children with Special Needs · 15, 249  
 Fiesta Educativa, Inc · 23  
 Florida Department of Education · 147, 222  
 Florida State University · 7, 69, 71, 85, 99, 112
- 
- G**
- Gallaudet University · 46, 72  
 George Mason University · 52  
 George Washington University · 48, 235  
 Georgetown University Medical Center · 22  
 Georgia Department of Education · 250, 251  
 Georgia State University · 128  
 GWETA · 277
- 
- H**
- Harcourt Assessment, Inc. · 194
- 
- I**
- Idaho Department of Education · 256  
 Idaho State University · 51  
 Illinois Department of Human Services · 191  
 Illinois State Board of Education · 151, 197, 258  
 Indiana Department of Education · 234  
 Indiana State University · 154  
 Iowa Department of Education · 165, 243



- 
- K**
- Kansas State Department of Education · 153, 193, 240  
 Kent State University · 83, 87  
 Kentucky Department of Education · 162, 244
- 
- L**
- Learning Innovations at WestEd · 184, 191  
 Lee Pesky Learning Center · 24  
 Lehigh University · 175  
 Louisiana Department of Education · 150, 227  
 Louisiana State University · 41, 205
- 
- M**
- Maine Department of Education · 189, 226  
 Maryland State Department of Education · 141, 196, 252  
 Massachusetts Department of Education · 249  
 Matrix Parent Network and Resource Center · 212  
 Michigan Department of Education · 239  
 Minnesota Department of Education · 160, 260, 261  
 Missouri Department of Elementary and Secondary Education · 131, 245  
 Montana Department of Public Health and Human Services · 200  
 Montana Office of Public Instruction · 152, 204, 260  
 MS Department of Education · 259
- 
- N**
- Narrative Television Network · 273, 276, 277  
 National Association of State Directors of Special Education (NASDSE) · 125, 172, 173, 206  
 National Captioning Institute, Inc. · 272, 274, 275  
 Nebraska Department of Education · 129, 192, 261  
 Nevada Department of Education · 229  
 New Hampshire Department of Education · 253  
 New Jersey Department of Education · 223  
 New Mexico State Department of Education · 223  
 New York State Department of Health · 203  
 New York State Education Department · 226
- 
- Norfolk State University · 92  
 North Carolina Agricultural & Technical State University · 120  
 North Carolina Central University · 91  
 North Carolina Department of Public Instruction · 166, 257  
 North Dakota Department of Public Instruction · 146  
 Northern Illinois University · 110
- 
- O**
- Ohio Coalition for the Education of Children with Disabilities · 182, 211  
 Ohio Department of Education · 248  
 Ohio State University · 54  
 Oregon Department of Education · 153, 202, 225  
 Oregon Health & Science University · 19, 39  
 Oregon State University · 41, 48, 49, 271  
 Orelena Hawks Puckett Institute · 26, 27, 31
- 
- P**
- PACER Center, Inc. · 216  
 PEAK Parent Center, Inc. · 214  
 Pennsylvania Department of Education · 175, 241  
 Pennsylvania State University · 117  
 PennTech/Lancaster-Lebanon Intermediate Unit 13 · 149  
 Perkins School for the Blind · 145  
 Portland State University · 47, 225  
 Puerto Rico Department of Education · 155
- 
- R**
- Regents of the University of Minnesota · 173, 177  
 Rhode Island College · 113, 167  
 Rhode Island Department of Elementary and Secondary Education · 231  
 Rochester Institute of Technology · 59
- 
- S**
- San Diego State University · 67, 68  
 San Francisco State University · 6, 77, 104, 139  
 Santa Clara University · 103  
 Sephardic Community Center · 25

Silver Lake College of the Holy Family, Inc. · 162  
 Sitting Bull College · 94  
 South Carolina Department of Education · 229  
 South Carolina School for the Deaf and Blind · 161  
 South Dakota Department of Education · 237  
 Southern Connecticut State University · 58  
 Spectrum Consulting, LLC · 269  
 SRI International · 28, 194, 195, 196, 207  
 State of Alaska Department of Education and Early Development · 262  
 State of Hawaii Department of Education · 246  
 Statewide Parent Advocacy Network, Inc. · 213  
 Stephen F. Austin State University · 53  
 Summit Research Laboratory, Utah State University · 201  
 SUNY - Downstate Medical Center · 66

---

**T**

Tennessee Department of Education · 238  
 Texas Education Agency · 130  
 Texas Women's University · 114  
 Thomas Jefferson University · 40, 278, 279

---

**U**

Universidad del Turabo · 95  
 University at Albany, SUNY · 9, 115  
 University of Alabama · 73, 135  
 University of Alaska - Anchorage · 62  
 University of Central Florida · 59, 102  
 University of Cincinnati · 86  
 University of Colorado - Boulder · 5  
 University of Colorado - Denver · 126, 171  
 University of Colorado Health Sciences Center · 78  
 University of Connecticut · 101  
 University of Dayton · 142  
 University of Denver · 64  
 University of Florida · 4, 30, 111, 147  
 University of Hawaii · 157, 158  
 University of Idaho · 164  
 University of Illinois - Chicago · 33, 56, 174  
 University of Illinois - Urbana/Champaign · 65, 75  
 University of Kansas - Lawrence · 80

University of Kansas Center for Research, Inc. · 3, 13, 20, 47, 265  
 University of Kentucky · 41, 87, 109, 110, 181, 198, 199  
 University of Kentucky Research Foundation · 41, 181, 198, 199  
 University of Maine · 46  
 University of Maryland · 63, 89, 100, 106, 235  
 University of Miami · 92, 93, 97, 114  
 University of Michigan · 8, 10, 82  
 University of Minnesota · 38, 45, 173, 182  
 University of Montana · 68, 74  
 University of Nebraska · 107  
 University of Nevada - Reno · 70, 159  
 University of New Mexico · 140  
 University of New Orleans · 71, 72  
 University of North Carolina - Chapel Hill · 37, 80, 87, 97, 116, 121, 206  
 University of Northern Colorado · 25, 50, 64  
 University of Northern Iowa · 17, 76  
 University of Oklahoma · 56, 156  
 University of Oregon · 38, 49, 55, 75, 81, 176, 180, 225  
 University of Pittsburgh · 106, 107, 175  
 University of San Diego · 65, 67  
 University of South Dakota · 169  
 University of South Florida · 9, 42  
 University of Southern Mississippi · 136  
 University of Tennessee · 73, 74  
 University of Texas - Austin · 58  
 University of Texas - Dallas · 49  
 University of Texas - El Paso · 118  
 University of Texas - Galveston · 57  
 University of Toledo · 34, 60  
 University of Utah · 112  
 University of Vermont · 11, 132  
 University of Virginia · 61  
 University of Washington · 29, 96, 103  
 University of Wisconsin - Milwaukee · 16, 51  
 University of Wisconsin System · 109  
 Utah State Office of Education · 134, 251  
 Utah State University · 112, 183, 268, 271

---

**V**

Vanderbilt University · 14, 54, 69, 84, 88, 163, 194  
 Vanderbilt University Medical Center · 14, 88  
 Vermont Department of Education · 242

Virginia Commonwealth University · 105, 133  
Virginia Department of Education · 247

---

**W**

Washington Research Institute · 31  
Washington State Superintendent of Public  
Instruction · 127, 224

West Virginia Department of Education · 143,  
255  
West Virginia University Research Corp. · 108  
Westat, Inc. · 122, 206  
Western Illinois University · 35, 267, 268  
Western Oregon University · 18, 49, 77, 186, 187,  
202, 225, 270  
Wisconsin Department of Public Instruction · 230  
Wyoming Department of Education · 168, 221

## State Index

- 
- A**
- Alabama · 52, 73, 83, 98, 135, 184, 240  
 Alaska · 62, 159, 202, 262  
 Arizona · 137, 228  
 Arkansas · 164, 198, 233
- 
- C**
- California · 6, 12, 23, 28, 50, 63, 65, 67, 77, 79, 103, 104, 119, 139, 170, 194, 195, 196, 207, 212, 239, 271  
 Colorado · 5, 25, 64, 78, 126, 141, 171, 214, 236  
 Connecticut · 54, 58, 101, 258
- 
- D**
- Delaware · 138, 190, 232  
 District of Columbia · 22, 46, 48, 72, 177, 188, 235
- 
- F**
- Florida · 4, 7, 9, 21, 30, 42, 59, 69, 71, 85, 92, 93, 97, 99, 102, 111, 112, 114, 147, 213, 222
- 
- G**
- Georgia · 128, 250
- 
- H**
- Hawaii · 157, 158, 246, 268
- 
- I**
- Idaho · 24, 51, 164, 256  
 Illinois · 8, 33, 35, 56, 65, 75, 110, 151, 174, 191, 197, 258, 267, 268  
 Indiana · 154, 234  
 Iowa · 17, 76, 165, 243
- 
- K**
- Kansas · 3, 13, 20, 47, 80, 153, 193, 240, 265, 271  
 Kentucky · 41, 109, 162, 181, 198, 199, 244, 245
- 
- L**
- Louisiana · 71, 150, 183, 205, 227
- 
- M**
- Maine · 46, 189, 226  
 Maryland · 63, 89, 100, 106, 122, 141, 196, 206, 252, 253  
 Massachusetts · 12, 15, 145, 249  
 Michigan · 10, 82, 168, 239  
 Minnesota · 38, 45, 160, 173, 177, 182, 216, 260, 271  
 Mississippi · 70, 136, 159, 259  
 Missouri · 131, 245, 270  
 Montana · 68, 74, 152, 200, 204, 260
- 
- N**
- Nebraska · 46, 72, 103, 107, 129, 153, 192, 213, 214, 225, 235, 261, 271  
 Nevada · 70, 159, 229  
 New Hampshire · 191, 192, 253  
 New Jersey · 117, 144, 213, 223, 271  
 New Mexico · 31, 140, 223  
 New York · 25, 59, 66, 85, 94, 115, 116, 117, 148, 203, 226, 271  
 North Carolina · 26, 27, 37, 80, 87, 91, 97, 116, 120, 121, 166, 173, 206, 215, 257  
 North Dakota · 94, 146  
 Northern Mariana Islands · 175, 254
- 
- O**
- Ohio · 6, 33, 34, 54, 60, 61, 83, 86, 87, 142, 211, 248  
 Oklahoma · 56, 156, 273, 276, 277

---

**P**

Pennsylvania · 21, 40, 106, 117, 149, 175, 241, 271, 278  
Puerto Rico · 24, 95, 155

---

**R**

Rhode Island · 113, 167, 231

---

**S**

South Carolina · 161, 229  
South Dakota · 141, 169, 237

---

**T**

Tennessee · 14, 54, 69, 73, 84, 88, 163, 238

Texas · 49, 53, 57, 58, 90, 114, 118, 130, 194, 271

---

**U**

Utah · 112, 134, 183, 201, 251, 268, 269, 271

---

**V**

Vermont · 11, 132, 184, 191, 242  
Virginia · 36, 52, 61, 92, 105, 125, 133, 172, 179, 247, 272, 274, 275, 277

---

**W**

Washington · 29, 31, 96, 103, 127, 224, 266  
West Virginia · 108, 117, 143, 255  
Wisconsin · 16, 51, 109, 162, 230  
Wyoming · 168, 221

## Subject Index

	<b>Pages</b>	
<b>Ages of children .....</b>	<b>295</b>	Computer-based communications/Dissemination
Neonatal		Consultant teacher model
0 - 2 yrs		Culturally appropriate practices/Diversity Focus
3 - 5 yrs		Data systems
6 - 8 yrs		Developmentally appropriate practices
Other age focus		Emerging literacy
<b>Disabling conditions.....</b>	<b>296</b>	Engagement
At risk (biological, environmental)		Evaluation/Research
Autism Spectrum Disorder/PDD		Family-centered/Family systems
Behavioral/Social/Emotional Disorder		Financing EI/ECSE
Cognitive disability		Home visiting model
Deaf-blind		IFSP/IEP practices
Developmental delay/Nonspecific/Range of disabilities		Inclusion/LRE/Natural Environments
Hearing loss or deafness		Integrated therapy model
Learning disability		Local interagency coordination
Medically fragile/Technology dependent		Motor skills/Physical Therapy/Occupational Therapy
Multiple disabilities		Neurobehavioral techniques
Physical/Orthopedic disabilities		Orientation and Mobility Training
Severe/profound disabilities		Outcomes/Child and Family
Speech/Language disorder		Play-based
Traumatic brain injured		Policy analysis/development
Vision loss or blindness		Procedural safeguards/mediation
Other disability(ies)		Program development/management
<b>Cultural and linguistic diversity .....</b>	<b>297</b>	Public awareness
African American/Black		Resource center/central directory
American Indian/Native American		Respite care/crisis nursery
Asian American		Routines-based/contextually mediated
Hispanic/Latino		Service access/utilization
Pacific Islander/Native Hawai'ian		Service coordination
Culturally diverse groups		Social behavior
Other ethnic group(s)		Statewide systems change
Non-English language product(s)		Transdisciplinary
<b>Family circumstances .....</b>	<b>298</b>	Transition
Abuse or neglect		Video-based assessment/intervention
Adolescent parents		Other content/intervention(s)
Extended family		<b>Settings for service delivery .....</b>
Foster/Adoptive parent/family		<b>300</b>
Limited English proficiency ESL (English as second language.)		Child care center/preschool
Low income		Family child care
Parents with disabilities		Head Start/Early Head Start
Rural/remote		Home
Substance abuse		Hospital, Neonatal or Pediatric Intensive Care
Urban		Post-secondary institution
<b>Project Focus .....</b>	<b>299</b>	Public school pre-K thru 2
Adaptive/Self-care skills		Other setting(s)
Assistive technology/Augmentive communication		<b>Personnel development approaches .....</b>
Auditory skills/Audiology		<b>301</b>
Child assessment methods		Case method of instruction
Child Find/Screening		Certification/Credentialing
CIMP		Competency-based training
Cognition		CSPD
Communication/Speech/Language Therapy		Distance learning/web-based model or component
		Inservice training innovations
		Mentoring
		Preservice training innovations
		Recruitment/retention strategies
		Technical assistance model

(The letter designation a or b indicates the first or second project on a given page.)

Train-the-trainers model  
Other personnel development method(s)

### **Professional disciplines, personnel types ..... 302**

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**

---

### ***Neonatal***

12, 25b, 36

---

### ***0 - 2 yrs***

3, 6a, 7, 10, 12b, 13, 14a, 19, 21a, 23b, 24, 25b, 26, 28, 29, 31, 32, 33a, 33b, 36, 37, 38b, 40, 41, 45, 46b, 47a, 48a, 48b, 49, 50, 51a, 51b, 52a, 52b, 53, 54a, 56a, 56b, 57, 58a, 58b, 59b, 60, 61a, 61b, 62, 63b, 64, 65b, 66, 67a, 68, 69a, 69b, 70, 71a, 71b, 72, 73a, 73b, 75a, 75b, 77b, 78, 79, 80a, 80b, 81, 82, 83b, 85a, 86, 87b, 88, 89, 90, 91, 94b, 95, 101, 103a, 103b, 104, 105, 106a, 106b, 107, 108, 109a, 109b, 111, 112a, 112b, 113, 114a, 114b, 115, 116, 117, 118, 119, 121, 122, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 172, 180, 181, 182, 183, 184a, 184b, 186, 187, 189, 190, 191a, 191b, 192, 194b, 195, 196a, 196b, 198a, 198b, 199, 200, 201, 202b, 203, 206b, 223a, 230, 234, 237, 238, 239b, 240a, 240b, 242, 244, 245, 252, 254, 257, 258a, 260b, 261, 262, 265, 266, 268b, 270, 271a, 274, 278

---

### ***3 - 5 yrs***

3, 4, 5, 6a, 7, 8, 9, 12b, 14b, 16, 17, 18, 19, 20, 21a, 22, 23a, 23b, 24, 25a, 25b, 26, 27, 28, 30, 31, 32, 34, 35, 37, 38a, 38b, 39, 40, 41, 42, 45, 46a, 47b, 48b, 50, 51a, 51b, 52a, 52b, 54a, 54b, 55, 56a, 56b, 58a, 58b, 59a, 60, 61a, 61b, 62, 63a, 63b, 64, 65a, 65b, 67a, 67b, 69b, 70, 71a, 72, 73a, 74, 75a, 76, 77a, 77b, 78, 79, 80a, 80b, 81, 82, 83a, 84, 85a, 85b, 86, 87b, 88, 89, 90, 91, 92a, 92b, 93, 94a, 94b, 96, 97a, 97b, 98, 99, 100, 101, 102, 103a, 104, 105, 106b, 107, 108, 109a, 110, 111, 112a, 112b, 113, 114a, 114b, 115, 116, 117, 118, 119, 120, 121, 122, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 172, 173, 175, 176, 177a, 180, 181, 182, 183, 184a, 184b, 186, 187, 189, 190, 191b, 192, 193, 196a, 196b, 197, 198b, 199, 201, 202b, 204, 205, 206b, 223a, 224, 226b, 227, 228, 229a, 229b, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239b, 240a, 240b, 241, 242, 243, 244, 245, 248, 252, 254, 257, 258a, 258b, 259, 260a, 260b, 261, 262, 267, 268a, 269, 270, 273a, 273b, 274, 275a, 276, 277a, 277b

---

**6 - 8 yrs**

4, 5, 6a, 12b, 19, 20, 21a, 23b, 25a, 25b, 27, 30, 35, 39, 42, 45, 46a, 47b, 48b, 50, 51a, 51b, 54b, 55, 56a, 58b, 59a, 60, 61b, 63a, 63b, 64, 65a, 65b, 67b, 71a, 72, 75a, 77a, 79, 82, 83a, 83b, 85a, 86, 90, 91, 92b, 94a, 94b, 96, 97a, 98, 99, 100, 110, 111, 112b, 113, 114a, 115, 116, 118, 120, 121, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 172, 173, 175, 177a, 180, 181, 182, 183, 184a, 184b, 186, 187, 189, 193, 194a, 197, 202b, 204, 205, 223a, 224, 226b, 227, 228, 229a, 229b, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239b, 240a, 240b, 241, 242, 243, 244, 245, 248, 252, 253, 254, 255, 257, 258a, 258b, 259, 260a, 260b, 261, 262, 267, 270, 273a, 273b, 274, 275a, 276, 277a

---

**Other age focus**

6b, 23b, 25a, 25b, 39, 63b, 65a, 65b, 67b, 71a, 72, 75a, 77a, 79, 83b, 86, 94b, 110, 114a, 115, 116, 118, 120, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 172, 173, 174, 177a, 180, 181, 182, 183, 184a, 184b, 187, 189, 193, 194a, 202a, 202b, 204, 224, 226b, 227, 228, 229b, 231, 233, 234, 235, 236, 237, 238, 239a, 239b, 240a, 240b, 241, 242, 243, 244, 245, 246, 248, 252, 253, 254, 255, 258a, 258b, 259, 260a, 260b, 261, 262, 270, 273a, 273b, 274, 275a, 276, 277a

---

**Disabling conditions**

---

**At risk (biological, environmental)**

3, 4, 8, 12, 16, 30, 32, 36, 75b, 85a, 248, 258b, 277b

---

**Autism Spectrum Disorder/PDD**

7, 21a, 29, 54b, 58a, 63a, 67b, 69b, 71a, 75a, 96, 99, 103a, 103b, 106b, 111, 112b, 242

---

**Behavioral/Social/Emotional Disorder**

6a, 9, 30, 38a, 42, 61b, 70, 81, 92b, 103b, 109a, 126, 171, 229a, 233, 236, 248

---

**Cognitive disability**

70,113

---

**Deaf-blind**

19, 20, 59a, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 186, 187, 270

---

**Developmental delay/Nonspecific/Range of disabilities**

3, 8, 9, 13, 14b, 18, 23a, 23b, 26, 27, 28, 32, 33a, 33b, 36, 38b, 41, 55, 56b, 59b, 61a, 61b, 64, 66, 68, 69a, 71b, 73a, 75b, 76, 80a, 80b, 83a, 83b, 84, 85b, 86, 87b, 89, 90, 91, 94a, 95, 97a, 97b, 98, 100, 102, 103a, 104, 105, 106a, 108, 109a, 109b, 115, 117, 118, 119, 120, 121, 125, 126, 170, 171, 173, 174, 175, 176, 177a, 177b, 179, 180, 181, 182, 183, 184a, 184b, 188, 189, 190, 191a, 192, 193, 194a, 194b, 195, 196a, 196b, 197, 198a, 198b, 199, 200, 201, 202a, 203, 204, 205, 229a, 230, 232, 234, 237, 239b, 240b, 242, 243, 244, 245, 246, 248, 252, 257, 258a, 258b, 259, 260a, 260b, 261, 265, 267, 268b, 271a

---

**Hearing loss or deafness**

5, 6b, 14a, 25b, 45, 46a, 51a, 51b, 59a, 65b, 67a, 72, 73b, 77a, 83b, 88, 91, 107, 112a, 114a, 116, 241, 268a, 272, 273a, 273b, 274, 275a, 276, 277a

---

**Learning disability**

17, 22, 25a, 30, 92b, 175, 177a, 277b



---

**Multiple disabilities**

12b, 40, 47b, 49, 50, 52a, 52b, 54a, 91, 110

---

**Physical/Orthopedic disabilities**

10, 56a, 57, 58b, 79, 82, 91

---

**Severe/profound disabilities**

12b, 25a, 25b, 39, 40, 41, 46b, 47b, 48a, 48b, 52a, 52b, 54a, 56a, 58a, 58b, 60, 61a, 61b, 74, 77b, 78, 79, 91, 99, 103b, 108, 112b, 113, 114b, 126, 240b, 242

---

**Speech/Language disorder**

34, 46b, 47b, 48a, 52a, 54a, 54b, 55, 58b, 59a, 61a, 65a, 71a, 73a, 73b, 77b, 80a, 85a, 86, 91, 95, 97b, 98, 99, 117, 222, 236, 242

---

**Traumatic brain injured**

65a

---

**Vision loss or blindness**

25b, 50, 53, 110, 112a, 241, 272, 273a, 273b, 274, 275a, 276, 277a

---

**Other disability(ies)**

62, 63b, 64, 66, 68, 69a, 71b, 74, 93, 100

---

**Cultural and linguistic diversity**

---

**African American/Black**

92a, 92b

---

**American Indian/Native American**

92b, 94a

---

**Asian American**

92b

---

**Hispanic/Latino**

23b, 24, 79, 92a, 92b, 97a

---

**Pacific Islander/Native Hawai'ian**

92a

---

**Culturally diverse groups**

6b, 16, 31, 32, 35, 37, 41, 55, 56b, 57, 58a, 60, 63b, 65a, 65b, 67a, 67b, 69b, 71a, 71b, 72, 73a, 76, 77a, 80a, 81, 83a, 85a, 85b, 86, 87b, 90, 91, 92a, 92b, 93, 94b, 95, 97b, 98, 99, 100, 103a, 103b, 104, 105, 106a, 106b, 109a, 110, 113, 114a, 115, 117, 119, 120, 125, 171, 174, 211, 212, 213a, 213b, 214, 215, 216, 229a, 243, 244, 261, 271a

---

**Other ethnic group(s)**

62, 92b, 213b

---

**Non-English language product(s)**

45, 46a, 47a, 47b, 48a, 48b, 49, 50, 51a, 52b, 53, 54a, 271a, 277b

---

**Family circumstances**

---

**Extended family**

48a

---

**Foster/Adoptive parent/family**

33b

---

**Limited English proficiency ESL (English as second language.)**

31, 97a

---

**Low income**

8, 16, 23b, 25a, 33a, 40, 71a, 85a, 90, 109a, 110, 120, 261

---

**Rural/remote**

32, 38a, 45, 47a, 48b, 51b, 52a, 54a, 55, 62, 68, 70, 74, 85b, 94a, 109b, 117

---

**Substance abuse**

40

---

**Urban**

32, 33a, 40, 45, 47a, 48a, 56b, 77b, 104, 126

---

**Project Focus**

---

**Adaptive/Self-care skills**

61b

---

**Assistive technology/Augmentive communication**

35, 53, 56a, 58b, 61b, 65a, 65b, 71a, 71b, 77b, 78, 83b, 91, 267, 268b, 271a, 272, 273a, 273b, 274, 275a, 276, 277a, 278

---

**Auditory skills/Audiology**

5, 67a, 73b, 107, 116, 270

---

**Child assessment methods**

6b, 7, 13, 19, 22, 26, 28, 33b, 38a, 38b, 45, 54b, 61b, 71a, 94a, 116, 162a, 167, 173, 175, 176, 194a, 199, 202a, 202b, 203, 258b, 260a, 265

---

**Child Find/Screening**

5, 7, 26, 33b, 36, 38b, 162a, 165, 171, 175, 176, 258b, 260a, 266

---

**CIMP**

188, 231

---

**Cognition**

6a, 19, 39, 45, 65a, 65b

---

**Communication/Speech/Language Therapy**

3, 5, 6a, 14a, 16, 19, 20, 34, 38a, 39, 54b, 59a, 65a, 71a, 73b, 75a, 77b, 80a, 85a, 86, 99, 107, 112a, 114a, 117, 268a, 271a, 277b

---

**Computer-based communications/Dissemination**

6b, 11, 13, 15, 74, 125, 170, 172, 173, 177b, 179, 188, 206b, 211, 212, 213a, 213b, 214, 215, 216, 246, 265, 266, 267, 268a, 268b, 269, 277b

---

**Consultant teacher model**

69b, 71a, 97b, 99, 106b

---

**Culturally appropriate practices/Diversity Focus**

116, 109a, 117, 119, 35, 86, 94b, 83b, 78, 213b, 90, 79, 67a, 37, 213a, 71a, 65b, 23b, 71b, 87b, 212, 69a, 94a, 211, 80b, 32, 93, 76, 49, 6b, 85a, 92a, 174, 100, 63b, 85b, 52b, 91, 215, 99, 223b, 61b, 84, 60, 214

---

**Data systems**

28, 125, 165, 171, 179, 189, 190, 191b, 192, 193, 194b, 195, 196a, 196b, 197, 198a, 198b, 199, 200, 201, 202a, 202b, 203, 205, 226a, 239b, 265, 266, 268b

---

**Developmentally appropriate practices**

32, 80b, 97a, 233

---

**Emerging literacy**

4, 8, 14a, 16, 17, 22, 24, 30, 31, 35, 65b, 73b, 85a, 86, 92b, 99, 102, 107, 117, 126, 171, 176, 225, 227, 228, 229a, 232, 235, 238, 240a, 240b, 242, 243, 248, 250, 251, 268a, 271a, 277b

---

**Engagement**

14b

---

**Evaluation/Research**

4, 5, 6a, 6b, 7, 8, 9, 10, 11, 12, 13, 14a, 14b, 15, 16, 17, 18, 19, 20, 21a, 22, 24, 26, 27, 28, 33a, 33b, 34, 35, 37, 38b, 40, 41, 42, 83a, 84, 85a, 86, 90, 92b, 96, 101, 121, 126, 171, 186, 191a, 191b, 192, 205, 265, 269, 270, 278

---

**Family-centered/Family systems**

6a, 9, 15, 28, 32, 33a, 33b, 36, 37, 38a, 45, 56b, 58a, 61b, 64, 65b, 66, 69a, 71b, 78, 80b, 91, 94b, 95, 162a, 186, 191a, 191b, 192, 226a, 233, 234, 238, 239b, 246

---

**Home visiting model**

33a

---

**IFSP/IEP practices**

61b, 201

---

**Inclusion/LRE/Natural Environments**

3, 14a, 14b, 23a, 25a, 31, 32, 33a, 36, 40, 47a, 48a, 58a, 59b, 60, 63b, 66, 69a, 69b, 71b, 74, 75a, 76, 77b, 80a, 80b, 85a, 85b, 90, 92a, 93, 94b, 97b, 100, 114b, 126, 223a, 225, 226a, 230, 231, 239a, 244, 245, 247, 249, 258a, 260a, 267, 268a, 268b, 272, 273a, 273b, 274, 275a, 276, 277a

---

**Integrated therapy model**

14b, 36, 64, 65a, 66, 68, 69a, 71a, 76, 83b, 85b, 86, 93, 94b, 100, 107

---

**Local interagency coordination**

64, 66, 85b, 166, 168a, 223b, 230, 237

---

**Motor skills/Physical Therapy/Occupational Therapy**

10, 56a, 57, 61b, 79, 82, 90

---

**Neurobehavioral techniques**

85b

---

**Orientation and Mobility Training**

10, 50, 53, 187

---

**Outcomes/Child and Family**

13, 175, 176, 189, 190, 191a, 191b, 193, 194a, 194b, 195, 196a, 196b, 197, 198a, 198b, 199, 200, 201, 202a, 202b, 203, 224

---

**Policy analysis/development**

121, 125, 172, 173

---

**Procedural safeguards/mediation**

170

---

**Program development/management**

28, 63a, 66, 83a, 85a, 100, 172, 211, 212, 213a, 213b, 214, 215, 216, 234

---

**Public awareness**

29, 35, 36, 206b

---

**Resource center/central directory**

25b, 177b, 265, 266

---

**Respite care/crisis nursery**

12b

---

**Routines-based/contextually mediated**

8, 14b, 33a, 34, 38b, 60

---

**Service access/utilization**

266, 273a

---

**Service coordination**

27, 42, 239b

---

**Social behavior**

6a, 9, 19, 25a, 30, 38a, 39, 42, 61b, 69a, 71a, 75a, 75b, 81, 92b, 126, 171, 229a, 233, 235, 236, 239b, 240b, 244, 248, 250, 251, 261, 269

---

**Statewide systems change**

28, 36, 38b, 96, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 163, 170, 171, 179, 180, 181, 182, 183, 184a, 184b, 186, 188, 189, 190, 191a, 191b, 192, 193, 194b, 195, 196a, 196b, 197, 198a, 198b, 199, 200, 201, 202b, 203, 206b, 221, 223b, 224, 226b, 227, 228, 229a, 229b, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239a, 239b, 240a, 240b, 241, 242, 244, 245, 246, 247, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258a, 258b, 259, 260a, 260b, 261, 262

---

**Transdisciplinary**

40, 47a, 49, 54a, 56b, 58b, 59b, 61b, 71b, 73a, 78, 90, 91, 97a, 97b, 99, 106a, 244

---

**Transition**

41, 85b, 162a, 164a, 165, 166, 167, 168a, 189, 202a, 223a, 234, 238, 245

---

**Video-based assessment/intervention**

7, 21a, 58a, 277b

---

**Other content/intervention(s)**

6a, 8, 14b, 20, 28, 32, 33a, 34, 39, 63b, 65a, 65b, 66, 69b, 83b, 84, 85b, 86, 94b, 125, 175, 177a, 188, 213b, 215, 216, 240a, 243, 253, 255, 258b, 270

---

**Settings for service delivery**

---

**Child care center/preschool**

3, 6b, 8, 14a, 14b, 16, 26, 27, 29, 31, 33b, 40, 85b, 86, 101, 230, 232, 237

---

**Family child care**

40

---

**Head Start/Early Head Start**

4, 14b, 16, 230

---

**Home**

4, 10, 14a, 21a, 23b, 24, 27, 29, 32, 33a, 33b, 34, 39, 64, 83b, 268a

---

**Hospital, Neonatal or Pediatric Intensive Care**

12, 36

---

**Post-secondary institution**

37, 54b, 55, 57, 58a, 58b, 59a, 59b, 60, 61a, 61b, 62, 63a, 63b, 65a, 65b, 66, 67a, 67b, 68, 69a, 69b, 71b, 73a, 80a, 80b, 81, 82, 83a, 83b, 84, 85a, 85b, 87b, 88, 89, 90, 91, 92a, 92b, 93, 94b, 97a, 97b, 98, 99, 100, 102, 103a, 103b, 104, 105, 106a, 106b, 107, 108, 109a, 109b, 110, 112a, 113, 114b, 115, 116, 117, 118, 119, 120, 121, 174, 237

---

**Public school pre-K thru 2**

4, 23a, 26, 27, 30, 31, 38a, 39, 64, 83b, 86, 94b, 101, 229a, 230, 232, 237, 243, 246, 248

---

**Other setting(s)**

6b, 32, 33b, 36, 64

---

**Personnel development approaches**

---

**Case method of instruction**

79

---

**Certification/Credentialing**

97a, 252, 51a, 47a, 111, 47b, 48b, 46b, 73a, 52a, 54a, 112b, 91, 109b, 241, 98, 79, 55, 226a, 115, 66, 59b, 101, 95, 76, 254, 113, 94a, 67a, 114a

---

**Competency-based training**

18, 51a, 59b, 61a, 66, 71a, 71b, 72, 74, 77a, 78, 102, 103a, 103b, 108, 112a, 113, 114a, 114b, 117, 119, 162a

---

**CSPD**

174, 202a, 204, 222, 223b, 238, 249, 255, 262

---

**Distance learning/web-based model or component**

13, 18, 26, 31, 38a, 39, 46b, 48b, 50, 51a, 52a, 54a, 55, 56a, 58a, 62, 65b, 68, 69a, 70, 74, 82, 98, 99, 103b, 107, 108, 109b, 110, 111, 112a, 112b, 114a, 121, 126, 164a, 164b, 165, 204, 214, 241, 244, 246, 249, 252, 267, 277b

---

**Inservice training innovations**

3, 8, 13, 16, 31, 35, 36, 38a, 39, 40, 42, 64, 83b, 85a, 95, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 171, 212, 221, 223b, 224, 226a, 226b, 229a, 229b, 230, 232, 235, 236, 237, 238, 239a, 239b, 240a, 240b, 242, 243, 245, 246, 247, 248, 252, 253, 254, 255, 256, 257, 258b, 259, 260a, 260b, 261, 262, 277b

---

**Mentoring**

8, 18, 38a, 40, 45, 46b, 49, 51a, 51b, 52a, 52b, 80a, 83a, 84, 86, 91, 92b, 94a, 99, 103b, 111, 112a, 119, 121, 233, 237, 240b, 246, 250, 251, 252, 259, 260a, 261

---

**Preservice training innovations**

37, 40, 42, 45, 46a, 46b, 47a, 48b, 49, 50, 51b, 52a, 53, 54a, 56b, 57, 58a, 58b, 59a, 61a, 61b, 62, 63a, 63b, 64, 65a, 65b, 67b, 68, 69a, 69b, 70, 72, 73a, 74, 75a, 75b, 76, 77a, 77b, 79, 82, 83b, 84, 85b, 86, 93, 94b, 95, 97b, 98, 99, 100, 102, 103a, 104, 105, 106a, 106b, 107, 108, 109a, 109b, 110, 111, 113, 115, 116, 117, 118, 119, 120, 122, 164a, 166, 167, 174, 186, 221, 223b, 224, 227, 228, 229b, 233, 236, 238, 239a, 241, 242, 247, 251, 253, 254, 255, 256, 257, 259, 260b, 262

---

**Recruitment/retention strategies**

18, 51b, 57, 60, 63b, 67a, 67b, 73a, 75b, 83a, 91, 92a, 100, 101, 103b, 106b, 109a, 109b, 110, 112a, 115, 122, 179, 221, 222, 223a, 224, 225, 226a, 227, 228, 229b, 231, 233, 234, 236, 242, 243, 244, 247, 250, 251, 252, 253, 254, 256, 257, 258a, 260a, 260b, 262

---

**Technical assistance model**

11, 15, 16, 28, 32, 33a, 33b, 35, 36, 37, 38a, 38b, 40, 42, 96, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141a, 141b, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153a, 153b, 154, 155, 156, 157, 158, 159a, 159b, 160, 161, 162a, 162b, 163, 164a, 164b, 165, 166, 167, 168a, 168b, 169, 170, 171, 172, 173, 174, 177b, 179, 180, 181, 182, 183, 184a, 184b, 186, 187, 188, 189, 190, 191a, 191b, 192, 193, 194b, 195, 196a, 196b, 197, 198a, 198b, 199, 200, 201, 202b, 203, 204, 205, 206b, 211, 212, 213a, 213b, 214, 215, 216, 223b, 229a, 230, 232, 238, 239b, 248, 249, 255, 256, 257, 258b, 261, 265

---

**Train-the-trainers model**

11, 38a, 38b, 223b

---

**Other personnel development method(s)**

11, 36, 87b, 88, 89, 122, 174, 211, 212, 213a, 213b, 214, 215, 216, 246, 248

---

**Professional disciplines, personnel types**

---

**Adaptive Physical Educators**

79, 82, 90, 98, 120

---

**Administrators**

38b, 46b, 80a, 80b, 81, 83a, 88, 162a, 162b, 163, 164a, 164b, 169, 171, 172, 186, 194b, 195, 196a, 198a, 198b, 205, 234, 237, 241, 255, 257, 277b

---

**Audiologists**

72, 73b, 80a, 83b, 88, 97b, 116

---

**Community child care/Preschool providers**

3, 14b, 31, 38a, 65b, 230, 232, 237, 277b

---

**Early interventionists/Early childhood special educators**

8, 13, 14a, 14b, 16, 18, 27, 31, 32, 33a, 33b, 35, 38b, 39, 40, 45, 46b, 47a, 47b, 48a, 48b, 50, 51a, 51b, 52a, 54a, 55, 58a, 58b, 60, 61b, 62, 63a, 63b, 64, 67a, 68, 69a, 69b, 70, 71a, 71b, 73a, 73b, 74, 75b, 76, 77b, 78, 80a, 84, 85a, 91, 92a, 93, 94a, 94b, 97a, 97b, 98, 100, 102, 103a, 103b, 105, 106a, 106b, 107, 108, 109a, 109b, 111, 112a, 112b, 113, 114b, 115, 119, 122, 162b, 163, 164a, 165, 166, 167, 168a, 168b, 169, 222, 229a, 230, 234, 237, 240b, 241, 242, 243, 244, 248, 252, 257, 258a, 259, 260a, 260b, 261, 262, 265, 267, 269, 277b

---

**IHE/Post-secondary personnel**

37, 40, 80a, 80b, 81, 82, 83a, 84, 85a, 86, 87b, 88, 89, 90, 92b, 96, 121, 171, 174, 205, 222, 237, 241, 255, 257, 267

---

**Interpreters**

51b

---

**Multidisciplinary team**

47b, 49, 55, 56b, 91

---

**Nurses**

54a, 61a, 69a, 169

---

**Occupational therapists**

46b, 47b, 48a, 52a, 54a, 55, 56a, 66, 73a, 82, 222, 242

---

**Paraprofessionals/Aides**

18, 96, 118, 162a, 162b, 164a, 164b, 166, 168b, 231, 241, 242, 244, 258a, 262

---

***Parent/family member in leadership/training role***

11, 15, 16, 23b, 26, 59b, 60, 76, 79, 99, 162a,  
162b, 163, 164a, 164b, 165, 166, 167, 168a,  
168b, 169, 171, 211, 212, 213a, 213b, 214, 215,  
216, 222, 234, 241, 244, 255, 257, 258a, 277b

---

***Parents/family member in provider role***

4, 6a, 9, 10, 21a, 23b, 24, 33a, 33b, 34, 38a, 39,  
96, 169, 221, 237, 243, 267, 268a

---

***Physical therapists***

46b, 47b, 48a, 52a, 54a, 55, 56a, 57, 73a, 82, 222,  
242

---

***Physicians/Pediatricians***

36, 169

---

***Psychologists***

63a, 64, 69a, 85a, 85b, 98, 241

---

***Social workers***

46a, 61a, 69a, 85a, 98

---

***Speech-language pathologists***

6b, 20, 34, 85a, 86, 91, 95, 99, 117, 277b

---

***Teachers, general early childhood***

8, 76, 77b, 85a, 102, 114a, 162a, 163, 164b, 166,  
168a, 168b, 169, 171, 222, 229a, 230, 232, 237,  
243, 248, 258a, 262, 267, 269, 277b

---

***Trainers/TA providers***

38a, 38b, 167, 187, 192, 193, 200, 240b

---

***Vision/orientation and mobility specialist***

47b, 53, 110, 186, 187

---

***Other personnel discipline(s)***

8, 39, 63a, 63b, 65b, 67b, 71a, 75a, 77a, 94b, 192,  
246, 248

