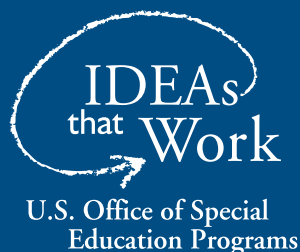


**Discretionary Projects Supported by
the Office of Special Education Programs
under the Individuals with Disabilities Education Act**

Fiscal Year 2006

**COMPILATION OF PROJECTS
ADDRESSING THE EARLY
CHILDHOOD PROVISIONS
OF IDEA**



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

This page is purposefully left blank to facilitate two-sided photocopying of this document.

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

Fiscal Year 2006

Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Prepared by

nectac

**The 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

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
<http://www.nectac.org/>

June 2007

OSEP Discretionary Projects: Compilation of Projects Addressing the Early Childhood Provisions of IDEA
ISBN #1-932227-31-8

This resource is produced and distributed by the National Early Childhood Technical Assistance Center (NECTAC), pursuant to cooperative agreement H326H060005 from the Office of Special Education Programs, U.S. Department of Education (U.S. ED). Grantees 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
www.nichcy.org

Interim Project Director: *Lynne Kahn*

Project Officer at OSEP: *Gail Houle*

NECTAC Staff: *Joan Danaher, Alex Lazara, Cherie Hipps, Sue Goode, Cathy Festa*

NICHCY Staff: *Lisa Küpper*

Table of Contents

Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Introduction	ix
 <u>Personnel Preparation</u>	
84.325A Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities	3
84.325D Preparation of Leadership Personnel	27
84.325E Preparation of Personnel in Minority Institutions	37
84.325G Center for Educating and Providing Early Intervention Services to Children with Autism and Autism Spectrum Disorders	40
84.325H Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities	41
84.325J Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Preschool Education (Birth to 5)	42
84.325K Combination Priority for Personnel	43
A—Early Intervention / Early Childhood	43
B—Low-Incidence Disabilities	59
C—High-Incidence Disabilities	67
D—Related Services	68
E—Minority	72

84.325S	Center on High Quality Personnel in Inclusive Preschool Settings	76
---------	--	----

Contracts—

ED04CO0059-0008	OSEP Personnel Preparation Performance Reporting Support	77
-----------------	--	----

Technical Assistance and Dissemination

84.326A	IDEA Partnership Project	81
---------	--------------------------	----

84.326B (2002)	Urban Inclusion Technical Assistance Center	82
----------------	---	----

84.326B (2006)	Technical Assistance Center on Evidence-Based Practices to Improve Early Literacy and Language Development of Young Children with Disabilities	83
----------------	--	----

84.326C	Projects for Children and Young Adults Who Are Deaf-Blind	84
---------	---	----

84.326D	National Center on Dispute Resolution	128
---------	---------------------------------------	-----

84.326E	Technical Assistance Center on Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education	129
---------	---	-----

84.326F	State and Federal Policy Forum for Program Improvement	130
---------	--	-----

84.326G	Center on Achieving Results in Education for Students with Disabilities	131
---------	---	-----

84.326H	National Early Childhood Technical Assistance Center	132
---------	--	-----

84.326L	Center to Promote Involvement by Minority Institutions in Discretionary Programs under IDEA	133
---------	---	-----

84.326M	Model Demonstration Centers on Progress Monitoring	134
---------	--	-----

84.326N		
National Dissemination Center for Children with Disabilities (NICHCY)		136
84.326P		
National Coordination and Dissemination Center to Improve Strategies for the Recruitment and Retention of Qualified Personnel for Children with Disabilities		138
84.326R		
Regional Resource Centers		139
84.326T		
National Technical Assistance and Dissemination Center for Children Who Are Deaf-Blind		145
84.326V		
Federal Resource Center for Special Education		146
84.326Y		
National Center on Monitoring and Evidence-Based Decision Making		147
Contracts—		
ED01CO0082-0008		
Technical Assistance in Data Analysis, Evaluation, and Report Preparation		148
ED04CO0040-0003		
Model Demonstration Data Coordination Center		148
<u>Parent Training and Information</u>		
84.328C		
Community Parent Resource Centers		153
84.328M		
Parent Training and Information Centers		173
84.328R		
Technical Assistance for Parent Centers		227
<u>State Program Improvement</u>		
84.323A		
State Improvement Grants		237

84.373X Technical Assistance on State Data Collection	279
--	-----

Research and Innovation

84.324C (2001) Field-Initiated Research Projects	289
---	-----

84.324C (2004) IDEA Research and Innovation	292
--	-----

84.324D Directed Research Projects	303
---------------------------------------	-----

84.324G Center on Early Identification, Child Find, and Referral of Young Children with Disabilities	305
--	-----

84.324L Center on Outcomes for Infants, Toddlers, and Preschoolers with Disabilities	306
---	-----

84.324M Model Demonstration Projects for Children with Disabilities	307
--	-----

84.324N Initial Career Awards	310
----------------------------------	-----

84.324R Outreach Projects for Children with Disabilities	311
---	-----

84.324V Research and Training Center on Scientifically Based Practices for Successful Early Childhood Transitions	314
---	-----

84.324Z Center for Evidence-Based Practice: Young Children with Challenging Behavior	315
---	-----

Technology and Media Services

84.327A Steppingstones of Technology Innovations for Students with Disabilities	319
--	-----

84.327C Television Access	324
------------------------------	-----

84.327Q Congressionally Earmarked Activities	327
---	-----

Indexes

Project Director	331
Organization	336
State	340
Subject	342

Introduction

This directory contains 379 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from three volumes separately published by the National Dissemination Center for Children with Disabilities (NICHCY). Each directory comprises a section of discretionary grants and contracts administered by the Research to Practice Division of the Office of Special Education Programs (OSEP) and authorized by the Individuals with Disabilities Education Act (IDEA) 2004. The three directories include projects in the five Part D program areas of IDEA 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 fiscal year 2006. Projects are organized within the directory volumes as follows:

- 1. Personnel Preparation**
- 2. Technical Assistance and Dissemination, Parent Training and Information, State Improvement, and General Supervision Enhancement Grants**
- 3. Research and Innovation with Technology and Media Services**

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 general 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 (PTI) program supports parent training and information centers in carrying out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents. It also assists parents in understanding the availability of, and how to effectively use, procedural safeguards under IDEA. Projects include: the Community Parent Resource Centers, the state PTIs, and the Technical Assistance to Parent Projects/Centers.

The "State Program Improvement" section of this compilation volume relates to the *State Improvement Grant* program that existed prior to IDEA 2004 to assist state educational agencies (SEAs) and their partners in reforming and improving their systems for providing early intervention, educational, 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 General Supervision Enhancement Grant program is designed to promote academic achievement and improve results for children with disabilities by supporting technical assistance, model demonstration projects, and implementation activities that are supported by scientifically based research. They also assist states in meeting the data collection requirements of the Act.

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. This compilation volume describes the majority of *Research and Innovation* grants funded prior to 2005 that will be administered by OSEP until their completion. The *Research and Innovation* program, as administered by OSEP, aims 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 “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. For information on all of the OSEP-funded projects, please visit the NICHCY Web site at: www.nichcy.org

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: 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: 541-346-2595; *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 Director: Kahn, James V.; Kielhofner, Gary
University of Illinois - Chicago
College of Education
1040 W. Harrison
Chicago, IL 60607
Voice: 312-996-8142; *Fax:* 312-996-5651
E-mail: jkahn@uic.edu; kielhfnr@uic.edu

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

OSEP Contact: Elizabeth 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 Medical Branch
Office of Sponsored Programs
301 University Blvd.
Galveston, TX 77555-1144
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: Elizabeth 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: 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-Berne, 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
 Mandel School for Applied Social Sciences
 10900 Euclid Ave., M.L. 7164
 Cleveland, OH 44106-7164
Voice: 216-368-1824; *Fax:* 216-368-2295
E-mail: gjm14@po.cwru.edu

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

OSEP Contact: Elizabeth 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
 P.O. Box 400195
 Charlottesville, VA 22904-4195
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: 907-786-4435; *Fax:* 907-786-4445
E-mail: afsmr@uaa.alaska.edu

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

OSEP Contact: Elizabeth 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: 323-343-4429; *Fax:* 323-343-5605
E-mail: wfrea@calstate.edu

Beginning Date: 9/1/2003
Ending Date: 8/31/2008

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

Purpose: Schools in Southern California struggle to find certified teachers and currently consider the dilemma of providing appropriate services to students with autism to be at a crisis level. Districts in the Los Angeles area have responded by increasing inservice opportunities and requesting assistance from local universities. California State University at Los Angeles, which has the only Autism Certificate and 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
3112 Lee Building
College Park, MD 20742-5141
Voice: 301-405-6490; *Fax:* 301-314-9158
E-mail: fk4@umail.umd.edu

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

OSEP Contact: Jennifer Doolittle
Voice: 202-245-6673
E-mail: jennifer.doolittle@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
2199 S. University Blvd.
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: Elizabeth Caron
Voice: 202-245-7293
E-mail: beth.caron@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
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: Jennifer Doolittle
Voice: 202-245-6673
E-mail: jennifer.doolittle@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: 213-748-5481; *Fax:* 619-260-6835
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: Maryann McDermott
Voice: 202-245-7439
E-mail: maryann.mcdermott@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 Alcalá Park
San Diego, CA 92110
Voice: 213-748-5481
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: 8/26/2008

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 nonpublic 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: Harper-Whalen, Susan; 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: 406-243-4854; *Fax:* 406-243-2349
E-mail: whalensh@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
 97 South Woodward
 Tallahassee, FL 32306-4166
Voice: 850-644-4880; *Fax:* 850-644-8715
E-mail: mhanline@garnet.acns.fsu.edu

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

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

Purpose: This 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: Elizabeth 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

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: lflynw@uno.edu

Beginning Date: 9/1/2003
Ending Date: 8/31/2008

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

Purpose: This project will support the preparation of highly trained, culturally competent professionals who are certified to work with infants/toddlers and their families. Graduates of this program will be knowledgeable and skilled to work with culturally and linguistically diverse populations as well as competent with technology, specifically augmentative and alternative communication systems. Trainees will be prepared to assume teaching and early intervention positions in birth-to-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
Dawes 303
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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
AB 1170
1530 South 3rd Avenue
Birmingham, AL 35294-0111
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
1534 White Ave.
Knoxville, TN 37996
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 1 student from each of the collaborating disciplines. Students will be awarded tuition waivers and stipends for 1 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
c/o Research Services Administration
5219 University of Oregon
Eugene, OR 97403-5219
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: Elizabeth 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
Grants and Contracts
1901 S. First Street, Suite A
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 general and special education teachers with disabilities and/or from underrepresented groups, and 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
4200 East 9th Ave.
Campus Box C320
Denver, CO 80262
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: Tina Diamond
Voice: 202-245-6674
E-mail: tina.diamond@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
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

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: 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
Research and Graduate Studies
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
 110 21st Ave. South, Suite 937
 Nashville, TN 37203 -5701
Voice: 615-322-8179; *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 44242-0001
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 at Chapel Hill
Allied Health Sciences
University of North Carolina, 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 eight 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 project has five main objectives: (a) recruit eight culturally and linguistically diverse students for application to the program in the field of early childhood special education and speech and hearing sciences; (b) offer interdisciplinary research seminars and courses focused on evidence-based practices in early childhood intervention; (c) facilitate students' professional development through participation in interdisciplinary research projects and teaching graduate and undergraduate courses with an emphasis on evidence-based practice; (d) facilitate students' leadership abilities by giving them skills in grant writing, professional publication and conference presentations related to evidence practice; and (e) provide one-year postdoctoral experiences to two project graduates with a focus on research, teaching, mentorship and professional development in evidence-based practice.

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: The goals of this project are: (a) to provide a comprehensive doctoral program in early childhood special education that prepares leaders who are responsive to the needs of children and families; (b) to recruit for application to the program, applicants from diverse backgrounds and experiences; (c) to graduate doctoral students and help them to secure employment in leadership positions; and (d) to evaluate the effectiveness of the program.

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 who 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 families.

Grant Number: H325D060005

Collaborative Leadership Training Program: Early Childhood Special Education

Project Director: Brotherson, Mary Jane; Smith, Carl;
Peterson, Carla; Luze, Gayle
Iowa State University
Sponsored Programs Administration
1138 Pearson Hall
Ames, IA 50011-2207
Voice: 515-294-3677; *Fax:* 515-294-5507
E-mail: mjbrothe@iastate.edu

Beginning Date: 1/1/2006
Ending Date: 12/31/2010

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

Purpose: This project will assist doctoral-level leadership personnel in the area of Early Childhood Special Education (ECSE) in gaining skills in evidence-based research, university teaching, program administration, and public policy.

Method: Two departments at Iowa State University (Department of Human Development and Family Studies and Curriculum and Instruction within the College of Human Sciences) will work in collaboration with the Iowa Department of Education's Bureau of Children, Families, and Community Services, University of Iowa, ASK Family Resource Center, and Iowa Behavioral Alliance to create an innovative doctoral program in response to ECSE leadership needs. The program focuses on 7 areas: (a) education law; (b) evidence-based practices; (c) family-centered practices; (d) cultural competence; (e) positive behavioral supports; (f) inclusion; and (g) literacy. The program will recruit 8 doctoral students with leadership potential and assist them in meeting competencies and developing skills to be effective change agents. Participation in leadership seminars and individually selected field experiences will give students experiences in leadership roles.

Products: The 8 graduates will shape the development and provision of quality services to young children with disabilities and their families through assuming leadership roles as university scholars and researchers or state administrators.

Grant Number: H325D060009

**Interdisciplinary Doctoral Training Focusing on Young Children with Disabilities
in the Southwest Borderlands**

Project Director: Wilcox, M. Jeanne; Swadener, Beth
Arizona State University
P.O. Box 873503
Tempe, AZ 85287-3503
Voice: 480-965-9397; *Fax:* 480-965-0965
E-mail: mjwilcox@asu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This doctoral training program addresses the need for interdisciplinary faculty who are equipped to prepare future personnel and conduct research that can contribute to, and guide, scientifically-based practices for families and their young children with disabilities during the early childhood years. The program also aims to include an emphasis on the cultural and linguistic diversity commonly represented in the southwest borderland states. In order to create an opportunity for in-depth, field-based research and training experiences to promote an understanding of evidence-based practices for these populations. The project aims to graduate 8 doctoral-level faculty who have an emphasis in early intervention, early childhood special education, or speech-language pathology with a focus on early childhood. Instructional activities include a focus on: problem-based learning, building relationships and learning within the context of such relationships, and modeling and facilitating reflection as a central strategy for ongoing integration of new knowledge and skills as well as evaluation.

Method: A problem-based learning format will be used as a framework for students to obtain a full and rich understanding of key problems in early childhood special education and related services, brainstorm solutions collaboratively with those in the field and with diverse families, and ultimately design and implement an interdisciplinary research project that focuses on elucidating identified educational or service delivery problems.

Products: The 8 graduates of the program will: (a) have the expertise to generate scientifically based intervention and educational practices for families and their young children with disabilities; (b) understand key issues regarding cultural and linguistic diversity and how to provide effective intervention and educational services; (c) understand the roles of policy and advocacy in serving families and children with disabilities; (d) have an interdisciplinary perspective and socialization; and (e) be prepared to train future early childhood special educators, early interventionists, and speech-language pathologists in current effective practice.

Grant Number: H325D060036

Special Education Leadership Preparation (SELP)

Project Director: Hanson, Marci
 San Francisco State University
 1600 Holloway Avenue, Adm. 471
 San Francisco, CA 94132
Voice: 415-338-6353; *Fax:* 415-338-0566
E-mail: mjhanson@sfsu.edu

Beginning Date: 10/1/2007
Ending Date: 9/30/2010

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

Purpose: A new leadership institute, the Special Education Leadership Preparation (SELP), will be created with a particular focus on early childhood special education and mild/moderate disabilities.

Method: The Joint Doctoral Program in Special Education brings together resources from San Francisco State University (SFSU) and the University of California Berkeley (UCB). For the SELP project, UCB will provide the primary focus in general education theories and practice; SFSU will focus on applied research and content in special education. SELP will establish a mentorship model that emphasizes both faculty-to-student and student-to-student mentorships, both to support students and to enhance recruitment and retention efforts. In addition to coursework, fieldwork, and research experience, teaching internships will afford students opportunities to participate in mentored college-level teaching during the doctoral training program.

Products: Up to 16 candidates will receive Ph.D. degrees and are expected to assume faculty positions in higher education.

Grant Number: H325D060071

Preparation of Leadership Personnel: New Leaders Now

Project Director: Thorp, Eva; Sanchez, Sylvia; Burns, M.
 Susan; Kidd, Julie
 George Mason University
 4400 University Drive
 Fairfax, VA 22030-4444
Voice: 703-993-2035; *Fax:* 703-993-4370
E-mail: ethorp@gmu.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

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

Purpose: This project will recruit, support, and mentor future leaders in early childhood special education so that they will possess the knowledge, competencies, and insights key to addressing the specialized needs of culturally, linguistically, and ability-diverse young children and their families.

Method: The 6 doctoral fellows funded by this project will enroll in a 21-credit major concentration in Early Intervention and Early Childhood, a 12-credit minor concentration of their choice, 2 leadership internships, and a 20-credit sequence of core courses in leadership and research methodology required of all Ph.D. candidates. The project will provide the support, training, and skills needed for doctoral fellows to promote equity for young children with disabilities and their families, respond to issues of bias and discrimination, and ensure participation in the general education curriculum. Research, policy, and personnel preparation internships will be used to increase fellows' understanding and expertise related to

diverse young learners with disabilities. Fellows will also participate in monthly New Leaders Now seminars in partnership with the University's Multicultural Research and Resource Center, where they will examine issues related to their roles in promoting equity and access for young children with disabilities and their families, including access to the general curriculum.

Products: The project will prepare doctoral fellows to enter higher education or other leadership positions by developing their evidence-based research, advocacy and policy, and personnel preparation knowledge and competencies.

Grant Number: H325D060074

EAGLE II Personnel Preparation Project

Project Director: Boone, Rosalie; Saravanabhavan, R.C.
Howard University
2441 4th St. NW
Washington, DC 20059
Voice: 202-806-7340; *Fax:* 202-806-5310
E-mail: bsull10406@aol.com

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This project will prepare 8 doctoral students to successfully complete coursework in Educational Administration and Leadership with a special emphasis on special education and disability-related laws.

Method: Participants who have Master's degrees in special education and 3 years of teaching experience will be recruited for the project. Students will study and demonstrate specific knowledge in special education law and practices in addition to educational administration and leadership. Students will complete at least 12 credit hours of coursework at the Howard University School of Law. During this time, students will also participate actively in a variety of experiential learning options.

Products: Doctoral students will be trained to: (a) enhance and provide special education, related services, or early intervention services; (b) effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and (c) integrate state-of-the-art research knowledge and skills into their day-to-day administrative work. All students receiving scholarships and stipends will agree to serve in a special education administrator capacity in specific urban area school districts around Washington, DC. The length of this obligation will be at least 2 years for every academic year of support students receive.

84.325E

Preparation of Personnel in Minority Institutions

Grant Number: H325E030035

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

Project Director: Elbaum, Batya; Rothlein, Liz
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
Voice: 305-248-4218; *Fax:* 305-284-3003
E-mail: elbaum@miami.edu

Beginning Date: 10/15/2003
Ending Date: 10/14/2007

OSEP Contact: Elizabeth 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: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This collaborative project will prepare 20 early childhood 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; *Fax:* 206-616-8177
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: 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; *Fax:* 860-679-1571
E-mail: mbruder@nso1.uhc.edu
Web site: www.uconnuccdd.org/per_prep_center/index.html

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

OSEP Contact: Maryann McDermott
Voice: 202-245-7439
E-mail: maryann.mcdermott@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
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: Elizabeth 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 recruiting for application to the program a culturally and linguistically 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: Elizabeth 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
 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: kaczm@pitt.edu

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

OSEP Contact: Elizabeth 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

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 supplement existing Master's degree and state certification requirements with 10 credits of interdisciplinary coursework and practica. 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 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
P.O. Box 6845
Morgantown, WV 26506-6845
Voice: 304-293-3459; *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.

Grant Number: H325K060101

**Preparation of Culturally Responsive Early Childhood Interventionists
to Provide Evidence-Based Interventions for Young Children with Disabilities
and Their Families**

Project Director: Boone, Harriet; Ritchie, Sharon
School of Education
Peabody Hall
University of North Carolina at Chapel Hill, CB 3500
Chapel Hill, NC 27599-3500
Voice: 919-962-9371; *Fax:* 919-962-1533
E-mail: haboone@email.unc.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: The School of Education at the University of North Carolina at Chapel Hill will develop a specialized program focused on culturally responsive, evidence-based practices for early childhood interventionists seeking professional licensure and/or a Master's degree in early childhood intervention. The project will establish partnerships with community-based programs serving young children from socioculturally diverse backgrounds.

Method: The program will (a) recruit students who are newly inducted teachers from culturally and linguistically diverse backgrounds; (b) provide specialized coursework focused on the developmental and educational needs of culturally and linguistically diverse children and families and evidence-based practices; (c) implement specialized internships or field-based experiences; and (d) implement joint research and field-based projects with the Frank Porter Graham Child Development Research Institute and community agencies.

Products: The project will establish campus community partnerships for creating a diverse group of culturally and linguistically responsive early childhood interventionists working with diverse young children with disabilities and their families to improve their academic and social outcomes in early childhood settings.

Grant Number: H325K060104

Project CYCLE: Changing Young Children's Lives Through Education

Project Director: Jones, Hazel; Emery, Alice Kay; Torode, Tracy
 University of Florida
 Division of Sponsored Research
 219 Grinter Hall, P.O. Box 115500
 Gainesville, FL 32611-5500
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: hajones@coe.ufl.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This project will provide Florida early childhood teachers and early intervention service providers with expertise in working with young children with disabilities. In addition, participants will be eligible for Florida Department of Education Prekindergarten (PreK) Disabilities endorsement as well as the Florida Department of Health Infant Toddler Developmental Specialist (ITDS) certificate.

Method: Coursework will include: Serving Children with Disabilities in Natural Environments; Observation and Assessment of Young Children; Impact of Disabilities on Children's Learning; and Family/Professional Collaboration. These courses will be developed as modules and offered through Web-based technology, allowing a diversity of students from all over the state to participate. Asynchronous learning networks such as Web-based courses will also offer flexibility of delivery and outreach, as well as extend possible educational opportunities.

Products: Twenty students per year for the 4 years of the project will complete 12 credit hours.

Grant Number: H325K060105

BKISED Birth Kindergarten: An Enhanced Collaborative Model

Project Director: Hardin, Belinda; Niemeyer, Judith; Cassidy, Deborah; Hestenes, Linda
 University of North Carolina - Greensboro
 P.O. Box 26170
 Greensboro, NC 27402-6170
Voice: 336-256-1083; *Fax:* 336-256-0185
E-mail: bjhardin@uncg.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This project will prepare graduate level personnel to work with young children in inclusive settings with an emphasis on children with disabilities. Specifically, this project will: (a) recruit for application to the program students with disabilities or those who have family members with disabilities, and students from underrepresented populations; (b) provide a high quality interdisciplinary training program based on federal, state, and local standards for young children and develop and embed training activities and experiences throughout the program, including relevant case studies, information sharing from professional collaborators through co-instruction, hands on experiences, and family-centered field-site experiences, especially in inclusive high poverty and inner city settings that serve a high number of English Language Learners (e.g. early intervention programs, public schools in low poverty areas); (c) develop a collaborative partnership with community experts (professional collaborators) in the identified disability areas who will serve as co-instructors, mentors, and field-site placements; (d) develop and implement a

mentoring program for retaining personnel working with young children with disabilities; (e) disseminate the preservice model that infuses the identified disability areas within a family-centered framework to other institutions of higher education, especially in North Carolina; and (f) evaluate the impact on trainees and the overall project effectiveness.

Method: The program design has eight absolute priority requirements: (a) program components and activities are based on current research that identifies effective outcomes for young children; (b) three intensive field experiences will integrate information from coursework with practice; (c) professional organization and state identified competencies related to serving children from diverse cultural and language backgrounds are infused throughout the program; (d) partnerships with community experts, schools and/or service organizations will be developed; (e) training opportunities in diverse settings, including high poverty communities, rural and urban areas will be a major focus; (f) interns will develop knowledge and skills for working with young children that are based on North Carolina Foundations for Early Learning Standards; (g) a mentoring program to enhance student retention and success will be developed; and (h) a plan for evaluating graduates' knowledge and skills founded on research-based instruction and services that results in improved outcomes for young children is included.

Products: Over the 4 years of this project it is anticipated that 27 new professionals will be trained to work with birth-kindergarten children with and without disabilities with an emphasis on children from culturally and linguistically diverse populations.

Grant Number: H325K060106

Project SEIM: Sensory Impaired Early Intervention Masters Program

Project Director: Blair, James; Watkins, Sue
 Utah State University
 Sponsored Programs Office
 1415 Old Main Hill
 Logan, UT 84322-1415
Voice: 435-797-1388; *Fax:* 435-797-0221
E-mail: jimmb@cc.usu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This project will train students to serve infants and toddlers with sensory loss in Utah and the surrounding intermountain states. Students will earn a Master's degree in 1 of 3 sensory-specific focus areas (deaf/hard of hearing, blind/vision impaired, and deafblind) and receive state credentialing and endorsement.

Method: Project SEIM will prepare early interventionists to meet the needs of children with sensory loss and their families through training that is evidence-based, consistent with DEC-recommended practices. The project will address all state credential and endorsement requirements and competencies, and include sensory-specific content essential for the successful learning and growth of these children. Students will learn early intervention practices that are family-centered, developmentally and individually appropriate, and culturally diverse and sensitive, and that include interdisciplinary collaboration and outcome-based assessment.

Products: Forty graduate students will become highly trained and credentialed early interventionists who will serve young children with sensory loss and their families.

Grant Number: H325K060108

**New Families, Agencies, Communities, and Educational Strategies (FACES)
in Early Childhood Special Education**

Project Director: Hughes, Margaret
San Jose State University Foundation
210 N. 4th Street
San Jose, CA 95112-5569
Voice: 408-924-3673; *Fax:* 408-924-3701
E-mail: hughesp@email.sjsu.edu

Beginning Date: 9/1/2006
Ending Date: 9/30/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This project will train 40 highly qualified candidates over 4 years to work in a culturally responsive manner, with special attention given to the growing need for teachers skillful in the areas of autism and inclusion.

Method: This project is designed upon evidence-based best practices in the field of Early Childhood Special Education. It will identify and train 7 university supervisors in the 10 counties of the Central California region and align with diverse community partners such as the Santa Clara Family Resource Center, Friends of Children with Special Needs Organization, Organization of Special Needs Families, Early Education programs, and many school districts. Participants will receive comprehensive training (including online coursework) in all the areas of early childhood special education, with specific concentration in the areas of autism, inclusion, and cultural responsiveness. Program features and strategies will be monitored, evaluated, and institutionalized to assure effectiveness and future support.

Grant Number: H325K060109

**The Pathways to Preparing Culturally Responsive Early Intervention/
Early Childhood Special Educators (Pathways)**

Project Director: Munson, Leslie; Esparza-Brown, Julie
Portland State University
P.O. Box 751
Portland, OR 97207-0751
Voice: 503-725-4687; *Fax:* 503-725-5599
E-mail: munsonl@pdx.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This project will recruit for application to the program instructional assistants who are bilingual and/or bicultural or who wish to work with culturally/linguistically diverse (CLD) children and become licensed early intervention/early childhood special education (EI/SE) teachers.

Method: Specifically, the project will: (a) recruit, admit, and retain instructional assistants for completion of a three-year program leading to licensure in EI/SE; (b) provide an integrated (EI/SE) linguistic and cultural competency-based preservice program to participants; (c) monitor the instructional effectiveness of Pathways' graduates' for progress towards IFSP/IEP goals and objectives for young children with special needs; and (d) promote retention in the field by providing mentors and networking for graduates.

Products: It is anticipated the project will produce 40 trained, licensed instructional assistants working in early intervention/early childhood special education with the ability to work across cultures with diverse families.

Grant Number: H325K060112

**Project Duet: Facilitating Spoken Language Communication
Through Family Professional Partnerships**

Project Director: Compton, Mary; Niemeyer, Judith
University of North Carolina - Greensboro
P.O. Box 26170
Greensboro, NC 27402-6170
Voice: 336-334-3771
E-mail: mvcompto@uncg.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This project will increase the number and quality of personnel prepared to work with young children (birth-Kindergarten) with hearing impairments, with a focus on spoken language.

Method: The project will focus on family-professional partnerships as critical for facilitating early development of language in young children who have a hearing loss. This will be accomplished by integrating family participation into, and embedding a family-centered philosophy throughout, all coursework and extensive practica. The program includes: (a) coursework, practica, and seminars that incorporate research effective in improving outcomes for young children with hearing loss; (b) practica that integrate coursework with practice in applied settings; (c) expanded partnerships with schools, community colleges, public agencies, family organizations, and early childhood service agencies to support field-based student learning; (d) serving children from diverse cultural and language backgrounds; (e) infusion of North Carolina diversity competencies throughout the program and implementation of the Foundations for Learning (North Carolina state standards); (f) field-based training opportunities in diverse settings, including high-poverty communities, rural, and urban areas; (g) strategies for enhancing student retention and success; and (h) a system for accessing student learning and improving outcomes for children, culminating in a final portfolio.

Products: Over the lifetime of the project, 32 full-time students will complete the Bachelor of Science degree in Specialized Education Services and receive teaching licenses in both Hearing Impairment (with a spoken-language emphasis) and Birth-Kindergarten.

Grant Number: H325K060116

**Preparing Qualified Personnel to Provide Early Intervention for
Children Who Are Deaf and Hard of Hearing in Illinois**

Project Director: Lartz, Maribeth
Illinois State University
Campus Box 3040
Normal, IL 61790-3040
Voice: 309-438-8988
E-mail: mnlartz@ilstu.edu

Beginning Date: 1/1/2007
Ending Date: 12/30/2010

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

Purpose: This project is designed to reduce the critical shortage of personnel trained to work in early intervention with children who are deaf and hard of hearing. The project will do so by addressing the inservice needs of existing deaf educators to improve their knowledge of and skills in 2 primary areas: enhancing auditory and spoken language skills in children; and developing competencies specific to working with infants and their families.

Method: Illinois State University will prepare 3 cohorts of 20 deaf educators (60 total) over a 4-year period to work with families with infants and toddlers who are deaf or hard of hearing, including those with a cochlear implant. At the current time, there are 2 deaf and hard-of-hearing teacher training programs in Illinois, neither of which prepares teachers to work in early intervention. This 5-course Deaf and Hard of Hearing Auditory/Oral Specialist graduate certification program will address knowledge and skills missing from the current degree programs offered in the state and leads to the early intervention credential. Project strategies, demonstrated through research to be effective, will include the development of an Advisory Board, the combination of classroom and fieldwork learning, and a network of mentors to support graduates in the field. The project will have 2 sites in order to provide access to students from different geographic areas with video-conferencing technology used to link the sites. A sign language interpreter will be available to provide access to students with hearing loss.

Products: The project will prepare 60 early intervention personnel qualified to work with families with infants and toddlers who are deaf or hard of hearing. Materials on the project, including CD/DVD records of select course lectures, mentoring sessions, and practicum intervention sessions, will be developed and shared nationwide to facilitate its replication.

Grant Number: H325K060120

Infant, Toddler, and Preschool (ITAP) Training: Preparing Highly Qualified Early Interventionists and Preschool Special Educators

Project Director: Jarrett, Marian; Spencer, Karin
George Washington University
2121 I Street, Suite 601
Washington, DC 20052
Voice: 202-994-1509
E-mail: mjarrett@gwu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: The project will prepare 39 fully credentialed special education and early intervention personnel in a 39-hour Master's degree program focused on infants, toddlers, and preschool children with disabilities. Graduates will be prepared through: (a) coursework that focuses on evidence-based education related to cultural and linguistic diversity, social-emotional development and mental health, and positive behavioral intervention; (b) a programmatic emphasis on literacy to ensure that children meet learning standards; (c) a 2-semester supervised field experience guided by state learning standards; (d) field placements in a variety of professional partner programs in culturally, linguistically, and economically diverse programs in urban areas; and (e) ongoing high-quality mentoring and induction using a Community-of-Practice (COP) approach.

Method: The Infant and Early Childhood Special Education program is based on the principles of family-centered, individualized family service plans/individual education plans, natural environment/inclusion, teaming, and service coordination. The project incorporates a Communities-of-Practice model to enhance teachers' abilities to use research-based practices and provide the needed support to increase new teacher job satisfaction, efficacy, and retention. COPs will be fostered in a variety of ways so that student teachers, practitioners, faculty experts, and families share, build upon, and transform what they know about effective practice. Participants with diverse expertise and perspectives will use research to shed light on their common inquiries, critically examining research, instructional practices, and student progress. A major mechanism will be the construction of a university-supported online portal or Web site that will serve as an external network of support regardless of internship and job placement. The Web site will serve as a

vehicle for mentorship, collaboration, communication, and spotlighting of exemplars of evidence-based practices. Mutual support and knowledge sharing will be fostered by a diverse membership of student teachers, practitioners, parents, and families of children with disabilities, faculty, and expert members of the project's Advisory Council. The online COP will be enhanced by multiple opportunities for face-to-face meetings, such as an annual networking conference, lectures with action group meetings, and reflective practice groups.

Grant Number: H325K060121

The Early Childhood Special Education Language and Literacy (ECSELL) Project

Project Director: Hunt, Nancy A.
Cal State LA University Auxiliary Services, Inc.
5151 State University Drive, GE 220
Los Angeles, CA 90032
Voice: 323-343-4415; *Fax:* 323-343-4318
E-mail: nhunt@calstatela.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This project will increase the number of fully qualified early childhood special education teachers and provide them with advanced knowledge and skills in the core academic areas of language arts and literacy as they complete their teaching credential and M.A. degrees. The ECSELL project will prepare future early intervention specialists and preschool special education teachers to provide intensive instruction, design a learning environment, and partner with families to promote the early language and literacy development of young children receiving special education services.

Method: Students in a Level 1 Specialist credential program will enroll in a Master's degree program in special education and participate in 3 courses, field work, and a 1-week summer intensive language and literacy institute designed to help them prepare young children for inclusive environments in which literacy development is the highest priority. Intensive language development will be a focus for teaching children who are at multiple risk for reading problems: an identified disability and/or language delay; a discrepancy between the language spoken at home and the language used for instruction; and families living at or near poverty level in urban Los Angeles.

Products: The project intends to train 60 Master's-level trainees from traditionally underrepresented groups, who will become fully qualified Early Childhood Special Education teachers, with special emphasis on language development and emergent literacy.

Grant Number: H325K060123

Preparation of Early Childhood Special Education Personnel in South Carolina

Project Director: Brown, William; Knopf, Herman; Lopez-De
Fede, Ana
University of South Carolina Research Foundation
901 Sumter Street, 5th Floor
Columbia, SC 29208
Voice: 803-777-6582; *Fax:* 803-777-2824
E-mail: bbrown@gwm.sc.edu

Beginning Date: 1/1/2007
Ending Date: 12/30/2010

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: This project will train 34 students in early childhood special education services and supports. Participating trainees will have undergraduate degrees and certification in early childhood education and will augment their initial professional training with a 39-hour Master's program that will focus on students acquiring and practicing research-based and recommended early childhood special education practices in inclusive preschool and community-based settings.

Method: In addition to core early childhood special education and early childhood procedures courses, 4 community-based internship courses will represent the professional context for students practicing and achieving fluency in critical professional skills. University coursework will be integrated directly into these collaborative practice settings. In addition to revising existing courses, new courses and new internships will be developed. One course will address issues related to implementing culturally and linguistically appropriate preschool services; another will concentrate on research-based prereading instruction strategies.

Products: With their early childhood special education preparation within an emerging community of practice, the graduates will be well positioned to promote the establishment of future communities of practice while becoming the next generation of "knowledge mediators." Moreover, they will be well qualified to provide high-quality research-based and recommended practices to young children and their families, as well as responsive technical assistance to other practitioners in South Carolina for several decades.

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
Dept. of Teaching and Learning
DeKalb, IL 60115-2860
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: Judy Shanley
Voice: 202-245-6538
E-mail: judy.shanley@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; 202-245-8875 (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
Florida State University
Sponsored Research Services
97 South Woodward Avenue, 3rd Floor
Tallahassee, FL 32306-4166
Voice: 850-644-4880; *Fax:* 850-644-8715
E-mail: mhanline@garnet.acns.fsu.edu

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

OSEP Contact: Judy Shanley
Voice: 202-245-6538
E-mail: judy.shanley@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: Judy Shanley
Voice: 202-245-6538
E-mail: judy.shanley@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; 202-245-8875 (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: Elbaum, Batya; Rothlein, Liz
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
Voice: 305-284-4218; *Fax:* 305-284-3003
E-mail: elbaum@miami.edu

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

OSEP Contact: Elizabeth Caron
Voice: 202-245-7293
E-mail: beth.caron@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.

Grant Number: H325K060201

Creating Instructional Leaders for Students with Low-Incidence Disabilities

Project Director: Davis, Carol Ann; West, Beth
University of Washington
College of Education
Box 353600
Seattle, WA 98195
Voice: 206-221-5043; *Fax:* 206-616-9198
E-mail: cadavis1@u.washington.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

OSEP Contact: Judy Shanley
Voice: 202-245-6538
E-mail: judy.shanley@ed.gov

Purpose: This project will address the complex issues and requirements of educating students with severe and multiple disabilities and other low-incidence disabilities, especially those who live in poverty. These are students in "double jeopardy." They are already at risk due to environmental issues, and their disability status may put them even further at risk for school failure. This project will prepare 32 candidates across 4 years to be evidence-based instructional leaders and effective teaming partners who have the skills and competencies needed to educate challenging populations of students, including those with autism, behavior issues, sensory and motor impairments, and limited English proficiency.

Method: Recruiting people from underrepresented groups will be a priority of this project. To maximize learning and retention in the program, each candidate will be paired with a mentor on the basis of such variables as similar interests and career goals. The program will consist of a 2-year practicum and seminar series ("Instructional Leaders" seminar and "Teaming" seminar) that focuses on learning and using the knowledge and skills needed to implement evidence-based strategies in school, home, and community settings. Also emphasized will be the skills of collaboration, with students focusing on learning and practicing team roles and responsibilities, developing shared goals, working with families, conflict resolution, communication, and how to work with paraprofessionals. Field experiences will ensure exposure to the full age range of students (preschool, elementary, middle and high school, and postsecondary vocational and transitional). Online modules will also be developed and utilized as a means of providing exposure and instruction.

Products: This program will prepare 32 teachers capable of meeting the educational needs of students who are the most challenging to school systems, with a significant impact anticipated at 3 levels: the teacher, the students in the teacher's class, and the community where the students live and participate.

Grant Number: H325K060220

Preparing Personnel to Teach Students with Visual Impairments

Project Director: McKenzie, Amy; Lewis, Sandra
Florida State University
97 South Woodward Ave., 3rd Floor
Tallahassee, FL 32306
Voice: 850-645-6588; *Fax:* 850-644-8715
E-mail: mckenzie@coe.fsu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

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

Purpose: This project will improve competencies of and increase the number of highly qualified teachers with the unique and specialized skills necessary to support the access of Florida's students with visual impairments to the general curriculum.

Method: The project goals will be achieved through 4 initiatives. *Undergraduate Teacher Preparation* will review and improve the undergraduate program and expand it by offering a 2-year course of study (beyond the A.A. degree) leading to a Bachelor's of Science in Visual Disabilities to a diverse population of undergraduate students participating in a satellite program at a college in the Northern Miami metro area. The *Support of Interdisciplinary Graduate Teacher Preparation* initiative will require graduate students to become a "master" at providing services within another discipline related to the needs of students with visual impairments. Specialized areas may include orientation and mobility, early childhood education services for young children with visual impairments, transition planning and services for students with visual impairments, literacy skills instruction for students with visual impairments, or meeting the needs of students with visual impairments with severe and profound disabilities. The *Aggressive Recruitment Efforts* initiative will be designed to target incoming students attending community colleges in Southeast Florida with large enrollments from underrepresented groups in order to inform these individuals of the rewarding opportunities related to teaching students with visual impairments and to encourage their participation in the program through financial support. The Mentoring Program initiative, to be offered at both the Master's and undergraduate levels, will support future teachers throughout their training and during their first year of teaching.

Products: This project will result in an additional 52 Teachers of the Visually Impaired (TVIs) with an undergraduate degree and 40 TVIs with Master's degrees who also have interdisciplinary training in other special education areas.

Grant Number: H325K060222

South-Central Heartland Deaf Education Project

Project Director: Baker, Sharon
University of Tulsa
c/o Office of Research and Sponsored Programs
600 S. College Ave.
Tulsa, OK 74104
Voice: 918-631-2910; *Fax:* 918-631-3668
E-mail: sharon-baker@utulsa.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: Louise Tripoli
Voice: 202-245-7554; 202-245-8875 (TTY)
E-mail: louise.tripoli@ed.gov

Purpose: This project will prepare teachers to work with students who are deaf or hard of hearing (d/hh) and thereby reduce the current and potential future shortage of certified teachers of such students in grades pre-K-12.

Method: The project will focus on recruiting and retaining students to the field of deaf education and prepare them to work with children from culturally and linguistically diverse backgrounds and their families, especially those who are Native American. To connect preservice teacher practica with the educational outcomes of children, the project will establish a promising new technology program and provide remote tutoring to d/hh students in areas where personnel shortages exist. Through its coursework and emphasis, the project will also enhance the collaborative skill set of preservice general education teachers and related service providers regarding the needs of children who are d/hh in inclusive settings.

Products: It is expected that 21 highly qualified teachers of children who are d/hh will be prepared to enter the special education workforce, and 24 general education and speech-language pathology students will be prepared to work in collaborative roles with deaf educators.

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, State University of New York
1400 Washington Avenue
ED 231
Albany, NY 12222
Voice: 518-442-5061; *Fax:* 518-442-4953
E-mail: jdomaracki@uamail.albany.edu

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

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 a system of student supports to well-qualified 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; 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. 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
 School of Medicine
 80 Wing D Med Sch
 University of North Carolina at Chapel Hill, CB 7190
 Chapel Hill, NC 27599-7190
Voice: 919-966-9467; *Fax:* 919-966-0100
E-mail: jrroush@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: The purpose of this project is to prepare pediatric audiologists for professional roles enabling them to direct and facilitate efforts to optimize developmental outcomes for young children with hearing loss and their families.

Method: The project will: (a) recruit for application to the program a culturally and linguistically diverse group of students from the four-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 in which 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 multi-state 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 in-state 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 16802-7000
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.

Grant Number: H325K060403

**Clinical Specialty Preparation to Serve Infants, Toddlers, and Children
 with Feeding and Swallowing Disabilities**

Project Director: Golper, LeeAnn; Hale, Sue
 Vanderbilt University Medical Center
 3319 West End Ave., Suite 100
 Nashville, TN 37203-6869
Voice: 615-936-5057; *Fax:* 615-936-8242
E-mail: lee.ann.golper@vanderbilt.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

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

Purpose: This project supports the specialty preparation of 22 speech-language pathology (SLP) graduate students and 20 occupational therapy (OT) students to provide highly qualified, evidence-based clinical services to children with dysphagia in association with low-incidence disabilities.

Method: The context and target of the training provided by this project will be to prepare participants to work in medical and nonmedical (early intervention, preschool, and school) settings. The project includes a partnership with Tennessee State University (TSU); at least 4 of the SLP trainees from TSU will be recruited for the project, with an emphasis on students from culturally or linguistically diverse (CLD)

backgrounds. The project includes a collaborative initiative with Belmont University to offer Level II Fieldwork placement experiences to 10 OT students enrolled in a clinical doctoral program. Within that component, the functional roles that OT and SLP play in school and other settings will be emphasized, as will the multidisciplinary nature of managing feeding and swallowing disabilities.

Products: The availability of SLPs and OTs with highly technical, specialized competencies in feeding and swallowing in preschool and school settings will allow children with a range of low-incidence disabilities complicated by dysphagia to be better integrated into the regular education setting. The program will prepare 22 SLPs to achieve a Certificate of Clinical Competence, state licensure, and/or public school certification. The 10 OT trainees, already involved in an OT doctoral program, will develop additional expertise in pediatric dysphagia and will meet all state licensure requirements, allowing them to work in public schools as highly qualified providers.

Grant Number: H325K060429

**Project Re-entry: Preparing Speech-Language Pathologists
to Serve Students with Traumatic Brain Injury**

Project Director: Scheffler, Marilyn; Hux, Karen
University of Nebraska - Lincoln
253 Barkley Center
Lincoln, NE 68583-0731
Voice: 402-472-5492; *Fax:* 402-472-3814
E-mail: mscheffler1@unl.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

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

Purpose: Project Re-entry will prepare speech-language pathologists (SLPs) to assume leadership roles in reintegrating student survivors of traumatic brain injury (TBI) into schools. The project will address the issues and challenges facing SLPs who work with students with TBI by providing comprehensive training in: (a) the frequency with which mild, moderate, and severe TBI occurs; (b) the acute and long-term effects of TBI on speech, language, cognitive, physical, behavioral, emotional, and social functioning; (c) the recovery process following TBI; (d) the impact of TBI on family, school, and community systems; (e) the similarities and differences among medical, rehabilitation, and educational settings; (f) the impact of service fragmentation on the overall quality of education programs; and (g) educators' limited knowledge about TBI and limited awareness of the contributions SLPs can make to promoting achievement among student survivors.

Method: The project will recruit and support a total of 21 trainees; provide a specialized sequence of coursework and practicum experiences; monitor trainees' completion of service obligations; evaluate the effectiveness of the project; and disseminate project information.

Products: Project Re-entry will graduate SLPs who are well prepared to serve infants, toddlers, children, and youth with TBIs and who can collaborate with regular and special education teachers, related service personnel, and families of students with TBI including those from low income and traditionally underrepresented groups. Dissemination activities will include conference presentations and submission of articles to relevant professional journals.

Grant Number: H325K060441

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

Project Director: Goldstein, Howard
Florida State University
Sponsored Research Services
97 South Woodward Ave., 3rd Floor
Tallahassee, FL 32306
Voice: 850-644-6264; *Fax:* 850-644-8994
E-mail: howard.goldstein@comm.fsu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: MaryAnn McDermott
Voice: (202) 245-7439
E-mail: maryann.mcdermott@ed.gov

Purpose: This program will prepare graduate students in communication sciences and disorders. Trainees will develop indepth knowledge and skills in: (a) language and literacy development and evidence-based practices for populations at high risk for and with disabilities; (b) the influences of the family, culture, linguistic diversity, and poverty on education and society; (c) evidence-based assessment and intervention methods appropriate for children from diverse cultural and linguistic backgrounds; and (d) interdisciplinary teamwork and collaborative consultation models for effective service delivery within natural environments.

Method: Trainees will be collaborating weekly with school personnel in an established Professional Development School partnership or in other early intervention agencies targeting high-poverty communities to assure that research-validated practices are integrated from the curriculum into service delivery. This will be achieved through: (a) participation in a 65-semester-hour graduate program with special emphasis on coursework in language and literacy, consultation and interdisciplinary teamwork, cultural and linguistic diversity, and clinical research and evidence-based practice; (b) participation in 3 specialized clinical practica, plus a semester-long public-school internship; (c) participation in community outreach, continuing education/staff development activities, and clinical research with an emphasis on informing research to practice in the area of language or literacy development; and (d) completion of a competency-based program with an emphasis on critical thinking skills developed through cooperative and problem-based learning activities.

Products: It is anticipated that at least 16 graduate students in communication disorders will acquire the expertise needed to assess children's communication abilities and to design, implement, and evaluate individualized programs within early intervention and school curricula that will promote functional outcomes in language, literacy, and associated academic and social 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: Debra Price-Ellingstad

Voice: 202-245-7481

E-mail: debra.price-ellingstad@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, or michelle.haney@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: 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
 1601 E. Market Street
 Greensboro, NC 27411
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.

Grant Number: H325K060512

Project Seefu

Project Director: Weddington, Gloria
 San Jose State University Foundation
 210 N. 4th Street
 San Jose, CA 95112-5569
Voice: 408-924-3699; *Fax:* 408-924-3641
E-mail: weddingg@email.sjsu.edu

Beginning Date: 6/1/2007
Ending Date: 5/31/2011

OSEP Contact: Tina Diamond
Voice: 202-245-6674
E-mail: tina.diamond@ed.gov

Purpose: This project aims to recruit bilingual students for application to the program to become speech-language pathologists to serve an increasing ethnically, culturally and linguistically diverse population of infants, toddlers, children and youths with speech, language and hearing disorders in California. Specific goals are: (a) to recruit, retain, graduate, and provide specialized education to superior performing undergraduates and post-graduate students in speech-language pathology; (b) to develop competencies of all speech-language pathology graduates to provide a high quality of service to low income, minority and limited English-speaking individuals; (c) to provide trainees the opportunity to provide service to speech-language pathologists in low-income diverse communities, thus providing numerous opportunities for the trainees to learn about the scope of practice, ethics, how clinicians deliver services in the absence of assessment and treatment materials for limited English and culturally diverse communicatively handicapped children; (d) to increase the number of bilingual trainees who complete the masters degree, and acquire the necessary knowledge and skill to enter the profession of speech-language pathology; (e) to

ensure that the trainees achieve a passing score on the California Basic Educational Skills Test (CBEST) and the PRAXIS in speech-language pathology; (f) to ensure that) trainees remain in the program through to completion of the master's degree; and (g) to provide education and practice in conducting, presenting and publishing research.

Method: The project will recruit from students at the undergraduate level. Recruitment will concentrate on unclassified sophomores and juniors and re-entering students, graduate and undergraduate, from other majors and professions. Only undergraduates and students seeking a change from another profession are targeted because it is necessary to recruit students at the undergraduate level to ensure a larger pool of bilingual applicants for admission into the graduate program. This project will educate one cohort of 30 students for four years (two years of undergraduate prerequisites and two years of graduate study).

Products: The project will increase the number of students available to enter the profession in speech-language pathology. When these graduates enter positions in schools, each will deliver service to 50 communicatively impaired children per year or 1,250 children per year and 12,500 in ten years.

Grant Number: H325K060528

Support for Early Intervention/Early Childhood Network (SECEN) at UMass

Project Director: Freeman, Ann
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393
Voice: 617-287-7626
E-mail: ann.freeman@umb.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2010

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

Purpose: This program will recruit for application to the program students from culturally and linguistically diverse (CLD) populations to earn a Bachelor's degree with dual licensure in early intervention and early childhood education (EI/EC).

Method: The University of Massachusetts Boston (UMB) will recruit 60 EI/EC students to participate in the SECEN program. Students will be recruited from among the following: paraprofessionals in public schools; individuals who are already teaching in EI/EC settings (birth to grade 2); and current undergraduates new to EI/EC with at least Associates (A.A. or A.S.) degrees. The program will be aligned with universal design principles, with all coursework available online and with built-in accommodations. Coursework will incorporate differentiated instruction and varied modes of assessment. SECEN will also develop and implement a plan for articulation between UMB and four community colleges (Bunker Hill, Roxbury, North Shore, and Quincy) to address policies and practices that will allow students to transfer specific credits earned in these 2-year colleges into the 4-year program at UMB. Strategies are included in SECEN design to maximize trainee retention in the program, including counseling, advising, and mentoring.

Products: Graduates of the program will earn an undergraduate degree with initial MA teacher licensure for birth to 2nd grade.

Grant Number: H325K060537

Training School Psychology Practitioners to Work with Diverse Populations

Project Director: Arroyos-Jurado, Elsa
 Regents of New Mexico State University
 Office of Grants and Contracts
 1620 Standley Dr., Academic
 Research Building A, Room 110
 Las Cruces, NM 88003-0001
Voice: 505-646-6589; *Fax:* 505-646-8035
E-mail: elsaj@nmsu.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2010

OSEP Contact: Tina Diamond
Voice: 202-245-6674
E-mail: tina.diamond@ed.gov

Purpose: This project will increase the number of school psychologists serving culturally and linguistically diverse students and their families in order to better serve the needs of all infants, toddlers, children, and youth and their families.

Method: The project will recruit students, with an emphasis on those who are bilingual, to work with special and general education students who hail from diverse language and cultural backgrounds. Recruitment material will be disseminated at conferences, in local school districts in New Mexico, and in the southern region, and with community agencies. Efforts to retain students in this program include providing financial support to students and establishing a mentoring program to assist trainees.

Products: It is expected that 60 students will be trained to provide high-quality services, with an emphasis on bilingual capabilities and services to infants, toddlers, children, youth, and their families from diverse backgrounds.

84.325S
Center on High Quality Personnel
in Inclusive Preschool Settings

Grant Number: H325S060004

National Center on High Quality Personnel in Inclusive Early Childhood Settings

Project Director: Winton, Pamela
 FPG Child Development Institute
 521 South Greensboro Street
 University of North Carolina at Chapel Hill, CB 8185
 Chapel Hill, NC 27599-8185
Voice: 919-966-7180; *Fax:* 919-843-5784
E-mail: winton@mail.fpg.unc.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The purpose of the National Center on High Quality Personnel in Inclusive Early Childhood Settings is to increase the number of high-quality early childhood personnel in inclusive early care and education settings.

Method: The National Center will develop, support, and evaluate cross-agency state networks and state plans for the ongoing provision of research-based training and professional development for knowledge mediators and personnel. A National Cadre of Trainers and Consultants will be established, and assistance will be provided to states in matching their professional development needs with the expertise of the National Cadre members. Practical, evidence-based resources will be developed and disseminated to assist all states in increasing the number of high-quality personnel serving preschoolers with disabilities in inclusive settings. This will include the development and dissemination of research syntheses, planning tools, and models such as Communities of Practice for helping diverse stakeholders align personnel preparation standards, core competencies for front-line personnel and trainers, and program guidelines related to inclusion. The National Center will also develop and validate modules and other products to support ongoing professional development across stages of professional growth (e.g., preservice education, support for novice teachers, maintenance of effort, periodic review and feedback, and transition support).

Products: As a result of this project, all early childhood personnel will have increased access to high-quality professional development and training on evidence-based content, process, and structure related to inclusion. The knowledge base and skills of state networks will be increased related to training and supporting personnel in using evidence-based inclusion practices. Broad dissemination of professional development resources related to inclusion will occur, and state capacity to provide evidence-based training and professional development will be increased.

Contracts

Contract Number: ED04CO0059-0008

OSEP Personnel Preparation Performance Reporting Support

Project Director: Brauen, Marsha
Westat, Inc.
1650 Research Blvd.
Rockville, MD 20850-3129
Voice: 301-738-3668; *Fax:* 301-294-4475
E-mail: marshabrauen@westat.com
Web site: www.osepppd.org

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

OSEP Contact: Bonnie Jones
Voice: 202-245-7395
E-mail: bonnie.jones@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.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

**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
Web site: 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

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 (2002) 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.

84.326B (2006)
**Technical Assistance Center on Evidence-Based Practices
to Improve Early Literacy & Language Development
of Young Children with Disabilities**

Grant Number: H326B060010

Center for Early Literacy Learning

Project Director: Dunst, Carl; Trivette, Carol
Orelena Hawks Puckett Institute
128 South Sterling Street
Morganton, NC 28655-3473
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org
Web site: earlyliteracydevelopment.org/index.php

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The purpose of this project is to identify, promote, and support the adoption and utilization of evidence-based early literacy and language assessment, curricula, and instructional practices for infants, toddlers, and preschoolers with developmental delays and diagnosed disabilities.

Method: The Center for Early Literacy Learning (CELL) will review and synthesize available evidence on effective early literacy and language practices; implement and evaluate the use of these practices with young children with developmental delays or diagnosed disabilities; and disseminate and provide technical assistance about evidence-based practices that promote positive early literacy and language outcomes for young children with disabilities. The Center will provide general technical assistance on evidence-based early literacy and language practices to families, practitioners, early childhood technical assistance experts, and State and local early childhood program administrators and will provide intensive technical assistance to 5-10 states.

Products: Central outcomes for the project include: (a) identification of current research on evidence-based practices that promote the development of early literacy and language skills for young children with disabilities; (b) broad-based infusion of this evidence-based information into organizations, programs, and projects providing materials, resources, and technical assistance to constituent groups; (c) adoption and use

of these early evidence-based practices by families, practitioners, and early intervention and early childhood programs to support children's early literacy and language development; and (d) improved capacity of states to increase the use of evidence-based models and practices that improve the early literacy and language outcomes for young children with disabilities.

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, 800-572-7000; *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: Glinda Hill
Voice: 202-245-7376
E-mail: glinda.hill@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 3999
Atlanta, GA 30302-3999
Voice: 404-651-2310; *Fax:* 404-651-4901
E-mail: kheller@gsu.edu
Web site: education.gsu.edu/georgiadeafblindproj/

Beginning Date: 10/1/2003

Ending Date: 9/30/2008

OSEP Contact: Louise Tripoli

Voice: 202-245-7554; 202-245-8875 (TTY)

E-mail: louise.tripoli@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: 402-471-2471; *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: Ernest Hairston

Voice: 202-245-7366 (V); 202-205-8071 (TTY)

E-mail: ernest.hairston@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: Pitt, Brent
Texas Education Agency
Division of Special Education
1701 N. Congress Ave.
Austin, TX 78701-1494
Voice: 512-463-9414; *Fax:* 512-463-9560
Web site: www.tsbvi.edu/Outreach/deafblind/index.htm

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Hunt, T.J.
 Missouri Department of Elementary and Secondary
 Education
 Missouri School for the Blind
 P.O. Box 480
 St. Louis, MO 65102-0480
Voice: 314-776-4320; *Fax:* 314-776-1875
E-mail: thunt@msb.k12.mo.us
Web site: www.msb.k12.mo.us

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

OSEP Contact: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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: Edelman, Susan
University of Vermont
College of Education & Social Svcs
Center on Disability & Community Inclusion
101 Cherry St., Ste 450
Burlington, VT 05401-4439
Voice: 802-656-1143; *Fax:* 802-656-1357
E-mail: Chigee.Cloninger@uvm.edu; Susan.Edelman@uvm.edu
Website: www.uvm.edu/~cdci/programs/iteam/itdb.html

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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., 10th 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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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/DB/

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

OSEP Contact: Glinda Hill
Voice: 202-245-7376
E-mail: glinda.hill@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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, CDs, 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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: 520-770-3862; *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: Glinda Hill
Voice: 202-245-7376
E-mail: glinda.hill@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
401 Federal Street, Suite #2
Dover, DE 19901
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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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 1 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 2 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: cdd.unm.edu/deafblind/index.htm

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

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

Voice: 202-245-7376

E-mail: glinda.hill@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: Anne Smith

Voice: 202-245-7529

E-mail: anne.smith@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.ssco.org/ocdbe/index.html

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

OSEP Contact: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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
Web site: wvde.state.wv.us/ose/visionhearing.html

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
Web site: www.tcnj.edu/~dbfaces/

Beginning Date: 10/1/2003

Ending Date: 9/30/2008

OSEP Contact: Anne Smith

Voice: 202-245-7529

E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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.deafblind.ufl.edu

Beginning Date: 10/1/2003

Ending Date: 9/30/2008

OSEP Contact: Anne Smith

Voice: 202-245-7529

E-mail: anne.smith@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) 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 2-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
Web site: www.tc.columbia.edu/nystap/detail.asp

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
Office of Student and School Performance
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: Louise Tripoli
Voice: 202-245-7554; 202-245-8875 (TTY)
E-mail: louise.tripoli@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: project-reach-illinois.org/

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

OSEP Contact: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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
Web site: www.opi.mt.gov/dbservices/index.html

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

OSEP Contact: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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 a 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: www.indstate.edu/soe/blumberg/Deafblind.html

Beginning Date: 10/1/2003

Ending Date: 9/30/2008

OSEP Contact: Ernest Hairston

Voice: 202-245-7366 (V); 202-205-8071 (TTY)

E-mail: ernest.hairston@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: 405-325-1507; *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: Louise Tripoli
Voice: 202-245-7554; 202-245-8875 (TTY)
E-mail: louise.tripoli@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
2530 Dole Street, Sakamaki Hall D-200
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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
2530 Dole St., Sakamaki Hall D-200
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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
 Sponsored Projects/MS 325
 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: Glinda Hill
Voice: 202-245-7376
E-mail: glinda.hill@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: 907-334-1300; *Fax:* 907-562-0545
E-mail: ppillai@sesa.org
Web site: www.sesa.org/sesa/agency/programs/dsi.html

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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 2-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: Louise Tripoli

Voice: 202-245-7554; 202-245-8875 (TTY)

E-mail: louise.tripoli@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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 project outcomes include conference presentations; an annual family weekend; regional workshops for families on identified needs; a census database; and a Web site.

Grant Number: H326C040003

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

Project Director: McWilliam, Robin
Vanderbilt University
Office of Grants and Contract Management
3319 West End Ave., Ste. 100
Nashville, TN 37203-6869
Voice: 615-322-8178; *Fax:* 615-343-1570
E-mail: robin.mcwilliam@vanderbilt.edu
Web site: www.treds-deafblindproject.com/

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

OSEP Contact: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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 1 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: cydb.idahocdhd.org

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: 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: arksped.k12.ar.us/sections/dss.html

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

OSEP Contact: Louise Tripoli
Voice: 202-245-7554; 202-245-8875 (TTY)
E-mail: louise.tripoli@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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

Web site: www.ncpublicschools.org/ec/instructional/deafblind/

Beginning Date: 10/1/2004

Ending Date: 9/30/2008

OSEP Contact: Anne Smith

Voice: 202-245-7529

E-mail: anne.smith@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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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
Psychology Dept., 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: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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 2 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 2 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: Glinda Hill
Voice: 202-245-7376
E-mail: glinda.hill@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: Ernest Hairston
Voice: 202-245-7366 (V); 202-205-8071 (TTY)
E-mail: ernest.hairston@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 the 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 site: www.directionservice.org/cadre

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

OSEP Contact: Tina Diamond
Voice: 202-245-6674
E-mail: tina.diamond@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 SEAs and LEAs 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.

84.326H

National Early Childhood Technical Assistance Center

Grant Number: H326H060005

National Early Childhood Technical Assistance Center

Interim Project Director: Kahn, Lynne
FPG Child Development Institute
517 South Greensboro Street
University of North Carolina at Chapel Hill, CB 8040
Chapel Hill, NC 27599-8040
Voice: 919-962-2001; *Fax:* 919-966-7463
E-mail: lynne_kahn@unc.edu
Web site: www.nectac.org/

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: This project will establish a National Early Childhood Technical Assistance Center (NECTAC). The Center will strengthen state and local service systems to ensure that young children with disabilities and their families receive and benefit from high-quality, evidence-based, culturally appropriate, and family-centered supports and services.

Method: The Center will build on NECTAC's extensive knowledge base to provide clients with access to the most current resources from research, practice, and policy. Center activities will include: (a) an annual cycle of needs analysis and synthesis to prioritize state needs; (b) a technical assistance (TA) plan with coordinated individualized and multistate TA strategies to address high-priority needs; (c) specialized initiatives in the areas of behavior challenges and interagency collaboration; (d) OSEP-specified TA efforts; (e) annual National Early Childhood Conferences; and (f) a comprehensive evaluation of short- and long-term TA outcomes. TA interactions will feature expanded use of technology and newly available Web-based strategies. In addition to collaborative relationships with Research and Training Centers and Institutes, OSEP's TA & D Projects, and others, the project will enter into a subcontract with the PACER Center, which provides parent-to-parent training and TA that works in states and jurisdictions toward systems change, capacity building, and improved outcomes for young children and their families.

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; Lopez-Reyna,
Norma

University of Illinois - Chicago

809 S. Marshfield Ave.

MB 502, M/C 147

Chicago, IL 60612

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: Ernest Hairston

Voice: 202-245-7366

E-mail: ernest.hairston@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 of Progress Monitoring from Preschool through Grade 4

Project Director: Shapiro, Edward
Lehigh University
College of Education Center
for Promoting Research to Practice
526 Brodhead Avenue
Bethlehem, PA 18015

Voice: 610-758-3258; *Fax:* 610-758-6223

E-mail: ESS2@lehigh.edu

Web site: www.lehigh.edu/collegeofeducation/mp3/index.htm

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
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: Judy Shanley
Voice: 202-245-6538
E-mail: judy.shanley@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: The 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: Maryann McDermott
Voice: 202-245-7439
E-mail: maryann.mcdermott@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 1 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 1 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 WRRC 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: Warlick, Kenneth
 University of Kentucky Research Foundation
 Interdisciplinary Human Development Institute
 1 Quality Street, Suite 722
 Lexington, KY 40507
Voice: 859-257-7672; *Fax:* 859-257-4353
E-mail: kwarlick@uky.ed
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 2 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 and Dissemination Center for Children Who Are Deaf-Blind

Grant Number: H326T060002

National Technical Assistance Center (NTAC)

Project Director: Stremel, Kathleen
Teaching Research Institute, WOU
345 N. Monmouth Avenue
Monmouth, OR 97361-1544
Voice: 913-677-4562:
E-mail: stremelk@wou.edu
Web site: www.tr.wou.edu/ntac/

Beginning Date: 4/1/2006
Ending Date: 3/31/2011

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

Purpose: The purpose of this project is to promote academic achievement and results for children (birth-26) who are deaf-blind through technical assistance, model demonstration, and dissemination activities that are supported by evidence-based research. The project also aims to help address state-identified needs for highly qualified personnel by ensuring that personnel have necessary skills and knowledge.

Method: The project will: (a) communicate, collaborate, and form partnerships as directed by OSEP and with agencies, organizations, and projects in order to improve results for children/youth and families; (b) implement an ongoing, multilevel needs assessment to systematically identify the needs of children/youth, families, and service providers; (c) provide national leadership in the implementation of evidence-based practices in order to address "gaps" in knowledge and "scale up" current practices; (d) implement an array of technical assistance and personnel training activities to build the capacity of state and local agencies to meet the needs of children/youth and their families; (e) use collaborative partnerships to build the capacity of youth who are deaf-blind and families in order to promote self-advocacy, personal empowerment, and knowledge of deaf-blindness; (f) provide leadership in a coordinated national effort to promote personnel training on the implementation of IDEA and evidence-based practices in order to address the shortage of leadership and highly qualified personnel in the field of deaf-blindness; (g) identify, collect, organize, and disseminate information related to deaf-blindness, including evidence-based practices, in order to respond to inquiries and increase knowledge that promotes effective early intervention, education, and transition services, and supports families; (h) expand the utilization of information resources by developing and disseminating accessible products that synthesize evidence-based research, effective practices, and emerging knowledge; and (i) implement a comprehensive system of evaluation to assess the impact of the project's objectives and activities, identify relevant achievements, and identify strategies for improvement.

Products: The anticipated results will include improving outcomes for children and youth who are deaf-blind by: (a) increasing the knowledge and skills of families and service providers to implement IDEA and evidence based practices; and (b) increasing the systems capacity of state deaf-blind projects and other agencies to serve children and youth who are deaf-blind. The project also plans the following documents: outcomes and performance indicators, *Deaf Blind Perspectives*, a synthesis of evidence-based practices, fact sheets, and a Web site.

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: 202-884-8306; *Fax:* 202-884-8400
E-mail: cvaldivi@aed.org; mrovins@aed.org
Web site: www.rrfcnnetwork.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

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 The National Dissemination Center and the RRCs to develop products that fill current gaps in the availability of resources.

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: Rex Shipp
Voice: 202-245-7523
E-mail: rex.shipp@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: Lisa Holden-Pitt
Voice: 202-245-7379
E-mail: lisa.holden-pitt@ed.gov

Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The 2 contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

Contract Number: 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
Web site: 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

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.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

Parent Training
and
Information

84.328C Community Parent Resource Centers

Grant Number: H328C040004

Voces Unidas, Community Parent Resource Center

Project Director: Lowrance, Kathleen
Rowell Family Empowerment of Northern California
3830 Rancho Road
Redding, CA 96002
Voice: 530-226-5129; *Fax:* 530-226-5141
E-mail: sklowrance@aol.com
Web site: www.rfenc.org

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. Voces Unidas will provide families with culturally competent services and supports; a peer network of other families; information about specific disabilities and the benefits of early intervention; and training on IDEA and NCLB in its target area.

Method: The project will (a) provide 24 training workshops each year to families; (b) recruit and train a minimum of 9 parent leaders each year; (c) develop and support family/parent groups in all 9 counties; (d) build a lending library of Spanish language materials; (e) develop information packets on specific disabilities and social/medical services available to families; (f) produce a quarterly Spanish language newsletter; (g) develop resource guides in Spanish for each county; and (h) provide one-on-one technical assistance, support, and advocacy as needed.

Products: Outcomes include the training of families as well as the development of training materials in Spanish, the project's lending library, information packets, newsletters, and resource guides.

Grant Number: H328C040013

Urban PRIDE, A Community Parent Resource Center (CPRC)

Project Director: Spinkston, Charlotte
Urban PRIDE
75 Arlington Street, 10th Floor
Boston, MA 02116
Voice: 617-338-4508; *Fax:* 617-338-1608
E-mail: c.spinkston@urbanpride.org
Web site: urbanpride.org/

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. This project provides support and education to families of

children with disabilities living in Boston. Particular focus is on outreach to underserved parents of children with disabilities in the Roxbury, North Dorchester, and Mattapan neighborhoods of Boston.

Method: Urban PRIDE will accomplish its goals through the following activities: (a) conducting outreach activities aimed at ensuring that isolated and underserved families of children with disabilities in targeted neighborhoods know about the project and can access information and support; (b) providing high quality, comprehensive and accessible information, training, and support to these families in order to increase their capacity to achieve quality educational outcomes and the full benefits of IDEA and NCLB; and (c) providing training and support to neighborhood-based organizations to help them better serve and become more accessible to underserved families of children with disabilities.

Products: The project plans to produce a Web site, newsletters, bilingual information and training, workshops, public service announcements, and culturally appropriate training materials.

Grant Number: H328C040023

Project Esperanza

Project Director: Adams, Jane
Keys for Networking, Inc.
211 SW 33rd Street
Topeka, KS 66611

Voice: 785-233-8732; *Fax:* 785-235-6659

E-mail: jadams@keys.org

Web site: www.keys.org

Beginning Date: 10/1/2004

Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez

Voice: 202-245-6595

E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. This project responds to the information needs of families in Topeka, KS regarding the public education system, parent involvement, disabilities in children, and resources within the community for addressing health care and other family concerns. The project will support families by delivering the information and training they need to partner with their children's teachers, utilize community agencies, identify normal and unusual developmental milestones and growth patterns in their children, and understand the laws and regulations of IDEA and NCLB.

Method: Project Esperanza builds upon the involvement and success that Keys for Networking has had working with families in Topeka whose children have emotional or behavioral problems. Keys will expand its cadre of disability advocates and trained parents who speak Spanish and who can mentor families and accompany them, when necessary, to school and community meetings. The project will deliver leadership training and introduce families to school reform policy issues. Additionally, families will be connected to each other for support and advocacy, and trained to help other families, as new parents are matched by the project with experienced parents. The project will also help families participate in school and community reform meetings and will train teachers and school personnel to communicate and partner with parents who are English language learners.

Products: A range of products and outcomes are anticipated, including: project brochures and information sheets; project Web site; translated materials; training curriculum and workshops on NCLB, IDEA, and other relevant, needed topics; focus groups with parents; peer mentors and Parent-to-Parent mentoring partnerships; focus groups with teachers to identify their needs to work more effectively with Spanish

speaking families; training curriculum for parent-teacher partners on IDEA and NCLB; teacher cadre who can respond to the range of English language learning and disability issues; literature review to identify best practices for enhancing cultural competence; and an advocacy manual and training protocols to permit project replication in other Kansas communities.

Grant Number: H328C040024

Reaching Families

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

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The CPRC will serve parents of infants, toddler, and school-age children with any disability by providing outreach and support programs to meet the educational training and information needs of parents, help parents understand and appropriately use their procedural safeguards at school, and increase their ability to understand their child's individual needs and effectively participate in the IEP.

Method: The CPRC will build upon existing methods of successfully serving the historically underserved populations targeted by the project. Multitiered training and education programs will be developed to address the needs of parents at different levels of sophistication and participation. Level 1 will build awareness skills and help parents attend planning meetings. Level 2 will help parents develop skills to participate effectively. Level 3 will help parents become proactive advocates. Specific outreach, training, and mentoring strategies will be developed, refined, and field-tested; ultimately, the CPRC will package these into a best practices guide for dissemination.

Products: The project expects to produce brochures, trainings, and a curriculum for the targeted area.

Grant Number: H328C040030

Philadelphia HUNE, Inc.

Project Director: Hernandez, Luz
 Philadelphia HUNE, Inc.
 202 W. Cecil B. Moore Ave.
 Philadelphia, PA 19122
Voice: 215-425-6203; *Fax:* 215-425-6204
E-mail: huneinc@aol.com
Web site: www.huneinc.org

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency,

with the training and information they need. The project's purpose is to ensure that parents of infants, toddlers, children, and youth with disabilities in the American Street Empowerment Zone and Central East Region of Philadelphia receive training and information on their child's disability and educational and developmental needs, in order to assure that their child receives a free appropriate public education (FAPE) in the Philadelphia public schools.

Method: The project will provide intense bilingual training sessions to 200 parents of children with disabilities. The training sessions are for 6 weeks, 2 days/week for 3 hours/day, and cover all aspects of special education. Intense individual assistance will also be provided to 200 parents; support and technical assistance to 400; training to at least 50 educators/professionals who serve children with disabilities; and training to 50 youth with disabilities on transition. A Core Team of experienced parents will assist and mentor other parents with similar needs.

Products: Materials and activities of this project include: a project flyer and brochure in English and Spanish; bilingual parent support groups; a bilingual quarterly newsletter; a bilingual Web site; special education training workshops; Transition Training materials; transition workshops for youth; and training workshops for professionals, including sensitivity training, federal and state laws, and positive behavioral supports and interventions.

Grant Number: H328C040032

Parent to Parent of Miami, Inc.—Community Parent Resource Center

Project Director: Garcia, Isabel
 Parent to Parent of Miami, Inc.
 7990 SW 117th Avenue, Suite 201
 Miami, FL 33183
Voice: 305-271-9797; *Fax:* 305-271-6628
E-mail: igarcia@ptopmiami.org
Web site: www.ptopmiami.org

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

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

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. Parent to Parent of Miami has served as a Community Parent Resource Center (CPRC) for the past 6 years. This project proposes to build upon their experiences by developing new national and community partnerships, developing and implementing new training materials that address the relationship between NCLB and IDEA and building upon the newly formed partnership with Miami-Dade County Public Schools.

Method: The project provides direct assistance to families who have children with disabilities living in Miami-Dade and Monroe counties via information and training; referrals; bilingual staff, Web site, and newsletters; and attendance at IEP meetings. The project will establish and/or build upon collaborative relationships with CADRE, NCEO, Miami-Dade County Public Schools, FANM Haitian Women of Miami, the Family Network on Disabilities of Florida, and the Alliance for Human Services. Outcomes of these collaborations include mutual staff trainings, one-on-one assistance to parents, funding for respite, after school care, and attendance at conferences.

Products: This CPRC will produce a training curriculum on NCLB and IDEA, newsletters, and information packets, and will provide trainings and conferences.

Grant Number: H328C040042

A.J.E. Bilingual Community Parent Resource Center (CPRC)

Project Director: Jones, Kim
 Advocates for Justice and Education, Inc.
 2041 Martin Luther King, Jr. Avenue, SE, Suite 205
 Washington, DC 20020
Voice: 202-678-8060; *Fax:* 202-678-8062
E-mail: kim.jones@aje-dc.org
Web site: www.aje-dc.org

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The A.J.E (Advocates for Justice & Education) CPRC will address the training, information, and advocacy needs of families with children who have disabilities in Washington, DC. The project will be located in either Ward 1 or Ward 4, and will provide community-based parent training, advocacy, and leadership development.

Method: To address its goal of training and empowering families to be effective advocates for their child with a disability, each year the project will (a) provide no-cost educational advocacy and support to 150 families; (b) train 500 parents with school-aged children on the resources available and their rights through IDEA and NCLB; (c) train 45 families in leadership and collaboration skills from a multicultural perspective; (d) enroll bilingual parents in the Peer-to-Peer Support Program, and identify and match 20 Peer Support parents with community members needing assistance in navigating the public school system; (e) provide training on NCLB and IDEA to 35 service agencies in the District of Columbia; (f) provide 1,500 technical assistance responses and support to community-based organizations serving the target community; (g) improve the knowledge and advocacy skills of 800 families utilizing the CPRC; and (h) provide counsel, advice, and referrals to 2,500 families.

Products: A variety of materials will result from this project, including project brochures and flyers; a bilingual Web site; and multilingual materials and information about resources and services available to children with disabilities and their families. The project will also produce bilingual training and workshop materials on IDEA and NCLB, conduct a cultural competence workshop for service providers, and provide the Peer Support Program.

Grant Number: H328C040043

Pyramid Parent Training Community Resource Center

Project Director: Markey, D.J.; Markey, Ursula
 Agenda for Children/Pyramid Parent Training
 P.O. Box 51837
 New Orleans, LA 70151
Voice: 504-827-0610; *Fax:* 504-827-2999
E-mail: pyramidcprc@aol.com

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

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

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The project will provide parent support, information, and

training in special education law to culturally diverse families who have children with disabilities in traditionally underserved communities in New Orleans, Louisiana.

Method: The project will increase the capacity of parents of children with disabilities in the target area via: low-literacy and second language materials and trainings; facilitating the development of parent support groups; providing direct assistance in IFSP and IEP preparation; distributing print information to residents using community networks and activities, TV and radio public service announcements, and newsletters; training a core group of parent mentors/trainers to provide one-to-one support to less experienced parents; conduct training sessions for parents on transformational leadership; and providing training on and assistance regarding mediation.

Products: Among the project's outcomes are the following materials and activities: training materials in English, Spanish, and Vietnamese on parent rights and responsibilities under IDEA and NCLB; a monthly newsletter; a parent handbook and handouts with a reading level of no more than 3rd grade; parent mentor training materials; leadership training workshops for parents; production of a Special Education series for the New Orleans Telephone Tape Library; and public service announcements.

Grant Number: H328C040056

FACETS Community Parent Resource Center (CPRC)

Project Director: Endress, Sue
Wisconsin Family Assistance Center
for Education, Training and Support, Inc. (FACETS)
2714 N. Dr. Martin Luther King Drive
Milwaukee, WI 53212
Voice: 414-374-4645; *Fax:* 414-374-4655
E-mail: wifacets@execpc.com
Web site: www.wifacets.org

Beginning Date: 10/1/2004
Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. This project will provide training and information to families of children with disabilities who live in Milwaukee. The purpose of the project is to provide parents with knowledge, skills, information, and support, so they can fully participate in the decision-making process about their child's education.

Method: Through collaboration with community groups and organizations, the project will provide an array of services, such as peer support; training and information; resource sharing; and leadership building. Training on the basic provisions of IDEA, NCLB, and related topics will be provided to parents, as will individual assistance and follow-up support. Five parent consultants will be trained and supported as parent leaders in their communities regarding school reform and educational policy issues.

Products: Outcomes of the CPRC activities include: project brochures, fact sheets, and articles; workshops on high priority topics, including IDEA, NCLB, procedural safeguards, state and local assessments, IEP/IFSP development, parent-professional communication, and problem-solving strategies; training materials in several languages, including English, Spanish, and Hmong; monthly parent support meetings; and two 1-day parent forums annually.

Grant Number: H328C050001

Parents Supporting Parents Network

Project Director: Padilla, Leticia
The Arc of Texas in the Rio Grande Valley
601 N. Texas Blvd.
Weslaco, TX 78596
Voice: 956-447-8408; *Fax:* 956-973-9503
E-mail: LPADILLA@RGV.RR.COM
Web site: www.thearcoftexas.org/

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

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

Purpose: This project will continue to manage the Parents Supporting Parents Network (PSPN), a Community Parent Resource Center. The project will provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need to enable them to participate effectively in helping their children with disabilities. The aim is to help parents of children with disabilities meet developmental and functional goals and challenging academic achievement goals that have been established for all children.

Method: In order to serve families in Hidalgo, Willacy, Starr, and Cameron Counties, PSPN will develop cooperative relationships with TEAM, the parent training and information center in the Rio Grande Valley, other local family support and advocacy organizations, local ECI programs, local school districts, Head Start programs, the Region One Education Service Center, MHMR, the Valley Association for Independent Living, and other disability organizations and service providers. PSPN will participate in community outreach in collaboration with these organizations and agencies to reach out to underserved families of children with disabilities, and will provide 60 bilingual informational workshops for 300 families of children with disabilities in the Rio Grande Valley region. The project will also provide bilingual information and referral services and materials to families of children with disabilities by responding to at least 50 information and referral calls per month. The project will continue support for the Autism Support Group; PSPN will also develop one new disability-specific support groups. The project will coordinate 3 regional bilingual conferences and 2 regional resource fairs, which will feature a variety of topics for all ages and all disabilities.

Products: PSPN will help families to better understand the nature of their children's disabilities and their educational, developmental, and transitional needs. Parents will be trained on their rights, responsibilities, and protections under IDEA to empower them to cooperatively and effectively participate in planning and decision making relating to early intervention, educational, and transitional services. PSPN will also address the specific needs of families who experience significant isolation from available sources of information and support.

Grant Number: H328C050011

LA United Parents (LA-UP) Coalition

Project Director: Cooper, Theresa
 Loving Your Disabled Child
 3407 7th Ave.
 Los Angeles, CA 90018
Voice: 323-299-2925; *Fax:* 323-299-4373
E-mail: cooper4327@sbcglobal.net
Web site: www.lydc.org/

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The project aims to provide comprehensive and culturally appropriate training, information, and support services to families of children and youth with disabilities in its target area. Finally, the project aims to build the capacity of the service system to provide and expand services to families.

Method: LA-UP is a consortium of 3 longstanding parent organizations operating in Los Angeles (LA) and Orange Counties in California. The members include: Loving Your Disabled Child (LYDC) in LA; Parents of Watts (POW); and Vietnamese Parents of Disabled Children Association (VPDCA). Funding from the federal CPRC enables these 3 programs to expand their services and to collaborate to provide nonduplicative services.

Products: Anticipated results of this work are as follows: (a) 150 new families will contact the members of the consortium over the next 3 years of the project; (b) approximately 1,275 families will be supported in meeting basic life needs during the 3 years of the project; (c) families will be far more likely to use relevant community resources; (d) training materials supporting all the Topical Workshops will be available in English, Spanish, and Vietnamese and at a 3rd grade teaching level; (e) approximately 840 parents/foster parents will attend workshops in each year of the grant; (f) approximately 30 parents will be trained in the MTC workshops each year; (g) approximately 1,800 parents over the life of the project will receive follow-up support in using new information; (h) approximately 150 parents will receive training in the use of the computer to access the Internet; (i) the number of interagency referrals between LYDC, VPDA, and POW and the local community organizations in LA and Orange Counties will increase by 25% over the 3 years of the grant; (j) state and national organizations will increase their awareness of the work of LYDC, VPDA and POW, and vice versa; (k) training materials will be available for use with service providers wishing to enhance their own cultural experience; (l) approximately 100 service providers will receive training in cultural competence in each year of the grant; (m) approximately 10 new Parent Leaders per year will begin participating in network leadership and parent mentorship activities, benefiting 100 families additional to the new families noted in #a above; and (n) the consortium will develop 2 new funding sources per year over the 3 years of the project.

Grant Number: H328C050014

**Parent Training and Information Center for Parents of Children with Disabilities
in Rural MS Delta Empowerment Zone**

Project Director: Ferguson, Rose
EMPOWER Community Resource Center
136 South Poplar Street
P.O. Box 173
Greenville, MS 38702-1733

Voice: 662-332-4852; *Fax:* 662-332-1622; *TTY:* 711 (relay)

E-mail: empower@cox-internet.com

Web site: www.msempower.org

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need and to improve the quality of education for poor children in Mississippi. EMPOWER aims to establish relationships with traditionally underserved and unserved parents of children with disabilities who live significantly below the poverty level, who are individuals with disabilities, or who are otherwise isolated from services.

Method: EMPOWER will provide parents with technical assistance and training targeted to address systemic issues denying or otherwise impeding provision of high-quality education and services to eligible children and youth with disabilities from birth through 21. EMPOWER will provide technical assistance and support to parents and professionals to ensure that provisions of the IDEA Amendments of 2004 stressing quality programs and improved educational achievement for eligible children are implemented effectively and are consistent with state education reform practices and policies, Title I of the Elementary and Secondary Education Act (No Child Left Behind), and applicable federal laws.

Grant Number: H328C050016

Parent to Parent Power

Project Director: Link, Yvone
Parent to Parent Power
1118 South 142nd Street
Tacoma, WA 98444

Voice: 253-531-2022; *Fax:* 253-538-1126; *TTY:* 711 (relay)

E-mail: yvone_link@yahoo.com

Web site: p2ppower.org/

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: This project will provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. Parent to Parent Power has 4 main goals: (a) to increase the number of parents familiar with the services of Parent to Parent Power and provide them with assistance in meeting their basic needs so that they may participate more fully in decisions about services for their children with special needs; (b) provide training and information about disabilities, disability resources, parents' rights and responsibilities under IDEA/NCLB, mediation, and school reform; (c) train and prepare parents to serve as parent mentors so that the project's capacity is expanded through the continuous

development of parent leadership; and (d) provide ongoing logistical, emotional, and social support to families to enable them to understand and use the information given to them effectively.

Method: Parent to Parent Power will provide personalized, ongoing, family support through the following options: 24-hour telephone warm line and Welcoming Room, home visits, educational workshops on advocacy topics, and Parent to Parent peer mentor programs. Additionally, readily available translations of key family, disability, and special education information as well as interpreters for related events in their community will aid families in overcoming linguistic difficulties.

Products: It is anticipated Parent to Parent Power will serve 250 families in Year 1, 275 families in Year 2, and 300 families in Year 3.

Grant Number: H328C050017

Indianapolis Near East Side Parent Resource Center

Project Director: Agness, Rebecca
 Indiana Parent Information Network, Inc.
 4755 Kingsway Drive, Suite 105
 Indianapolis, IN 46205
Voice: 317-257-8683; *Fax:* 317-251-7488; *TTY:* 711 (relay)
E-mail: rebecca@ipin.org
Web site: www.ipin.org/

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

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

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The project will enable parents to participate effectively in helping their children with disabilities. The project will provide training and information to families of children with disabilities in the Near East Side neighborhoods of Indianapolis, IN.

Method: Information will be provided to no less than 200 new families on the Near East Side (NES) per year through telephone, mail, office, or home visits in order to increase the knowledge and understanding of parents and professionals regarding the nature of and needs of children with disabilities, including their educational, developmental and transitional needs. The project will increase the knowledge base of no less than 100 families within the targeted populations through the identification and dissemination of culturally sensitive disability information during each year of the grant. Partnerships with the Indiana Center for School and Community Partnerships "Right Question Program" will be used to train no less than 40 parents within the NES community to communicate with special education professionals and others about their child's education during the second half of the grant year. Specific attention will be given to the use of alternative methods of dispute resolution, such as mediation and due process. The project also will plan and conduct at least 3 Article 7 and 2 Second Steps workshops in the NES community for no less than 75 parents and professionals in order to increase their knowledge and understanding of state and federal laws for educational programs for children with disabilities and the appropriate ways to communicate and collaborate with personnel providing special education, early intervention, and transition services. A community resource fair will be planned and conducted in the NES area with a focus on organizations that provide opportunities and resources for families of children with special needs; no less than 15 organizations will be represented.

Grant Number: H328C050027

United We Stand of New York

Project Director: Rivera-Putz, Lourdes
 United We Stand of NY
 91 Harrison Avenue
 Brooklyn, NY 11206
Voice: 917-295-6088; *TTY:* 711 (relay)
E-mail: UWSofNY@aol.com

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. This project will increase the number of parents with children and youth with disabilities living in Brooklyn and Upper Manhattan communities who are familiar with, know about, and receive services from United We Stand (UWS) in meeting their basic life needs. It will also provide parents of children with youth with disabilities and service providers working with families in the Brooklyn and Upper Manhattan communities with culturally relevant training, support, and information to enable them to work together as partners in educational decision making. The project intends to increase the capacity of the system and community to serve families with children with disabilities.

Method: Directed and staffed by parents who reside in Brooklyn and Upper Manhattan communities and/or who have a child with disabilities, UWS will provide information and support to underserved families whose disability-related needs are complicated by poverty and cultural or linguistic diversity. UWS will serve 1,125 families during the 3 years of the grant.

Products: Each family will receive and benefit from assistance with basic life needs, as necessary, to enable them to focus on the disability-related needs of their children with disabilities. Families will also receive culturally and linguistically appropriate informational and emotional support to help them participate as partners in educational decision making for their child. They will also have the opportunity to receive training in and support as parent trainers and facilitators.

Grant Number: H328C050029

**Providing Community-Based Parent Information and Support to Parents
 Who Have Children With Disabilities**

Project Director: Perez de Perez, Ana
 discapacitados abriéndose caminos (DAC)
 400 South View Boulevard
 St. Paul, MN 55075
Voice: 651-293-1748; *Fax:* 651-293-1744; *TTY:* 711 (relay)
E-mail: discapacitados@comcast.com

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. Founded, directed, and staffed by parents who reside in the St. Paul community, DAC will provide information and support, as well as direct assistance in meeting life needs, to families who have a child with a disability and about their rights and responsibilities under IDEA.

Method: The project will (a) expand awareness of DAC in St. Paul and Minneapolis, MN; (b) provide parents of children and youth with disabilities living in the Twin Cities area with training and support to enhance their capacity to meet their children's educational and other needs; (c) provide individual assistance and support to help families access and advocate for services; and (d) build the capacity of the community to serve families of children with disabilities by providing training to professionals, building parent leaders, developing partnerships with health providers, and establishing a diverse funding base for DAC.

Products: DAC anticipates serving 125 families in Year 1, 150 families in Year 2, and 200 families in Year 3 of the grant.

Grant Number: H328C050031

Special Education Community Parent Resource Center

Project Director: Gilman, Aimee
 Special Education Services
 27900 Euclid Avenue
 Cleveland, OH 44132
Voice: 216-289-4332; *Fax:* 216-289-9091; *TTY:* 711 (relay)
E-mail: aimeegilman@sbcglobal.net

Beginning Date: 10/1/2005
Ending Date: 9/30/2008
OSEP Contact: Lisa Gorove
Voice: 202-245-7357
E-mail: lisa.gorove@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low income and limited English proficiency, with the training and information they need. The goal of this project is to enable underrepresented families to understand their children's special education needs, teach parents how to advocate for needed services, and provide individual assistance to income eligible and economically disadvantaged families.

Method: Project activities include: (a) creating a Parent Resource Center; (b) providing training, education, information and assistance on IDEA to parents and professionals in the city of Cleveland, including Empowerment Zone neighborhoods, and inner-ring suburbs; (c) providing individual assistance for families in obtaining appropriate services and assisting with dispute resolution; (d) disseminating information to underserved families about CPRC programs and other available programs and services; (e) teaching families effective communication and advocacy techniques, and educating parents about the benefits of alternative dispute resolution methods; (f) presenting an annual conference on a variety of special education matters; (g) collaborating with a variety of other organizations serving families of children with disabilities to maximize opportunities for parents and children; and (h) increasing the local capacity of parents who can assist others. The project will also enhance its work in the following ways: (a) by aggressively seeking in-kind donations to benefit the project; (b) by working with other agencies on a variety of programs to provide technical and other forms of assistance; and (c) by using parent volunteers to reach members of the Cleveland community who can benefit from these programs.

Products: Through regularly scheduled training programs, an annual conference, the Parent Resource Center, and individualized assistance, the project plans to make a substantial impact on parents' ability to effectively participate in the decision-making process for their children.

Grant Number: H328C050035

Parent Training and Resource Center (PTRC)

Project Director: McCarty, Beverly
 Family Resource Center for Disabilities and Special Needs, Inc.
 1575 Savannah Highway, Suite 6
 Charleston, SC 29407-7854
Voice: 843-792-3025; *Fax:* 843-876-1201
E-mail: bevmccarty@comcast.net

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

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

Purpose: The goal of this project is to assist parents in the urban, rural, and ethnically diverse regions of Charleston, Berkeley, and Dorchester Counties in comprehending the nature, needs, range of options, and support mechanisms for children with disabilities and their families. Specifically, the Parent Training and Resource Center (PTRC) will help parents to: (a) better understand the nature of the educational, developmental, and transitional needs of their children; (b) communicate effectively and work collaboratively with personnel responsible for providing special education, early intervention, transition, and related services; (c) participate in the decision-making process and the development of the Individual Education Program and Individualized Family Service Plan; (d) obtain appropriate information about the range, type, and quality of services, technologies, and resources; (e) understand the provisions of IDEA for the education and early intervention services available to children with disabilities; (f) participate in activities at the school level that benefit their children; and (g) participate in school reform activities.

Method: The PTRC will accomplish these goals through activities that include: (a) a central office and 4 community satellite centers; (b) Peer-Parent Mentors; (c) lending libraries; (d) a parent's resource manual; (e) an annual disabilities conference; (f) a quarterly newsletter; (g) training workshops; and (h) a project Web site.

Grant Number: H328C050039

The SKI (Special Kids, Incorporated) Project Parent Resource Center

Project Director: Johnson, Agnes
 Special Kids, Inc.
 P.O. Box 266958
 Houston, TX 77207
Voice: 713-734-5355; *Fax:* 713-643-6291
E-mail: speckids@aol.com

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

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

Purpose: The goal of this project is to answer the needs of families with children with disabilities for training, information and support.

Method: This project will: (a) continue the work of ensuring that more parents with children and youth with disabilities will know about SKI and receive assistance in meeting their basic life needs; (b) continue to provide parents/foster parents of children and youth with disabilities with culturally relevant training, support and information; (c) provide unserved/underserved parents with information about positive behavioral support strategies to address challenging behaviors in children with disabilities; (d) continue to ensure ongoing access to information with all parents; (e) continue to provide ongoing logistical, emotional

and social support to families to help them use the information effectively; and (f) to continue to train parents and professionals together in the strategies for mediation and dispute resolution.

Grant Number: H328C060009

LINKS Mat-Su Parent Resource Center

Project Director: Sprague, Teresa Kay
 LINKS Mat-Su Parent Resource Center
 6177 East Mountain Heather Road, Suite 3
 Palmer, AK 99645-8442
Voice: 907-373-3652; *Fax:* 907-373-3620
E-mail: links@gci.net
Web site: www.linksprc.org/

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities, ages birth through 26, with the training and information they need. The project will expand its capacity to serve underserved parents of children with disabilities in the Mat-Su Borough, the fastest growing area in Alaska. The Mat-Su Valley is home to the second largest school district in Alaska, with approximately 1,500 students of whom approximately 14% experience some type of identified disability. The project plans to address the area's unique feature of being a rapidly growing, yet severely isolated, suburb. Finally, while addressing the lack of access to information, transportation, training, support, and other resources, the project will also address rapid shifts in the local culture and the increased demand for limited services.

Method: The project will provide services by: (a) coordinating, planning, and ensuring the success of local training events; (b) identifying, promoting, and increasing the accessibility of state, national, and local resources; (c) continuing to identify and reach underserved families in the Mat-Su Valley, particularly those of different ethnic groups and those living in isolated, remote locations; (d) expanding an already active system of local Parent Mentors to help support families, specifically underserved parents; and (e) providing a forum for families and consumers to network, advocate, and share information with each other, educators, service providers, community leaders, and policy makers.

Products: Parents of children with disabilities will use the trainings and information to effectively ensure that their children meet developmental and functional goals; achieve the academic goals set for all children; and lead productive, independent adult lives.

Grant Number: H328C060012

HOPE Parent Resource Center

Project Director: Dieter, Vicki
 Family Support Network/HOPE
 300 Enola Road
 Morgantown, NC 28655-4608
Voice: 828-256-5202; *Fax:* 828-433-2821
E-mail: vbd Dieter@charter.net

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: The purpose of this project is to provide training and information to families of children ages birth to 26 with all types and levels of disabilities. In response to No Child Left Behind, the Center focuses

on underserved or unserved community members, including low-income parents, and parents with disabilities who are traditionally isolated in the rural Catawba Valley area of North Carolina.

Method: The Center focuses on activities that enable parents to participate more effectively in helping their children with disabilities achieve developmental goals in early intervention and school settings, and to be prepared to lead productive, independent adult lives. The Center provides training and information in a culturally sensitive and appropriate manner, assisting parents in understanding procedural safeguards, their children's disabilities and educational needs, and promoting parents' abilities to communicate effectively with personnel responsible for providing early intervention, special education, and related services. The project also focuses on increasing parent decision-making and involvement in the development and implementation of their children's IFSPs or IEPs, along with increasing awareness and use of a broad range of community resources. The training and information project also promotes parents' understanding of IDEA and participation in school reform activities. Parents of children with disabilities living in the community to be served are hired as project staff to facilitate achievement of the Center's goal and objectives.

Grant Number: H328C060014

Denver-Metro Community Parent Resource Center, Inc.

Project Director: Tramutt, Jacey
 Denver-Metro Community Parent Resource Center, Inc.
 1212 Mariposa St., Suite 6
 Denver, CO 80204-3621
Voice: 303-864-1900; *Fax:* 303-864-0035
E-mail: denvercprc@msn.com

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The purpose of the Denver-Metro Community Parent Resource Center (CPRC) is to provide parents of children with disabilities with the resources, training, referrals, and disability information they need. The project also aims to support inclusive educational and community opportunities for families of children with the full range of disabilities (ages birth to 26) living in the Denver-Metro area.

Method: The project will: (a) provide information and skills through a parent education and support program to underserved parents of infants, toddlers, and children with the full range of disabilities so that parents better understand the nature of their children's disabilities and their educational, developmental, and transitional needs; (b) mentor parents to become independent advocates and increase their participation in school activities; (c) reach out to identify families that have children with disabilities and are in need of information, support, and services; (d) develop the capacity of one grassroots group each year to assist parents of children with a broad range of disabilities; and (e) collaborate effectively with key policy making groups and the Colorado PTI to represent parents' voices and to improve systems and services for families.

Products: Expected outcomes include: (a) families will learn their rights under IDEA 2004 and will be able to navigate the special education system in a manner that is congruent with their cultural beliefs; (b) more parents will be actively involved in decision making for their children's education; (c) families will have access to information and support in their native languages; (d) students will have access to the general curriculum and appropriate behavior supports; and (e) the number of parent leaders in the Denver-Metro area will increase.

Grant Number: H328C060019

DREDF Family Resource Center

Project Director: Byrnes, Wendy
 Disability Rights Education and Defense Fund, Inc.
 2212 Sixth Street
 Berkeley, CA 94710
Voice: 510-644-2555; *Fax:* 510-841-8645
E-mail: wbyrnes@dredf.org
Web site: www.dredf.org/

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide families of children with disabilities in underserved or unserved communities, including those with low income and limited English proficiency, with the training and information they need. Approximately 40% of children in foster care receive special education services. This project will train and provide follow-up technical assistance and advocacy support to foster parents of children with disabilities, ages birth-26; family members of those children; older foster youths with disabilities; and child welfare and dependency personnel working with foster children with disabilities in Alameda County, California.

Method: The project will work in collaboration with the Alameda County Office of Education's Foster Youth Services program, local education agencies, organizations serving non-English speaking communities and the Alameda County Social Services Agency. Also, complementing its training and advocacy services, project staff will recruit, train, and support a small network of volunteers to mentor family and foster caregivers to advocate effectively at Individualized Education Program meetings for their children to ensure that they receive adequate educational supports.

Products: Families of children with disabilities will use the trainings and information to effectively ensure that their children meet developmental and functional goals; achieve the academic goals set for all children; and lead productive, independent adult lives.

Grant Number: H328C060021

Reaching Out with Resources to Rural Families

Project Director: Scuderi, Peggy; Curry, Chris
 Families Together of the Palouse
 Northwest Region
 213C Smith Gym - #1410
 Pullman, WA 99164
Voice: 509-595-5440; *Fax:* 509-335-2321
E-mail: curry@moscow.com
Web site: www.nativefamilynetwork.com/contact.htm

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: The purpose of this project is to serve low-income rural families with children with the full range and severity of disabilities and parents with disabilities in 16 school districts in 4 counties in southeastern Washington state. The project will address the unique needs of low-income families who live in rural areas, have limited resources, and need intensive one-to-one training, information, and support.

Method: The project will collaborate with state and local agencies and organizations to recruit and train 10 Parent Advocates. The Parent Advocates, from 4 counties in southeastern Washington State, will receive ongoing training and support so that they may provide relevant information and resources to parents in their counties. The project will further disseminate training materials on a monthly basis to 100 rural families each year, as well as to existing project families through the "Information in a Box" program, email, direct mailings, and newsletters. The project will also conduct 6 conferences each year, serving 10 rural families and 5 professionals at each conference. The conferences will provide: (a) information on specific topics; (b) opportunities for families to connect with one another and with resource people in the region; (c) opportunities for problem solving on specific issues; and (d) training on working collaboratively with professionals. Sixteen 1-day workshops will be conducted each year (1 in each of the 16 school districts), serving 10 families and 5 professionals at each workshop. Additionally, 4 one-day workshops will be conducted annually for parents of infants and toddlers, focusing on laws, practices, resources, and issues specific to early intervention. Activities will be coordinated with the state PTIC and mediation agency to educate families and adult children with disabilities who are reluctant to use mediation or other dispute resolution processes, on the advantages of alternative dispute resolution processes. The project will also collaborate with the NTAC and the regional PTAC and the state PTIC and CPRC in all activities, and continue to build relationships with local, state, and national agencies and organizations that support families.

Products: Families of children with disabilities will use the trainings and information to effectively ensure that their children meet developmental and functional goals; achieve the academic goals set for all children; and lead productive, independent adult lives.

Grant Number: H328C060023

CDIC—Community Parent Resource Center

Project Director: Lopez, Gilda
 Children's Disabilities Information Coalition
 1101 E. Schuster
 El Paso, TX 79902
Voice: 915-217-2747; *Fax:* 915-496-0751
E-mail: gilda@elprc.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: This project will establish a Community Parent Resource Center (CPRC) for the community of El Paso, Texas and the surrounding area. This community is geographically, economically, and politically isolated; and is marked by great diversity in per capita income, educational attainment, and English proficiency. The CPRC will provide training, information, and related support services for parents of children with disabilities in a service delivery region that includes 12 regional school districts and a combined student population of approximately 167,000 students.

Method: The CPRC will specifically target service provision to underserved parents of children with disabilities with low-income status and limited English proficiency, and parents with disabilities in the community.

Products: Through this project, approximately 15,000 families in the region will be provided advocacy training and access to information. This training and information will enable them to work effectively with

local education authorities to ensure the delivery of the supportive programs and services their children with disabilities may require.

Grant Number: H328C060027

Community Parent Resource Center in American Samoa

Project Director: Najera-Suisala, Elda
Center for Families of Individuals with
Developmental Disabilities
P.O. Box 2191
Pago Pago, AS 96799
Voice: 684-699-6621; *Fax:* 684-699-6619
E-mail: eldasuisala@cfidd.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: The purpose of this project is to serve parents and families of infants, toddlers and children (birth through 26) with the full range of disabilities as described in IDEA. The projects goals are to: (a) provide training and information to meet the needs of parents, including their rights, responsibilities, and protections under IDEA; (b) provide a variety of direct services to meet their educational/social-emotional/medical needs, support their interaction with the local government and social service agencies, and other activities to promote inclusion in the community at large; (c) develop a comprehensive outreach program that ensures all parents and families, including American Samoan parents and families, isolated families, and parents of children who may be inappropriately identified as having disabilities have access to information and resources that would otherwise be unavailable to them; (d) provide training and information for the project board and staff members on laws governing the rights of individuals with disabilities and the provision of special education, related services, and early intervention services to help ensure that children with disabilities are receiving appropriate services; and (e) develop a comprehensive operations and work plan to maintain the project as a functional organization to meet project goals and objectives, the work requirements of the staff, the requirements of funding sources and respond appropriately and in a timely manner to the changing demands of the community.

Method: The project, to meet its goals will: (a) hold regular family support trainings and meetings in both Samoan and English; (b) make the project's library available to parents, families and professionals for research and to network with other family centers in the Pacific and across the nation; (c) train parents and families to participate in the decision-making process related to assessments, IEP, IFSP and Transition Plans for their children; and (d) provide information on programs, services and resources available to American Samoan families at national and local levels, including the Office of Special Education Programs Technical Assistance and Dissemination Network and Communities of Practice.

Products: Families of children with disabilities will use the trainings and information to effectively ensure that their children meet developmental and functional goals; achieve the academic goals set for all children; and lead productive, independent adult lives.

Grant Number: H328C060028

Oregon Family Information Referral Services and Training

Project Director: Saraceno, Anne
 Oregon Family Information Referral
 Services and Training
 830 NE 47th Ave.
 Portland, OR 97213
Voice: 503-215-2499; *Fax:* 503-215-2478
E-mail: anne.saraceno@providence.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: The goal of this project is to provide families of children with disabilities, from underserved or unserved communities, including those with low income and limited English proficiency, with the training and information they need to address the diverse needs of their children with disabilities. The project intends to target underserved parents of children with disabilities who reside in Washington, Clackamas, and Multnomah counties in Oregon. These families will receive training, information, and services in their native languages and in their communities to improve educational results and help prepare their children to lead productive and independent adult lives.

Method: The project will accomplish its goals through a unique outreach effort, focusing on locating and serving the target population. Research-based best practices will be used to access, inform, and empower parents in their native language. Facilitating links with educational agencies, medical providers, religious organizations, and social service organizations, the project will encourage families to recognize and better understand their children's developmental, academic, and functional goals. Families will become familiar with the Oregon academic standards for all children and take appropriate action to benefit their children's educational and life goals. This will be achieved by training, information dissemination, provision of materials, and resource maximization through interagency collaboration.

Products: The outcomes of the project will include increased parental involvement in special education and improved educational outcomes for their children with disabilities.

Grant Number: H328C060032

Highlands Parent Center

Project Director: Abdul, Angela
 Association for Special Children & Families
 Community Parent Resource Center
 1810 Macopin Road
 West Milford, NJ 07480
Voice: 973-728-8744; *Fax:* 973-728-5919
E-mail: ascfamily@hotmail.com

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will assist underserved parents of children with disabilities living in 5 rural, wooded communities of New Jersey. These are parents who have disabilities, live in Domestic Violence Shelters, foster parents of children with behavioral disabilities, and those isolated from support due to geographic, attitudinal, and cultural barriers.

Method: The project is designed to meet the specific needs identified by families while building upon their strengths, fostering their sense of self-sufficiency, and enhancing effective family functioning. Parents will be further assisted in accepting the challenges of their child's disability and in improving their confidence in parenting all their children by attending sessions on understanding disabilities and participating in parenting programs specific to their needs. Trainings in special education law and involvement strategies and building advocacy skills will also improve their ability and confidence in securing an education in the least restrictive environment with the services to which their children are entitled. The project will also focus on the transition period by offering life skill lessons. A Parent Volunteer Team will be created to support and educate other parents, including Parent Mentors for emotional support and guidance, Resource Parents for advocacy help, Parent Facilitators to run support groups, and Surrogate Parents to protect the rights of foster children. Finally, the project will partner with other agencies like SPAN (the PTI), the Early Intervention Collaborative, the Independent Living Center, government agencies, and community resources to link parents with the services and programs that benefit their child and family.

Products: Ongoing support, information, training, and guidance in advocacy and parenting will be provided to over 1,300 parents and children with special needs, professionals, and community members each year of the grant.

Grant Number: H328C060040

Saipan, Tinian and Rota Parent Organization (STaRPO)

Project Director: Fejeran, Josephine Muna
 "Para I Famagu'on-ta" (For Our Children) Project
 Saipan, Tinian and Rota Parent Organization
 P.O. Box 501250
 Saipan, MP 96950
Voice: 670-234-5498; *Fax:* 670-234-0759

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: The purpose of this project is to provide information, training, and support services to parents of children with disabilities. Specific project goals are: (a) to provide training and information to parents of children with disabilities, in particular to low-income, underserved parents of children with disabilities living in the remote outer island areas; (b) to partner with the state education agency (SEA) to assist parents of children with disabilities in understanding procedural safeguards under IDEA, including mediation; (c) to partner with parent organizations in the other Pacific jurisdictions (CNMI, Palau, Guam, RMI AS), and with mainland/U.S. PTIs and CPRCs; (d) to network with all national clearinghouses and organizations that conduct dissemination activities under IDEA and with other national, state, and local agencies, organizations, and projects that serve parents of children with disabilities; and (e) to collect, analyze, and report data on an annual basis to the U.S. Department of Education.

Method: The project will train Parent Resource Specialists to provide training and information to parents. Parent trainings will be conducted on a quarterly basis, and support groups/meetings will be held monthly. Information and electronic networking with Pacific and U.S. mainland clearinghouses and other parent organizations will take place regularly.

Products: Approximately 400 parents of children with disabilities, families, and community members will be served by the project, leading to empowerment of parents to effectively participate in educational decision making for their children. Information will be made available to parents regarding programs, services, and resources available at the national, state, and local levels. Families will be informed and will

understand the provisions of IDEA, its procedural safeguards, and culturally appropriate alternative methods of dispute resolution.

84.328M Parent Training and Information Centers

Grant Number: H328M020001

Montana Parent Empowerment Project

Project Director: Moore, Dennis
Parents, Let's Unite for Kids (PLUK)
516 N. 32nd St.
Billings, MT 59101-6003
Voice: 406-255-0540; *Fax:* 406-255-0523
E-mail: dmoore@pluk.org
Web site: www.pluk.org

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

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

Purpose: The Montana Parent Empowerment Project is a 5-year project of the parent coalition, Parents, Let's Unite for Kids (PLUK), to provide parents of children with disabilities with information about the provisions of the Individuals with Disabilities Education Act (IDEA) and to offer training in communication skills that help parents to participate more effectively with school personnel in developing Individualized Education Programs. PLUK will implement new services to better reach families across the state, including those in underserved segments of the population.

Method: To meet the needs identified by parents, the Parent Training and Information Center project will carry out these 6 activities: (a) Provide training and information to Montana's parents of children with disabilities and make a determined effort to serve families from underserved populations; (b) assist parents with understanding the availability of and effective use of procedural safeguards under IDEA, including encouraging the use of alternative methods of dispute resolution; (c) serve parents of infants, toddlers, and children with the full range of disabilities; (d) assist parents with a better understanding of their children's disabilities and their educational and developmental needs; (e) enable parents to communicate more effectively with schools and professionals, and train parents to participate as decision makers in the IEP process and increase their understanding of the availability of options, services, and resources, including early intervention services; and (f) participate in capacity-building efforts involving parents in all regions of Montana and assist parents in becoming collaborative partners with schools in seeking services and resources for their child.

Products: This project will expand the use of distance learning and telephone conferencing, enhance PLUK's extensive library of video material, train additional volunteers, and expand the project's representation across the state. The project's workshops will cover a variety of topics, including the special education process, communication, dispute resolution and mediation as options, and transition planning. Outreach specialists will implement strategies with families, particularly those in remote areas and considered to be underserved segments of the population. The project will form Associate Boards on each of the state's 7 Indian Reservations, training at least 5 volunteers per reservation. The project will also train 100 parent volunteers, 20 from each of the 5 Human Service Regions.

Grant Number: H328M020002

Parent Training and Information Center

Project Director: Lowrance, Kathleen
 Rowell Family Empowerment of Northern California
 1244 B Hartnell Ave.
 6319-A Skyway
 Redding, CA 96002
Voice: 530-226-5129; *Fax:* 530-226-5141
E-mail: slowrance@aol.com
Web site: www.rfenc.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will provide support, training, and information to parents, students, and professionals working with children with disabilities to assist them to understand the nature of the disability and the child's educational and developmental needs; learn to communicate more effectively; learn to take an active role in decision making; and understand the provisions of IDEA, including procedural safeguards and the benefits of using alternative methods of dispute resolution, such as mediation.

Method: The activities of the project will include: distribution of information packets and CD-ROMs about any disabling condition; a mentor parent training program in all communities; development of a Web site with links to resources and a bulletin board to connect parents and students; support groups; local library materials; regional contractors who will provide local training; and collaboration with schools and other agencies serving people with disabilities. Project participants include any family member, including natural, foster, or adoptive, of a child with a disability, from birth to age 22 and teachers and other professionals who work with children with disabilities in 25 northern California counties, which include both urban and rural communities. Underserved and non-English speaking families will be served.

Products: All participants will increase knowledge and understanding of disabilities and IDEA; learn to effectively advocate for themselves or on behalf of their children; and be able to build collaborative relationships. There will be increased parent involvement and leadership activities in all 25 counties.

Grant Number: H328M020003

Arkansas Parent Training and Information Network

Project Director: Stovall, Wanda; Knight, Shelby
 Arkansas Disability Coalition
 1123 S. University Ave., Suite 225
 Little Rock, AR 72204
Voice: 501-614-7020; *Fax:* 501-614-9082
E-mail: adcwstovall@earthlink.net
Web site: www.arkansaspti.org

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

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

Purpose: This project will provide training and information to meet the needs of parents of children with disabilities in Arkansas.

Method: The project will (a) develop, implement, and refine a comprehensive system of training, support, and information; (b) reach parents typically underserved; (c) expand the use of technology to provide assistance to families; (d) expand local resource libraries; (e) assist families of children with disabilities to

become informed and active participants in state systems change activities; and (f) assist personnel working with children with disabilities to understand parental and student needs.

Products: Underserved and minority families' needs will be addressed. At least 2 additional support groups for Hispanic parents will be organized. Resources in the parents' primary language will be located and made available to these parents. Links will be established with other organizations, including entities serving the Hispanic population and migrant workers, and school personnel designated responsible for Hispanic students. Personal toll-free telephone service will be provided statewide to parents both during working hours and after hours. Additionally, notice of training opportunities will be made available to parents and professionals online via the connection with the Arkansas Collaborative Consultants Network.

Grant Number: H328M020006

Informed Effective Parents: Success for All Children

Project Director: Prescott, Nancy
 Connecticut Parent Advocacy Center, Inc.
 338 Main St.
 Niantic, CT 06357-3126
Voice: 860-739-3089; *Fax:* 860-739-7460
E-mail: cpac@cpacinc.org
Web site: www.cpacinc.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will result in a significant increase in the number of parents in Connecticut who are prepared to effectively participate in educational decisions that will lead to positive outcomes for their children and youth with disabilities.

Method: The objectives and activities of this project are to: (a) increase training and information services so that parents, particularly those from underserved populations, will be active participants in the education decision-making process; (b) enhance collaborative relationships, especially with state and local school district personnel, so that improved partnerships with parents will be established; and (c) inform and involve an increased number of parents in activities related to school improvement and reform. Major stakeholders in this process will include: parents of children with disabilities, students with disabilities, the Parent Participation Work Group of the Continuous Improvement Monitoring Program, local school district personnel, community service providers, and state agency personnel.

Products: Outcomes of this project will include increased local education agency support for parent involvement, a coordinated set of training activities integrated in the State Improvement Plan for Parent Participation, and increased parent participation and satisfaction with the IEP process. The Connecticut Parent Advocacy Center will serve approximately 15,000 parents of the 69,170 identified children receiving special education services in Connecticut.

Grant Number: H328M020008

Special Education: Personnel Development and Parent Training

Project Director: Eaddy, Mary
PRO Parents of South Carolina, Inc.
625 Bush River Rd., Suite 218
Columbia, SC 29010
Voice: 803-772-5688; *Fax:* 803-772-5341
E-mail: PROParents@aol.com
Web site: www.proparents.org

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

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

Purpose: Parents Reaching Out to Parents of South Carolina, Inc. (PRO-Parents) will serve parents of children with all disabilities ages birth through 21 and will be adapted to the unique needs of South Carolina's families.

Method: The project will help persons with and without disabilities by: (a) providing information to parents, educators, and the staff of agencies that serve children with disabilities, including underserved groups; (b) assisting parents and professionals in South Carolina to better understand the nature and needs of the disabling conditions of children with disabilities; (c) providing follow-up support to parents and professionals for the educational programs of children with disabilities; (d) assisting parents to communicate more effectively with the personnel responsible for providing special education, early intervention, and related services; (e) assisting parents to participate in decision-making processes, including the development of the Individualized Education Program and the Individualized Family Service Plan; (f) providing parents with information about the range of options, programs, services, and resources available to assist children with disabilities and their families; (g) assisting parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act; and (h) assisting parents in participating in school reform activities.

Products: In addition to the project's information dissemination, parent training, and parent support activities, the project's system of data collection will be used to quantify the characteristics of the families served, their needs and problems, enablers and barriers to accomplishing objectives and goals, and effective strategies to assure outcomes. The knowledge gained from the data collection will be disseminated in newsletters, reports, and community presentations. A new focus will be tracking of actual outcomes in the areas of employment, post-high school education, independent living, and other types of community participation which can be accomplished through the use of person-centered planning techniques.

Grant Number: H328M020011

TASK Parent Training Project—California Region 1

Project Director: Anchondo, Marta
 Team of Advocates for Special Kids
 100 West Cerritos Ave.
 Anaheim, CA 92805
Voice: 714-533-8275; *Fax:* 714-533-2533
E-mail: taskca@yahoo.com
Web site: www.taskca.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will address the documented need for continued and increased parental participation in the special education process in the California counties of Los Angeles, San Luis Obispo, Santa Barbara, and Ventura. Outreach to families who are Spanish speaking, Native American, African American, Asian, and low-income military personnel will be emphasized.

Method: This project will improve services for infants, toddlers, children, and youth with the full range of disabilities by helping their families and the professionals who serve them attain knowledge of IDEA Parts B and C, including assistive technology solutions. Team of Advocates for Special Kids (TASK) will collaborate with area Family Resource Centers, and will attempt to locate advocates at joint locations to enable families to participate more fully and effectively in meeting the educational needs of their children. Families will be assisted to: (a) better understand the nature and needs of disabling conditions of their children; (b) provide follow-up support for educational programs for their children; (c) communicate more effectively with special and regular educators, administrators, and related service providers; and (d) participate in the educational decision-making process, including the development of the Individualized Family Service Plan and the Individualized Education Program. Families will be given information to understand the due process procedures available under IDEA, with special emphasis upon mediation and alternative dispute resolution negotiations. Because of the vast distances covered in Region 1, TASK will explore forms of distance learning via satellite or the Internet.

Products: The TASK Parent Training Project in Region 1 will serve an identified 202,357 special education students.

Grant Number: H328M020012

Project Adobe: Parent Training and Information Center

Project Director: Fuller, Larry
 Parents Reaching Out to Help, Inc.
 1920 "B" Columbia Dr., S.E.
 Albuquerque, NM 87106
Voice: 505-247-0192; *Fax:* 505-247-1345
E-mail: nmproth@aol.com
Web site: www.parentsreachingout.org

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

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

Purpose: Project Adobe, New Mexico's Parent Training and Information Center, helps families obtain appropriate education and services for their children with disabilities. The project helps parents understand the special education system and the Individualized Education Program, and it increases positive

educational outcomes for students enrolled in special education by encouraging parents and school districts to work together through partnerships.

Method: Project Adobe will (a) deliver appropriate services in a culturally competent manner; (b) teach families to ask appropriate questions in order to receive appropriate information; (c) help families build relationships with schools, districts, and agencies; (d) help families arrive at informed decision making; (e) build the capacity in families to accept and meet challenges; (f) help families learn about and understand their child's disabling conditions; and (g) help families realize that they are the true experts on their child.

Products: To meet these objectives, Project Adobe will produce the following: (a) statewide workshops to educate and inform parents and professionals; (b) parent-to-parent support through project staff and trained volunteers; (c) materials, publications, and handbooks to parents and professionals; and (d) communication through e-mail, telephone, fax, and the Parents Reaching Out's Web site.

Grant Number: H328M020015

**Northern California Region 4 Consortium (NCC4)
Parent Training and Information Center**

Project Director: Peterson, Mary Ellen
Parents Helping Parents, Inc.
3041 Olcott St.
Santa Clara, CA 95054-3222
Voice: 408-727-5775; *Fax:* 408-727-0182
E-mail: maryellen@php.com
Web site: www.php.com

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The Northern California Region 4 Consortium (NCC4) will conduct an interagency collaboration to provide parent-focused/operated information, training, and assistance about special education to parents of children with the full range of disabilities. Particular emphasis will be placed on addressing the needs of families who are underserved and unserved.

Method: Project participants include Parents Helping Parents, Inc.; the Matrix Parent Network and Resource Center; the Disability Rights, Education and Defense Fund; and Support for Families of Children with Disabilities. Project activities include but are not limited to: (a) providing parents with multilingual, in-depth information and support regarding specific concerns about their children's disabilities, special education programs, and related issues; (b) providing books, videotapes, information packets, newsletters, and other resources in multiple languages; (c) developing public awareness activities and presentations; (d) training in multiple languages for parents to increase their knowledge about Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), conflict resolution, self-advocacy, and more; (e) information and assistance in understanding Alternative Dispute Resolution and mediation; (f) training for parents and consumers to help them develop leadership skills and become effective participants in leadership roles; (g) participation in and promotion of State Improvement Grant activities; (h) participation on the Partnership Committee Special Education and Stakeholders group to promote educational reform activities; and (i) collaboration with all other California parent training and information centers to build a comprehensive system of training, information, and support for families.

Products: As a result of this project, parents will (a) better understand the nature of their children's disabilities and developmental needs; (b) communicate more effectively with special and regular educators,

administrators, related services personnel, and other relevant professionals (including early intervention personnel); (c) participate more fully in educational decision-making processes, including the development of IEPs and IFSPs; (d) obtain information about the range of options, programs, services, and resources available to children with disabilities and their families at the national, state, and local levels; (e) understand the provisions for educating and providing early intervention services to children with disabilities under IDEA; and (f) participate in school reform activities.

Grant Number: H328M020016

**State of Kansas Parent Training and Information Project:
Building Effective Teams to Support Children and Young Adult Students
with Disabilities in Schools and Communities**

Project Director: Zienkewicz, Constance
Families Together, Inc.
3033 Second Street, Suite 106
Wichita, KS 67203
Voice: 316-945-7747; *Fax:* 316-945-7795
E-mail: wichita@famieliestogetherinc.org
Web site: www.famieliestogetherinc.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The primary focus of Families Together is ensuring that families understand the special education process. Families Together provides opportunities for parents to gain support and knowledge concerning disabilities, legal rights, resources, communication strategies, education, life-long planning, and other information through workshops, conferences, and individual parent assistance. Through this project, Families Together will facilitate training to help build and support effective educational teams.

Method: Staff in the Garden City, Wichita, Topeka, and Kansas City centers, along with regional coordinators in several other cities, will build partnerships with schools, organizations, community members, families, businesses, and individuals who understand the need for communities to support and include all individuals. By partnering with agencies such as the Kansas State Department of Education and the Kansas Department of Health and Environment, Families Together provides outreach programs to meet the needs of rural Kansans, those with culturally diverse backgrounds, and military and minority populations. These partnerships help families navigate the vast array of disability services, laws/regulations, and other agencies. Through this project, families will be offered opportunities to influence school reform by giving their unique input to policy makers. Parent Networking Conferences and Family Enrichment Weekends provide opportunities for parents and families to network with other families who have similar needs. These events help parents gain support and information, and allow them time to share their families' successes and challenges. Statewide conferences in eastern, central, and western Kansas give families, individuals with disabilities, educators, and other professionals an opportunity to receive training together.

Products: This project will enable staff to train parents as "parent trainers" throughout Kansas. Teams of parent trainers and staff will present workshops on special education law, early intervention services, preschool options, appropriate school services, dispute resolution, discipline, transition to adult life, and accessing financial aid programs. The emphasis is to help parents to become active participants on their child's school team. Another focus of training will be to help students age 14 years and older understand their educational rights, and how to access disability-related resources/services available after high school.

Grant Number: H328M020017
West Texas Parent Network

Project Director: Howell, Jon
 Partners Resource Network, Inc.
 1090 Longfellow Drive
 Beaumont, TX 77706-4819
Voice: 806-762-1434; *Fax:* 409-898-4869
E-mail: prnteam@sbcglobal.net
Web site: www.partnerstx.org

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

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

Purpose: This project will serve parents of children age birth through 21 years with all types of disabilities, particularly from rural and other traditionally underserved groups, in Region 3 of Texas. Region 3 represents approximately 1/3 of the state and 11% of the state population. It has 65,147 identified children with disabilities age birth through 21, which is 12.6% of the state total.

Method: The project has 3 goals: services for parents and professionals; participation of underserved groups; and establishment of a regional infrastructure. Annual objectives will include: (a) training for 1,580 people; (b) information to 20,180 people; (c) assistance to 3,200 people; (d) Parent Mentor Programs in 6 schools each year; (e) a network of 24 community information centers; (f) 6 community coalitions; and (g) significant participation of parents from rural areas and ethnic minority groups. A coordinating office will be established for the project in Amarillo, 1 of the 4 largest cities in this region of Texas, and regional staff in El Paso and San Angelo.

Products: The expected outcomes of this project are the following: (a) Parents throughout the region will be prepared to participate more effectively in the educational and developmental growth of their children with disabilities; and (b) the Parent Center will have a viable infrastructure from which to continue providing services to families of children with disabilities throughout the region.

Grant Number: H328M020020
Family Matters Parent Training & Information Center, Region III

Project Director: Einhorn, Debbie
 ARC Community Support Systems
 2502 South Veterans Dr.
 Effingham, IL 62401-4133
Voice: 217-347-0880; *Fax:* 217-347-5119
E-mail: info@fmptic.org
Web site: www.fmptic.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will develop a Parent Training and Information Center (PTIC), through the existing Family Matters program, to serve families of people with disabilities in Region 2 of Illinois.

Method: The PTIC will operate through a support center in Effingham, centrally located in Illinois, with 4 regional coordinators located in northern, southern, eastern, and western sections of the state. The central office in Effingham will have a toll-free telephone help line to offer information and individualized assistance to families throughout Region 2 regarding concerns about educational services and resources. Based upon the needs expressed by callers to the help line, the central office will collaborate with the

regional coordinators to identify needed educational topics and locations in which to offer training sessions. Training will be presented by parents and professionals who are experienced and knowledgeable about special education rules, regulations, person-centered planning, collaboration and best practices, and will assist parents and individuals to gain confidence and affirmation, as well as the skills and knowledge, to effectively participate in educational planning and to advocate for themselves.

Products: Each of the 4 regional areas and central office will offer 20 training opportunities each year, for a total of 100 group training activities per year, spread throughout the 94 counties of the region so that parents in every area of the state have access to information and training.

Grant Number: H328M020021

Northeast Illinois Parent Assistance Center (Illinois Region 1)

Project Director: Moore, Donald
 Designs for Change
 814 S. Western Ave.
 Chicago, IL 61612-4140
Voice: 312-236-7252; *Fax:* 312-236-7927
E-mail: donmoore@designsforchange.org
Web site: www.designsforchange.org/

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will provide information, training, and assistance to Illinois parents of infants, toddlers, and children with disabilities in Region 1, an 8-county region in northeast Illinois. Through this project, Design for Change (DFC) will continue to apply and refine a parent assistance strategy that empowers special education parent groups to take independent long-term initiative, that focuses on how the rights of students with disabilities and their families can be used to improve the quality of children's educational experiences and their achievement, and that includes an emphasis on solving school district problems that impact large numbers of students with disabilities, as well as issues affecting individual students. This strategy has been proven effective in assisting parents from all backgrounds, including the minority and low-income parents who will be an important focus.

Method: A core project activity is to provide sustained assistance to 30 parent groups in the 8-county region, helping them to recruit members, form stable organizations, assist each other in solving individual problems, and address systemic problems in local schools and school districts. The project focuses particular attention on assisting and advising key parent leaders of these groups, who will provide leadership in solidifying their group and provide individual advisory help to significant numbers of other parents. Another critical element of DFC's training and information effort is focused information, training, and assistance aimed at helping parents or parent groups obtain specific information and advice pertinent to immediate short-term issues.

Products: DFC will provide assistance to 1,900 individuals. Five hundred individuals in the region will participate in short-term workshops, and 500 individuals will receive telephone assistance and resource materials. Through the sustained onsite assistance efforts to 30 parent groups in the region, 600 individuals will receive sustained training and assistance, 50 group leaders will receive special additional training and assistance, and 350 other parents will receive assistance from the leaders whom DFC has trained. Each group receiving sustained onsite assistance will pursue a systemic issue in their school district to improve the quality of education for children with disabilities, and some groups will collectively pursue 1 or more systemic statewide issues that are priorities of the State Improvement Plan for special education.

Grant Number: H328M020023

Parent Training and Information Center

Project Director: Richards, Janice; Schneider, Victoria
 2295 Liberty Street NE
 Salem, OR 97303-5299
Voice: 503-581-8156 or 888-505-2673; *Fax:* 503-391-0429
E-mail: info@orpti.org
Web site: www.orpti.org

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

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

Purpose: This project will ensure that parents of infants, toddlers, children, and youth with a full range of disabilities in Oregon receive training and information to help improve results for all children. The Coalition in Oregon for Parent Education (COPE) will educate and empower parents to participate more actively in the educational reform process at the local, state, and federal levels.

Method: The project will expand its toll-free special education help-line and information clearinghouse, where experts in early intervention and special education issues respond to incoming calls, providing consistent, accurate information and problem containment. COPE will contract with self-advocates to provide training to students with disabilities in making a successful transition from school to adult life, including helping them understand their rights and responsibilities. A self-advocate Web site and listserv will be created to aid in this effort. With the support of other organizations, COPE will expand its role as a clearinghouse of information on training events, materials, and new curricula, and as a developer of new training modules to be used by partnering agencies.

Products: COPE will create and distribute a bimonthly newsletter and develop a fully accessible Web site. A list of certified trainers will be maintained to deliver specific curricula and modules and meet the needs of culturally diverse populations in community settings. The greater partnering with other agencies will enable the project to better address the needs of culturally and geographically diverse communities across the state, and provide technical assistance for the development of disability or issue-specific support groups statewide.

Grant Number: H328M020025

New PATH East

Project Director: Robertson, Alice
 Partners Resource Network, Inc.
 1090 Longfellow Dr.
 Beaumont, TX 77706-4819
Voice: 409-898-4684; *Fax:* 409-898-4869
Web site: www.partnerstx.org

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

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

Purpose: This project will serve the area of Texas designated as Region 1, which is one third of the state, encompasses 9 of the 20 educational regions, has 50% of the state population, and includes 48% of the children ages birth to 21 years identified with disabilities.

Method: Project participants will be parents of children with all types of disabilities, young adults with disabilities, and professionals serving these families, including significant numbers of families from

traditionally underserved groups. Project goals will address the following: (a) services for parents and professionals; (b) technology; (c) systems change; (d) outreach to those traditionally underserved; (e) project evaluation and continuous improvement; and (f) project administration. Collaboration with the network of Regional Education Service Centers will be a major strategy.

Products: Major outcomes of the project will include: (a) training for 4,530 people; (b) information to 24,410 people; (c) technical assistance to 1,460 people; (d) 400 parent-to-parent matches; (e) 40,000 quarterly newsletters in English and Spanish; (f) 100 parent leaders; (g) 3 Web-based courses; (h) 34 parent/educator training teams; and (i) participation of 50 parents in systems change.

Grant Number: H328M020028

Tri-County Partnership Parent Training Program

Project Director: Hilvers, Debra
Citizens Alliance to Uphold Special Education
15565 Northland Drive
Suite 506E
Southfield, MI 48075
Voice: 248-424-9610; *Fax:* 248-424-9620
E-mail: infodetroit@causeonline.org
Web site: www.causeonline.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will support and empower parents to be actively involved in a participatory system of education that accurately reflects their concerns and supports their children in an individualized education that meets their unique needs.

Method: The project is an expansion of 2 programs that already exist: "Project Answer" which serves parents who reside in the city of Detroit, and a Parent Training and Information Center that provides services to families in Wayne County. The Tri-County Partnership Project, realizing the large population of students with disabilities in its catchment area (approximately 86,000), will rely heavily on community partner collaboration and the utilization of existing programs. Geographic, economic, and cultural barriers have kept parents from meaningful representation with traditional support agencies. This Partnership Project will be staffed by and utilize volunteers who are parents of children with disabilities from their community.

Products: The Tri-County Partnership Project will accomplish the following: (a) provide information and assistance to 1,000 parents, professionals, and other members of the community to better understand the nature and needs of children with disabilities; (b) provide workshops on topics that will empower parents and thus improve quality outcomes for students with disabilities; (c) provide workshops to assist families and staff to effectively communicate their needs and concerns; and (d) provide training of trainers workshops to build capacity to serve the large population of the tri-county area.

Grant Number: H328M020029

CAUSE's Parent Training Project

Project Director: Spring, Frances
Citizens Alliance to Uphold Special Education
6412 Centurion Drive, Suite 130
Lansing, MI 48917
Voice: 517-886-9167; *Fax:* 517-886-9366
E-mail: info@causeonline.org
Web site: www.causeonline.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: Citizens Alliance to Uphold Special Education (CAUSE) is a parent organization that will provide assistance and training to parents as well as professionals relating to early intervention services and free appropriate public education for children with disabilities. Using volunteer parent trainers, CAUSE will disseminate information and training throughout the state of Michigan and will expand its outreach efforts, especially to underrepresented families.

Method: CAUSE will provide individual information and assistance to up to 15,000 parents and professionals. The project will provide basic and specialized training workshops to parents. Seven to ten basic training workshops will cover such topics as IDEA, educational outcomes and the general curriculum, and Section 504; 15-20 specialized workshops will focus on specialized topics for specific groups. CAUSE will expand its training and technical assistance services to underrepresented parents in local communities. Twenty-five parents will receive training to become trainers of trainers to provide parent support throughout the state. CAUSE will network with groups locally, statewide, and nationally and present inservice sessions for professionals about parent perspectives and parent/professional communication.

Products: The project will produce informational materials on children with disabilities, CAUSE services, IDEA, and best practices; these materials will be disseminated statewide to parents, professionals, and others. Workshop training formats will be developed and will include written materials in several languages. Other products will include a Web site chat-line on specific special education topics, a CD-ROM presentation, and videotapes and audiotapes on subjects such as positive behavior supports and inclusion. The CAUSE Web site will be accessible to readers in 4 languages, linking parents and others with information and activities, and the newsletter will reach more than 30,000 individuals each year.

Grant Number: H328M020032

Parent Training and Information Project of the Utah Parent Center

Project Director: Post, Helen W.
 Utah Parent Center
 Parent Training and Information Project
 2290 East 4500 South, Suite 110
 Salt Lake City, UT 84117-4428
Voice: 801-272-1051; *Fax:* 801-272-8907
E-mail: helenpo@utahparentcenter.org
Web site: www.utahparentcenter.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This Parent Training and Information Project of the Utah Parent Center (UPC) will respond to the training and information needs identified by parents of children and youth with disabilities. The UPC will use a proven, effective parent-to-parent consultation and support model to deliver services, assisting parents to expand their confidence and capacity to be effective members of IEP and IFSP teams.

Method: The project will provide training and information that effectively meets the needs of parents of children with disabilities in both urban and rural settings through 70 training workshops or presentations each year. It will also provide training and information to educators and other professionals who provide special education and related services to children with disabilities.

Products: The project will continue to foster collaborative partnerships with national, regional, state, local, and community organizations to maximize limited resources and build individual and organizational capacity to address needs. Parents of infants, toddlers, children, and youth with disabilities will be assisted through networking and development of strong relationships with clearinghouses, organizations conducting national dissemination activities, and those that serve parents and families of children with the full range of disabilities. Training and information will be disseminated through a newsletter and the project's Web site.

Grant Number: H328M020034

Central California Parent Training and Information Center

Project Director: Coulbourne, Bobbie
 Exceptional Parents Unlimited, Inc.
 4440 N. First St.
 Fresno, CA 93726-2304
Voice: 559-229-2000; *Fax:* 559-229-2956
E-mail: bcoulbourne@exceptionalparents.org
Web site: www.exceptionalparents.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: Exceptional Parents Unlimited (EPU) will serve as the parent training and information center for central California, serving families of children with disabilities in this sparsely populated, rural, and ethnically diverse region.

Method: In order to build local capacities and create a culturally and linguistically responsive network of services, EPU has established collaborative partnerships with parents and family resource centers throughout the region. Activities provided by the project include parent support, training, information, and

advocacy assistance to parents of children with disabilities, individually, and in groups. The project will provide formal trainings related to IDEA, the IEP and IFSP, and other topics. Individual assistance will be provided through phone support, IEP clinics, information and advocacy assistance, and parent-to-parent contacts. Training and assistance will also be provided to teachers and administrators.

Products: The project will create a parent network to provide individual support to parents in 3 languages in the region, and it will collaborate with appropriate clearinghouses and other agencies that serve parents and families of children with the full range of disabilities. The project Web site will be enhanced to assist parents in locating needed information, and information will be made available to assist parents in locating information about their children's disabilities and educational and developmental needs.

Grant Number: H328M020035

TASK Parent Training Project—Region 2

Project Director: Anchondo, Marta
Team of Advocates for Special Kids
100 West Cerritos Ave.
Anaheim, CA 92805

Voice: 714-533-8275; *Fax:* 714-533-2533

E-mail: taskca@yahoo.com

Web site: www.taskca.org

Beginning Date: 10/1/2002

Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez

Voice: 202-245-6595

E-mail: carmen.sanchez@ed.gov

Purpose: This Team of Advocates for Special Kids (TASK) Training and Information Project will address the documented need for continued and increased parental participation in the special education process in the California counties of Imperial, Inyo, Mono, Orange, Riverside, San Bernardino, and San Diego. Outreach to families who are Spanish speaking, Native-American, African-American, Asian, and poor military personnel will continue to be emphasized.

Method: The project encompasses a 49,677 square mile area that includes over 192,014 identified special education students. Because of the vast distances to be covered, TASK will explore forms of distance learning via satellite or the Internet. Additional sites are planned for Ridgecrest and Riverside in San Bernardino County, which will serve a large military population and desert areas, as well as Mono and Inyo Counties. TASK will collaborate with area Family Resource Centers as welcomed, and will attempt to locate advocates at joint locations to enable families to participate more fully and effectively in meeting the educational needs of their children. Parent leadership skills will be supported.

Products: The project will have contact with 3,000 individuals, in addition to sending flyers to an estimated 10,000 mailing list, in order to continue and expand services. Families will be assisted to: (a) better understand the nature and needs of the disabling condition of their children; (b) provide follow-up support for educational programs for them; (c) communicate effectively with special and regular educators, administrators, and related services personnel; and (d) participate in educational decisions, including the development of the Individualized Family Service Plan and Individualized Education Plan. Families will be given information to understand the due process procedures available under IDEA, with special emphasis upon mediation and/or alternative dispute resolution negotiations.

Grant Number: H328M020038

SPAN Parent Training Center for Families with Children with Disabilities

Project Director: Autin, Diana
 Statewide Parent Advocacy Network, Inc.
 35 Halsey St.
 Newark, NJ 07102
Voice: 973-642-8100; *Fax:* 973-642-8080
E-mail: span@spannj.org
Web site: www.spannj.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: Through this project, the Statewide Parent Advocacy Network (SPAN) will continue its work serving families with children with disabilities in the state of New Jersey. SPAN's mission is to empower families and inform and involve professionals and other individuals interested in the healthy development and educational rights of children. Through this collaboration, all children will become fully participating and contributing members of our communities and society.

Method: The project will provide training, information, technical assistance, and support tailored to families, professionals, and child- and family-serving agencies to meet the unique and diverse needs of families of children with disabilities, with a special focus on traditionally underserved urban and rural families. SPAN will continue its existing collaborations with regional early intervention programs. It will also develop community resource centers to enable families to become effective partners with professionals and community-based organizations in the education of children with disabilities.

Products: Through the provision of training, technical assistance, support, and resources, this project will help improve the knowledge, skills, and participation of families of children with disabilities in the education of their children from birth to 21. The linkages created among families of children with or without disabilities, general and special educators, health and human services agencies, and community-based organizations will ensure the healthy development of children with disabilities throughout the state of New Jersey, especially those who are most vulnerable due to poverty.

Grant Number: H328M020041

Parent to Parent Training Project

Project Director: Des Jardins, Charlotte
 Family Resource Center on Disabilities
 20 East Jackson Blvd, Room 300
 Chicago, IL 60604
Voice: 312-939-3513; *Fax:* 312-939-7297
E-mail: frcdptiil@ameritech.net
Web site: www.frcd.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project is a continuation of a long-standing coalition of parent/professional organizations to provide information and training services to parents, persons with disabilities, professionals, and volunteers. The priority target area of services is the Empowerment Zone of Chicago, with special emphasis on minority populations.

Method: The project will provide: information, referral, and linkages for 5,000 persons each year; weekly inhouse training sessions for 500 people; training at community locations for 2,500 persons per year; and a train-the-trainers program to train 80 parents, persons with disabilities, professionals, and other volunteers to become community trainers and helpers. There will also be a focus on transition planning for parents of Head Start/early intervention programs and parents of students leaving the educational system for postsecondary employment. The project will also provide consultation and technical assistance to participants and will implement a special outreach program for minority populations and newly born children diagnosed with special needs.

Products: The project will produce information on special education and lists of local, state, and national resources for parents and professionals. The train-the-trainers model, with trainers representing a cross-section of disability groups, will continue to work with communities and offer trainings to unaffiliated parents and volunteers. Training will be offered in Spanish and on diskette for participants with visual impairments.

Grant Number: H328M020044

Parent Information and Training Center—Region 2

Project Director: Burley, Margaret
Ohio Coalition for the Education of Children with Disabilities
165 W. Center St., Suite 302
Marion, OH 43302-3741
Voice: 740-382-5452; *Fax:* 740-383-6421
E-mail: oceedmb@gte.net
Web site: www.oceed.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The Ohio Coalition for the Education of Children with Disabilities (ODIST) is a statewide organization with 58 parent and professional member organizations committed to improving educational services to children with disabilities by providing information and training to families of infants, toddlers, children, and young adults with disabilities, informing professionals who serve them, and promoting awareness of disability issues in the general public. This Coalition project will disseminate information through mail and telephone throughout the state to parents, professionals, and the general public on disability issues, IDEA provisions, and related topics such as dispute resolution.

Method: Basic training on the provisions of IDEA will be provided to over 4,000 parents by means of 3 workshops annually. The project will develop and provide targeted outreach and service to 2,000 underserved families via phone, mail, individual visits, and workshops. Inservice and preservice sessions will promote effective collaboration among parents and educators, and the establishment of local resource and training leaders from diverse parent organizations will provide parent assistance and further training.

Products: Information will be distributed in the form of a regular ODIST newsletter and member-organization newsletters. The ODIST will develop and collect print, audio, and video resources to disseminate to parents on a broad range of special education topics. Also, the project Web site will provide topical and training information to the public.

Grant Number: H328M020050

Parents Educating Parents and Professionals

Project Director: Shepard, Linda; Claussen, Kevin

Parents Educating Parents and Professionals, Inc.

3680 Kings Highway

Douglasville, GA 30135

Voice: 770-577-7771; *Fax:* 770-577-7774

E-mail: shepard.linda@peppinc.org; claussen.kevin@peppinc.org

Web site: www.peppinc.org

Beginning Date: 10/1/2002

Ending Date: 9/30/2007

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: Parents Educating Parents and Professionals, Inc. (PEPP), the sole parent training and information center in Georgia, will provide families of children with disabilities the information, resources, technical assistance, and training they need to participate fully in the educational decision-making process. PEPP will continue to expand to keep pace with changing laws, family needs, and an ever-changing society. It will continue to partner with the state on its State Improvement Grant.

Method: The project will offer workshops on general and specific topics to parents and families in rural and urban settings. Intensive trainings on dispute resolution and mediation will strengthen outreach, partnerships, and communication among various communities, and online discussions will be set up to link parents in diverse locations.

Products: The PEPP project will develop and disseminate topical news alerts and basic packets of information to parents and professionals. Topical information on the process of transitioning from school into a community will be made available by mail, Web site, or workshops. Workshop materials will be made available on videotape and audiotape for parents in rural areas who cannot attend the workshops. All materials will be available in Spanish.

Grant Number: H328M020051

Parent Training and Information Center—Region 1

Project Director: 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; *Fax:* 740-383-6421

E-mail: oceedla@gte.net

Web site: www.oceed.org

Beginning Date: 10/1/2002

Ending Date: 9/30/2007

OSEP Contact: Carmen Sanchez

Voice: 202-245-6595

E-mail: carmen.sanchez@ed.gov

Purpose: The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a union of 58 parent and professional organizations committed to informing and training parents of children with disabilities about IDEA to improve educational services for children. This project will support families of children with disabilities from birth to age 21 through information and training.

Method: Region 1 consists of 23 counties, 123 school districts, 3 major cities having populations as great as 800,000, and rural areas with populations as few as 1,000. Region 1 has 57,698 identified children with disabilities (17% of the school-age population), including African American, Native American, Asian, Hispanic, and multiracial students. Early childhood services/development will be a priority for OCECD,

with a focus on early literacy. Trainings such as "All About Reading," "Adolescent Literacy," and "Art of Parenting," will address the importance of early intervention. This project will provide parents with practical information and hands-on training in an effort to build their knowledge base in IDEA and childhood development. This effort will parallel collaborative working relationships with schools and service providers. OCECD will also provide targeted outreach to serve minority and low income groups throughout the 23-county area, focusing on the early childhood component.

Products: This project will provide practical information and hands-on training for 3,750 parents and 1,000 professionals over the 5-year project period. One-on-one support will be provided to 11,250 parents. Approximately 75% of these totals will be parents of children ages birth to 9. Trainings will consist of topics such as: understanding IDEA, procedural safeguards, IFSPs, IEPs, exposing children with disabilities to the general education curriculum, early literacy, adolescent literacy, parenting skills, and mediation.

Grant Number: H328M030005

Project TEAM

Project Director: Schultz, Debbie
Partners Resource Network, Inc.
1090 Longfellow Dr., Suite B
Beaumont, TX 77706-4819
Voice: 409-898-4684; *Fax:* 409-898-4869
Web site: www.partnerstx.org

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

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

Purpose: This project is designed to: (a) respond to the critical needs of children with disabilities and their families; (b) use exceedingly high quality methods and materials, some of which have been developed under previous projects; and (c) provide information and services to an increasing number of families, particularly minority families. The project addresses the federal focus on results, service delivery, and customer satisfaction.

Method: Project TEAM will focus on Region 2 of Texas. Project participants will be parents of children age birth through 21 with all types of disabilities, young adults with disabilities, and professionals serving these families. Project goals will address: (a) services for parents and professionals; (b) outreach to traditionally underserved groups; (c) technology; (d) systems change; (e) project evaluation and continuous improvement; and (f) project administration. Major objectives include: (a) workshops and presentations for 4,570 people; (b) information disseminated to 23,710 people; (c) technical assistance to 1,100 people; (d) 500 parent-to-parent matches; (e) 26,000 quarterly newsletters in English and Spanish; (f) 7 Web-based courses; (g) 30 parent/educator training teams; (h) 100 parent leaders; and (i) participation of 50 parents in systems change. Data collection, evaluation, and participant feedback will guide the continuous improvement of the project, and collaboration with the network of Regional Education Service Centers will be a major strategy.

Products: Expected outcomes are the following: (a) Parents will be prepared to participate as equal and informed team members in the educational and developmental growth of their children with disabilities; (b) professionals will better understand the needs of families of children with disabilities and have an array of strategies to increase parent involvement; and (c) trained parent/professional teams will be available to train and assist parents and professionals at the community level throughout the region.

Grant Number: H328M040001

Parent Training and Information Center at the Federation

Project Director: Foley, Robin
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: rfoley@fcsn.org
Web site: www.fcsn.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The Federation for Children with Special Needs proposes to continue its operation of the Massachusetts Parent Training and Information Center (PTIC). The project will target intensive assistance toward underserved communities to provide parents of children with disabilities the information and training they need to fully understand their child's disability, how it impacts their education and how to work collaboratively with professionals to enhance successful educational outcomes for their child.

Method: The following goals provide the framework for the project's comprehensive statewide approach:

1. Increase parents' understanding of their children's disabilities, their educational and developmental needs, and the range of available programs, services, and resources by providing individualized information, support and assistance. The proposed project will include a particular focus upon those families transitioning from early intervention services and parents of children with disabilities residing in underserved communities.
2. Empower parents to assume their role as active decision makers in the education of their children with disabilities by providing training and workshop activities on procedural safeguards, mediation, and other critical aspects of federal (IDEA) and state special education and education reform laws (NCLB), by using state of the art technology, face to face instruction and multiple methodologies suitable for adult learners.
3. Broaden and deepen the leadership capacity of parents to support other parents, especially those who are traditionally underrepresented and underserved, by providing in-depth training and technical assistance for emerging and established parent leaders.
4. Expand and strengthen cooperative and/or collaborative relationships with relevant community-based, statewide, and national organizations to help ensure that the needs of all children with disabilities and their families are effectively met.
5. Increase the capacity of parents and students with disabilities, particularly those in underperforming and underserved communities, to exit from educational services to successful postsecondary education and/or employment outcomes by training parents, students and professionals in creative, individually-focused strategies for effective transition planning.

Products: Annually, the PTIC will provide more than 43,000 Massachusetts parents with timely assistance and accurate information via telephone, e-mail, and written sources. At the end of the project, 238,235 parents will be reached. The PTIC will also reach a minimum of 50,000 additional parents and professionals annually through visits to the PTIC Web site with a total after 5 years, of 276,281. This yields an overall impact of services provided to 514,516 individuals. By providing information to parents of

children with disabilities, they become confident in developing their child's education plan and more empowered to work with educators, reducing the conflict and increasing the use of mediation. Additionally, 400 students, parents, and educators will have attended PTIC workshops on transition issues. The students themselves will have a better understanding of their disability, the ability to articulate their needs to others and a clearly defined plan for the future. Annually, 125 Parent Consultants will be trained and located throughout Massachusetts to serve parent needs. By the end of year 5, the number will reach 688, 15% of whom will be parent leaders from underserved communities.

Grant Number: H328M040003

**South Dakota Parent Connection —
Parent Training and Information Center**

Project Director: Boettcher Fjellanger, Lynn
South Dakota Parent Connection
3701 W. 49th Street, Suite 102
Sioux Falls, SD 57106-4209
Voice: 605-361-3171; *Fax:* 605-361-2928
E-mail: lynnbf@sdparent.org
Web site: www.sdparent.org

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

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

Purpose: South Dakota's Parent Connection is South Dakota's only Parent Training and Information Center, serving parents of children with disabilities for almost 20 years in a state with vast rural/frontier regions and clustered urban populations on the east and west borders of the state. Project goals include the delivery of training statewide to meet the unique needs of parents of children with disabilities and establishment of strategic partnerships with the State Education Agency, educators, related service personnel, health care, higher education, social service, and other service agencies to enhance the capacity of all systems to meet the needs of parents of children with disabilities.

Method: The project will utilize 4 key strategies to meet their goals. First, it will promote, schedule and deliver parent education workshops statewide on a wide variety of topics sought by parents utilizing skilled Veteran Parents as a primary training pool. The number of educational sessions will grow to over 70 programs annually targeting an increase to over 1,200 parents served annually. Additionally, over 23,000 parents, educators, related service personnel, and health care providers will be directly touched with information, education, and resources. Second, increases in Web-based resources and public awareness efforts will be supported to over 2,500 requests for direct technical assistance. Third, a comprehensive lending library will be available for parents to secure detailed information regarding their children's disabilities and educational needs. And, fourth, individualized technical assistance will be offered to parents seeking understanding and skill development to effectively seek and secure the educational and related services needs of their children.

Products: Over the 5-year period of the project, it will deliver training and information to meet the needs of parents of children with disabilities; assist parents in understanding and using procedural safeguards under IDEA; deliver services to parents of infants, toddlers, and children with a full range of disabilities; provide information and resources to assist parents to understand the nature of their children's disabilities and their educational and developmental needs, communicate effectively with personnel delivering educational and related services needs, participate in decision making and understand the provisions of IDEA and No Child Left Behind; work in partnership with the state education agency to support use of mediation of

differences; network with national clearinghouses and national dissemination agencies to meet the needs of families; and report findings annually to the Federal government.

Grant Number: H328M040005

DC Parent Training and Information Center

Project Director: Jones, Kim
 Advocates for Justice and Education, Inc.
 2041 Martin Luther King Jr. Ave. S.E., Suite 205
 Washington, DC 20020
Voice: 202-678-8060; *Fax:* 202-678-8062
E-mail: kim.jones@aje-dc.org
Web site: www.aje-dc.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will provide advocacy, training, leadership development, and direct services to parents of children with special needs in the District of Columbia, with a special focus on children living in low-income, underserved communities. The activities of the PTI will include providing families with the training and information they need to support their children and their peers and will also support the efforts of these families to improve the level of services being provided to their children and become effective advocates. Additionally, project activities seek to improve local school responsiveness to parents and their children and improve the availability of no-cost educational advocacy and support to low-income families.

Method: The project will work to serve 3 populations of parents and their children: Children Eligible for Early Intervention (0-3), School-Aged Students (4-12), and Transition-Aged Students (14-21). Parents from these populations will be served through the following programs:

1. *Parent to Parent Program*, which will provide parents with leadership training and a supportive network of peers. Six weeks of training will be provided, and 20 hours of service must be completed in order for a participant in the program to become an A.J.E. Certified Peer Supporter.
2. *Resource and Information Center*, which will offer parents information and training on special education, specific disabilities, research on treatment and interventions, and adaptive technology.
3. *Transition Advocacy Project*, which will provide youth ages 13-18 with support, advocacy, information, and training to improve their involvement in their own educational planning. A special emphasis will be placed upon children at risk of becoming involved with the delinquency system.
4. *Direct Services/Individual Advocacy*. The project will provide parents with individual representation in situations where third-party intervention is necessary to ensure that appropriate services are made available to the family. This intervention includes support in IEP development, school discipline issues, placement decisions, and where mediation has failed to produce results.
5. *Community Education Program*, through which workshops and seminars will be provided, as well as a Web site, a monthly newsletter, and the publication A.J.E. Support Updates, which

will focus upon issues of concern to families. The program also will provide inservice trainings to community partners and government agencies.

Products: The project's Resource and Information Center will be utilized by 500 parents and 250 professionals/paraprofessionals/advocates. Training will be provided to 500 parents and 225 professionals. The Transition Advocacy Program will involve 125 youth; 125 will become actively involved in their transition plans, and 150 will receive support and assistance as a result of their involvement. With respect to the project's emphasis upon at-risk youth identified as having an emotional or mental health disability, 150 parents will participate in training on behavior modification techniques, 75 parents will participate in a parent support group, and 50 will receive support and consultation with a behavior management specialist. The Parent-to-Parent Leadership Institute will train 50 parents, 9 of which will receive ongoing inservice training, 15 will remain active participants and peer supporters, and 25 will be paired with mentors. As part of providing direct services/advocacy, the project will assist 1200 families through telephone intake, 300 families through direct legal services or advocacy, and 200 through linkages to pro bono attorneys. The quarterly newsletter and 25 separate AJE Support Updates will be provided to 1200 individuals. The PTI staff will respond to 200 online requests for information.

Grant Number: H328M040006

Arizona Statewide PTI Network

Project Director: Millard-Hoie, Joyce
 Raising Special Kids
 2400 N. Central Avenue, Suite 200
 Phoenix, AZ 85004-1313
Voice: 602-242-4366; *Fax:* 602-242-4306
E-mail: joycem@raisingspecialkids.org
Web site: www.raisingspecialkids.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project is designed to ensure the effective and informed participation of families in achieving improved educational outcomes for children and youth with disabilities in Arizona. The project outlines activities that support family competence in understanding IDEA, the IEP process, current school reform issues, the use of mediation, and working with professionals to improve results for children with disabilities. Particular emphasis will be placed on meeting the training and information needs of underserved families and those from diverse language and cultural backgrounds.

Method: Implementation of the project relies on the use of various methods to ensure representation across the state and create a unified system of service delivery that provides the broadest coverage of parents and families in Arizona. Existing community parent resources will be supported by this project. Outreach coordinators for those in underserved rural areas will provide training and information for designated regions. Technology, in the form of distance learning, telephone conferencing, Web site, and electronic communications, will convey information to families and help identify and support training needs. An extensive network of trained parent volunteers will assist in training and the dissemination of high-quality educational materials. Regional Program Advisory Councils will provide local representation and guidance.

Products: The project will annually provide information and support to 8,000 families who have children with disabilities and/or special needs, especially underserved families. Experienced parents will be trained to support 60 parents annually in the IEP process. The PTI's newsletter, *Connecting*, will be distributed to 10,000 families. One hundred parents will be supported each year in developing leadership skills, 50 of

which will in turn support training for professionals in health, education, and social services, including conference presentations in university classrooms and serving on boards and councils. At least ¼ of the training activities will serve families of diverse language and culture, and ¼ of parents who are recruited and trained each year will represent diverse language and culture. Other outcomes include at least 20 outreach contacts with charter schools; the support of 100 requests from state agencies for training and community outreach activities; and 6 transition trainings a year for parents and professionals, 6 on transition and self-advocacy for youth with disabilities; and the recruitment of 4 youth annually for leadership and training activities.

Grant Number: H328M040008

Parent Training and Information Center of Iowa (PTI Iowa)

Project Director: Hargrafen, Mark
Ask Resource Center, Inc.
321 E. 6th Street
Des Moines, IA 50309-1903
Voice: 515-243-1713; *Fax:* 515-243-1902
E-mail: mark@askresource.org
Web site: www.askresource.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The primary goal of this center is providing training and information to parents to help improve results for children birth through 21 who have disabilities, particularly those families who have been underserved. The project will (a) promote greater awareness, knowledge, and understanding of disability issues among parents, the professionals who serve them, and members of the public; (b) increase parents' knowledge of their rights and responsibilities under IDEA and how to participate in educational decision making and dispute resolution; and (c) increase the awareness of disability issues, IDEA, and supports for culturally diverse and low-income families of children with disabilities.

Method: The project provides one-to-one problem solving, training, and direct advocacy in school (IDEA and NCLB) and healthcare issues (waivers, Medicaid, and private insurance). Also emphasized are procedural safeguards, including alternative methods of dispute resolution. Information will be disseminated in a variety of ways, including an accessible Web site, mailing of parent-specific information packages, quarterly newsletters, technical assistance via e-mail and a listserv, one-to-one telephone and referral assistance, materials in varying formats (print, CD, video, Spanish) and reading levels, trainings and workshops at major state disability conferences and throughout the state, workshops in Spanish, sponsorship of the annual "Literacy for Leaders Camp," intensive 2-day IDEA trainings, and a specially developed curricula that addresses emerging issues and trends.

Products: The project plans to publish a newsletter for 2,500 readers; maintain a listserv and a Web site with links to state and national information sources; provide public awareness presentations; and disseminate IDEA publications and audiovisual materials in multiple languages to parents and groups serving families of children with disabilities.

Grant Number: H328M040009

Indiana Parent Training Program

Project Director: Alderton, Judith
IN*SOURCE (Indiana Resource Center for Families with Special Needs)
1703 South Ironwood
South Bend, IN 46613-3414
Voice: 574-234-7101; *Fax:* 574-234-7279
E-mail: judyalderton@insource.org
Web site: www.insource.org

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

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

Purpose: The goals of this project are to increase parents' knowledge and skills in order to: (a) better understand the nature of their children's disabilities and their educational and developmental needs; (b) communicate effectively with personnel responsible for providing special education, early intervention, and related services; (c) understand the provisions for the education and early intervention services for infants, toddlers, children, and young adults with disabilities under IDEA; (d) obtain appropriate information about the range of options, programs, services, and resources available; (e) participate in school reform activities to ensure the quality of those services; and (f) participate fully in the decision-making processes and the development of individualized education programs (IEPs) and individualized family service plans (IFSPs).

Method: This project will utilize a parent-to-parent training model to: (a) manage and coordinate the provision of individual training and assistance to 12,000 parents throughout Indiana each year; (b) conduct annually a minimum of 75 workshops and presentations, using various formats, to train approximately 1,600 new parents each year in topics such as early intervention services, financial case management, transition from Part C to Part B services, basic rights, communication, procedural safeguards under Part C and Part B (including alternative dispute resolution methods), surrogate parenting, and transition from Part B to adult life; (c) train 50 new Regional Parent Resources (RPRs) to serve in their local communities; (d) contact network of 397 RPRs 4 times annually for ongoing assistance and provide 2 annual inservice training opportunities for them; and (e) conduct targeted outreach activities and provide training and information to parents of infants, toddlers, and children with a full range of disabilities, particularly underserved parents residing in urban and rural areas of Indiana.

Products: This project will train an annual minimum of 13,650 parents of infants, toddlers, children, and young adults with disabilities. The project will produce an expanded, more effective network of trained parents who understand the educational and development needs of their children and the provision of IDEA, know how to access community programs and resources, and participate in the development of IEPs/IFSPs and school reform activities in Indiana.

Grant Number: H328M040011

Parent Information Center (PIC)

Project Director: Dawson, Theresa
Parents Helping Parents of Wyoming
5 N. Lobban Avenue
Buffalo, WY 82834-1935
Voice: 307-684-2277; *Fax:* 307-684-5314
E-mail: tdawson@wpic.org
Web site: www.wpic.org

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

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

Purpose: PIC will work collaboratively with the Wyoming Department of Education, local school districts, and other partners to provide activities that provide families of children with disabilities, ages birth to 21, with knowledge and understanding of the educational system. This is intended to help parents become active partners in their child's education and will lead to better outcomes for children and youth with disabilities and their families.

Method: Specific activities designed to accomplish project goals include: (a) providing training and workshops to 1,000 parents and professionals through regional Outreach Parent Liaisons in local communities; (b) providing information and support to 4,000, including maintaining a toll-free telephone line, access by e-mail and regular mail, and parent-to-parent networking; (c) preparing and distributing a bi-monthly newsletter reaching 27,000; (d) providing online, Web-based classes; and (e) providing mentoring and training to 25 parent leaders.

Products: Specific products include: Project brochures and flyers, disability brochures, and project curriculum in English and Spanish; *PIC's-n-Pieces*, PIC's bimonthly statewide newsletter; newsletter and brochures on audiotape; family handbook on parent's rights under special education law, available in English and Spanish; "Baby Steps" handbook on Part C supports for families of infants and toddlers; lending library; Web site; state conference presentations; online classes, with an interactive tutorial. As a result of these activities, parents will be more engaged as equal and informed team members in the educational and developmental growth of their children with disabilities. Professionals will better understand the needs of families of children with disabilities. Rural communities will have trained parent leaders to support other families.

Grant Number: H328M040012

Families Together Parent Center

Project Director: Banks, Susan; Curry, Chris
 Families Together for People with Disabilities
 121 Sweet Ave #123
 Moscow, ID 83843
Voice: 208-885-3500; 1-877-205-7501; *Fax:* 208-885-3628
E-mail: naft@moscow.com
Web site: www.nativefamilynetwork.com/

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

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

Purpose: This project will continue its outreach to increase parent partnerships among underserved families with a child with a disability (birth through transition to adult services) and professionals in the collaborative decision-making processes for their child's education.

Method: The project will operate 1 national office and 2 regional offices (in Idaho, and in Oregon and Wisconsin, respectively). Five additional regional offices will be located in the east, northeast, southeast, Midwest, and Alaska, and will be staffed by part-time area coordinators, who will provide 75 recruitment trainings for local advocates, 75 follow-up trainings, and 110 special education workshops for parents and professionals. It will build upon its grassroots network of more than 500 volunteer Community Friends in 29 states by recruiting an additional 750 volunteers to represent all 50 states. The project will sponsor 2 annual institutes and 2 tele/Internet conferences to provide culturally responsive training. Training materials will be disseminated to 15,000 underserved individuals. To assist the PTIs and CPRCs, this project will develop a directory of the communities served in each state.

Products: Specific products include: project flyer and brochure; Web site; resource library; presentation and training materials; annual newsletter; CD/videotape on IDEA, NCLB, behavior management, and culturally responsive parent involvement in the IEP process; 2 institutes; 2 tele/Internet conferences; and a directory of communities served in each state.

Grant Number: H328M040014

Statewide Parent Training and Information Center

Project Director: Anderson, Karen
 Washington PAVE
 6316 S. 12th Street
 Tacoma, WA 98465-1900
Voice: 253-565-2266; *Fax:* 253-566-8052
E-mail: kanderson@washingtonpave.com
Web site: www.washingtonpave.com

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

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

Purpose: PAVE will provide information and training for parents of children (birth through adult services) with disabilities, the students themselves, and professionals throughout Washington State. The information and training provided through this grant will build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the student's special education program.

Method: Parent Training Project staff are located in 7 geographically centered sites around the state and work directly with parents and students by phone and/or in person. The project uses a train the trainer model to support Community Liaisons who are primarily parent volunteers helping other parents and students in their community secure appropriate special education services. PAVE will continue to help develop and support chapters throughout Washington State, allowing parents and students to come together for peer support, information sharing, training and partnership opportunities. PAVE will increase its capacity to serve families by maximizing the use of technology, assisting families one-on-one via e-mail, discussion groups, and ListServ. The project will continue to provide workshops for parents and students, create Associate Boards in each region of the state to gather information about community needs, and collaborate on an annual statewide conference.

Products: Selected outcomes of the project include: (a) 5,000 parents/students/professionals will increase their knowledge about rights, responsibilities, and collaborative approaches to IEP development and implementation leading to increased confidence and participation in educational planning; (b) 100 parents of toddlers and professionals will increase their knowledge of the preschool transition process and actively participate in the implementation of the IEP for their child, and 200 parents/students 14 and older and the professionals working with them will increase their knowledge of and participation in transition planning and partnering with needed agencies for service; (c) 2,000 parents/students/professionals will gain information on the effect of NCLB for their child/themselves or local district; and (d) 5 new and at least 15 current Community Liaisons will be trained and mentored.

Grant Number: H328M040015

Parents Training Parents

Project Director: Goldberg, Paula
 PACER Center, Inc.
 8161 Normandale Blvd.
 Minneapolis, MN 55437-1044
Voice: 952-838-9000; *Fax:* 952-838-0199
E-mail: pgoldberg@pacer.org
Web site: www.pacer.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: Parents Training Parents will be operated by PACER Center, a coalition of 18 disability groups in Minnesota. Its goal is to improve educational outcomes for children with disabilities statewide. This parent training and information project will serve parents of these children, youth with disabilities, and related professionals.

Method: Activities of the project are organized around 6 specific areas: (a) *Parent Training Workshops*, which will be presented annually on 3 major topics (IDEA, NCLB, and special topics such as transition, self-determination, research-based reading and math instruction, and behavior interventions) and in different languages and through distance learning; (b) *Individual Assistance*, which will be provided via toll-free telephone, e-mail, and in-person assistance and which will focus upon resolving disagreements and improving outcomes for children; (c) *Training and Assistance to Underserved Parents*, which will involve home visits, partnering with cultural agencies, providing workshops, and producing audiotapes in native languages; (d) *Local Parent and Youth Leadership*, which will include a youth advisory board and leadership training as well as training parents from all 12 planning regions of the state to help them provide parent assistance in their local communities; (e) *Parent/Professional Partnerships*, which will include presenting interactive sessions on partnerships with parents to professionals and university students,

participating on task forces and boards, and developing a curricula on collaboration and diversity; and (f) *Innovative Technology and Information/ Dissemination*, which includes use of multicultural radio stations, PACER's newsletter, an e-newsletter, and Web site.

Products: Outcomes of project activities will include: brochures; a Web site; training workshops; bilingual materials and services in English, Spanish, Hmong, and Somali; a newsletter and a bimonthly e-newsletter; public service announcements; materials in formats for alternative training (CD-ROM, DVD, audiotape, videotape); and the operation of 2 regional offices.

Grant Number: H328M040016

Specialized Training of Military Parents (STOMP) Program

Project Director: Hebdon, Heather

Washington PAVE

6316 S. 12th Street

Tacoma, WA 98465-1900

Voice: 253-565-2266; *Fax:* 253-566-8052

E-mail: hhebdon@washingtonpave.com

Web site: www.stompproject.org/

Beginning Date: 10/1/2004

Ending Date: 9/30/2009

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: Washington PAVE proposes to provide training and assistance for military parents in locations throughout the United States and overseas through the STOMP (Specialized Training of Military Parents) Program. STOMP began serving military families in 1985 and has a proven model for meeting the training and information needs of this greatly underserved and diverse population.

Method: Families will work with staff who have experience serving within the military and who have one-to-one assistance on the phone, in person, via e-mail or regular mail services. The project will provide listserves, workshops, training videos, and an annual training conference to assist families and professionals.

Products: Through the STOMP program, families will increase their knowledge, skills, and participation in: (a) the availability and effective use of procedural safeguards, with an emphasis on mediation; (b) planning for their young child transitioning from Part C to Part B services; (c) increase effective communication with personnel who provide special education, early intervention, and related services; (c) involvement in the decision-making process and IEP development; (d) understanding how and where to obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; and (e) understanding the provisions of IDEA and NCLB.

Grant Number: H328M040017
Missouri Parents Act (MPACT)

Project Director: Savage, Mary Kay
Missouri Parents Act (MPACT)
One W. Armour Blvd., Suite 302
Kansas City, MO 64111-2087
Voice: 816-531-7070; *Fax:* 816-531-4777
E-mail: msavage@ptimpact.com
Web site: www.ptimpact.com

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

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

Purpose: The overall goal of the Missouri Parents Act (MPACT) project is "to develop the ability of parents of special needs to advocate and be informed participants in educational decision making through comprehensive training on their rights and responsibilities under the IDEA and NCLB; and to facilitate systems change through partnership with state and local agencies to ensure that all children with special needs receive an education that allows them to achieve their personal goals."

Method: The project will (a) expand the leadership role of MPACT and parents across Missouri by planning and implementing initiatives that meets the needs of parents of children with disabilities; (b) provide training and technical assistance that develops the skills of parent and children with disabilities in exercising their rights and responsibilities to access an education designed to meet their child's unique needs; (c) assure that Missouri parents, including those in typically underserved communities, have access to accurate and comprehensive information related to the educational needs, program options, services, and resources available at the local, state, and national levels; (d) identify and assist underserved populations and develop their competencies in appropriate identification disability awareness, program options and community services; (e) provide parents and their children with special needs training and resources aimed at critical transition periods; and (f) partner with state and local agencies to maximize funding for parent participation and to facilitate systems change.

Products: As a result of this project, 10,000 parents and children with special needs will receive Special Ed Law, IEP Process, Disagreement Resolution, and Effective Advocacy training. Technical assistance will be provided to 35,000 parents and children with special needs. Additionally, 500 teens and young adults with disabilities will receive secondary transition training, and 600 parents will share information and technical assistance via MPACT listserv and bulletin board; 100,000 will access resource materials and the newsletter on the Web site (www.ptimpact.com). Parents, including those from underrepresented groups, will have ready access to training and information resources that empower them to more effectively advocate for the needs of their children with disabilities.

Grant Number: H328M040020

Information & Education for Parents, Professionals, & Students (IEPPS)

Project Director: Aghazadian, Marie-Anne
Parent Information Center of Delaware, Inc.
5570 Kirkwood Highway
Wilmington, DE 19808-5002
Voice: 302-999-7394; *Fax:* 302-999-7637
E-mail: maghaz@picofdel.org
Web site: www.picofdel.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The Parent Information Center of Delaware (PIC) has served as Delaware's Parent Training and Information Center since 1985, providing invaluable and unduplicated services of information, education, referrals, and individual support to families and professionals of children and youth with the full range of disabilities. PIC proposes to: provide training and information to meet the needs of underserved families of children and youth with disabilities, particularly those families whose children may be inappropriately identified; assist students with disabilities to understand their rights and responsibilities on reaching the age of majority; provide all families of infants, toddlers, children, and youth in Delaware with essential information, training, and individual support on all aspects of their children's provision to a FAPE, in accordance with IDEA and NCLB; generate project outcome data that show a minimum 10% annual increase in participation in project activities by parents and professionals.

Method: This community presence will give ready access to information and personal support to 600 families and professionals each year. In collaboration with students and their teachers, develop a scientifically researched, curriculum-based, replicable self-determination and leadership program to serve upward of 300 students annually. In collaboration with relevant state and local education and vocational rehabilitation agencies, address the needs of high school transition students and their families. Similarly, PIC will work in tandem with the state IDEA Part C agencies to ensure that families of young children are given the information and support they need as their children transition from early intervention programs to Part B programs.

Products: As a result of this project a total of 600 families and professionals each year will have ready access to information and personal support to assist them in meeting the needs of underserved children with disabilities. Additionally, 300 students annually will participate in a new self-determination and leadership program. Participation by parents and professionals in project activities will increase by at least 10% to 3300 annually.

Grant Number: H328M040022

**Better Futures for Children with Disabilities:
Parent Educational Advocacy Training Center (PEATC)**

Project Director: Takemoto, Cheryl
Parent Educational Advocacy Training Center
6320 Augusta Drive
Springfield, VA 22150-2500
Voice: 703-923-0010; *Fax:* 703-923-0030
E-mail: takemoto@peatc.org
Web site: www.peatc.org

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

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

Purpose: As Virginia's parent training and information center, PEATC will provide assistance, training, and information so that parents can understand and communicate more effectively about their children's needs and be meaningful partners in their children's education. The overarching goal of the organization is to build better futures for children with disabilities by working collaboratively with families, schools, and professionals to improve their opportunities for excellence in education and success in school and community life.

Method: PEATC will (a) provide information and assistance that will help the parents of children with a full range of disabilities, particularly underserved parents, be informed and knowledgeable partners and decision-makers in their children's education; (b) expand training opportunities to build the capacity of families, self-advocates and professionals to improve outcomes for students with disabilities throughout Virginia; (c) build local capacity to improve and expand services to parents and those who work with parents; and (d) contribute to the knowledge or understanding of educational problems, issues and effective strategies.

Products: Parents, students, and professionals will receive high quality information and materials that promote improved outcomes for children with disabilities. By working with other collaborators and utilizing high quality methods to maximize resources and deliver quality services, the numbers of parents served through this project will increase by at least 5% a year. Information, training, and assistance are available to all of Virginia's geographically, culturally, and economically diverse families through a variety of high quality methods. Parents and students will be more effective and involved in the student's educational program and decision-making process. Initiatives undertaken will build local and state capacity for more responsive services and policies for students with disabilities from traditionally underserved groups. PEATC will begin a pilot of an IEP Facilitator Certification Training Program with the potential of becoming a national model for best practices in standards-based strategies.

Grant Number: H328M050005

R.I. Parent Training and Information Center

Project Director: Collins, Cheryl
 Rhode Island Parent Information Network, Inc.
 175 Main Street
 Pawtucket, RI 02806
Voice: 401-727-4144; *Fax:* 401-727-4040
E-mail: collins@ripin.org
Web site: www.ripin.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will provide training, information, support, and advocacy to parents seeking help for their children with disabilities.

Method: While offering an array of supports to families, the project will take special care to assure the training and information needs of underserved parents. The project will support families at the local level by placing volunteer parent mentors in each school district, and by utilizing parent consultants in 8 early intervention sites and family support coordinators working with the 5 regional transition centers in Rhode Island. The library of resources will be expanded to ensure the inclusion of information on the range of options, programs, services, technologies, practices, and interventions that are based on scientifically based research. The project will also offer workshops to parents on their rights, responsibilities, and protections under IDEA with the goal of preparing them to effectively participate in decision making for their children. The project will also link parents with the opportunities and information necessary to participate in school reform activities at state, district, and local school levels.

Products: The R.I. Parent Training and Information Center serves more than 20,000 Rhode Island families each year. The project has 11 programs offering assistance to families in every stage of development and focus on all children with special needs. Through outreach, networking, and collaborative partnerships, the PTI center will support families in every school district in Rhode Island, ensuring that they receive the training and information necessary to cooperatively and effectively participate in decision making related to early intervention, education, and transition services.

Grant Number: H328M050008

**An Information, Skill Development and Support System
 for Parents of Children with Disabilities**

Project Director: Thieme, Louise
 Parent Education Network
 2107 Industrial Highway
 York, PA 17402
Voice: 717-600-0100; *Fax:* 717-600-8101
E-mail: pen@parentednet.org
Web site: www.parentednet.org

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to ensure that every child with a physical or mental disability has the right to a continuum of services that maximizes his or her individual capabilities.

Method: The project has 5 main areas where it will focus its work: (a) public information, dissemination, and outreach; (b) workshops; (c) transition to adulthood and self-determination; (d) individual information, technical assistance, and consultation; and (e) parent /professional partnerships. Emphasis will be placed on serving unidentified, inappropriately identified, not identified at all, unserved, underserved, impoverished, disadvantaged, homeless, foster, unaffiliated, minority, and non-English speaking students and parents.

Products: Anticipated outcomes include: (a) at least 20,000 public information contacts per year; (b) at least 50 workshops per year, reaching at least 2,000 parents and/or professionals per year; (c) at least 14 presentations per year, reaching 400 parents and students per year; (d) regional assistance to at least 8,000 parents and/or professionals per year, via phone, e-mail, or mail; and (e) training for 400-800 parents and/or professionals, with at least 15-25 parent and/or professional collaboration activities per year.

Grant Number: H328M050013

Parent Training and Information Center in Region 2 of Pennsylvania

Project Director: Healey, Elisabeth
 Parent Education and Advocacy Leadership Center
 1119 PennAvenue, Suite 400
 Pittsburgh, PA 15222-4205
Voice: 412-422-1040
E-mail: healeylz@aol.com
Web site: www.pealcenter.org/

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: To ensure that children, youth, and adult with disabilities lead rich, active lives and participate as full members of their schools and communities, this project will provide training, information, and technical assistance based on best practices to families and the professionals working with them. The specific goals are as follows: (a) provide ongoing individual information and technical assistance; (b) develop and implement an array of training opportunities throughout the region with content reflecting state-of-the-art practices and technology; (c) conduct deliberate outreach to assist underserved and unidentified families; (d) build capacity in local communities by providing ongoing training; (e) provide information and technical assistance to diverse parent leaders throughout the state; and (f) collaborate effectively with policy-making, advisory, and advocacy groups to improve systems and services in this region.

Method: The center's overall approach is to assist families to develop skills and strategies for realizing their rights, using the law, and leveraging change in ways that help them obtain the assistance that their children need. The project will build a resource library and maintain information files; use Web technology to reach large numbers of parents and educators; provide basic information using telephone assistance; use Parent Mentors in underserved rural communities; present workshops and co-sponsor conferences; and publish a newsletter for parents and professionals.

Products: The project expects to achieve the following outcomes: (a) School reform discussions and efforts will include students with disabilities; (b) all parents, including families who are ethnically diverse, will be actively involved in decision making for their children's education; (c) implementation of IDEA and quality services in Region 2 of PA will improve; (d) students will have access to the general education curriculum and appropriate behavior supports; (e) the capacity of schools and other systems to serve children well will be increased; and (f) a larger bank of strong parent leaders, including parents who are ethnically diverse, will be created throughout Region 2.

Grant Number: H328M050014

West Virginia Parent Training and Information

Project Director: Haberbosch, Pat
 WVPTI, Inc.
 1701 Hamill Ave.
 Clarksburg, WV 26301
Voice: 304-624-1436; 1-800-281-1436 (in WV); *Fax:* 304-624-1438
E-mail: wvpti@aol.com
Web site: www.wvpti.org/

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

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

Purpose: The purpose of this project is to provide support, training and information to West Virginia's families of individuals with disabilities, students and others who provide services. The project will also target the unserved/underserved by utilizing effective strategies to increase their involvement. As informed consumers, parents/students will communicate effectively with school personnel, be able to make informed choices with knowledge of the range of options, programs, services and resources available to them, and be better equipped to help their children prepare to lead productive independent adult lives.

Method: The focus of this project's approach is a grassroots approach. In forming partnerships and providing support for the families, there is an increase in the likelihood that their children will meet developmental, functional, and challenging academic goals as set for all children. The project will provide training, information and support to assist parents (the majority of who live in rural areas) and students to become informed consumers in the educational process.

Grant Number: H328M050018

Idaho Parents Unlimited Parent Training and Information Center

Project Director: Mason, Evelyn
 Idaho Parents Unlimited, Inc.
 600 North Curtis Road, Suite 145
 Boise, ID 83706
Voice: 208-342-5884; 1-800-242-IPUL (in ID); *Fax:* 208-342-1408
E-mail: evelyn@ipulidaho.org
Web site: www.ipulidaho.org/

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

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

Purpose: The purpose of this project is to provide services that address issues for children with disabilities ages birth through 26 years of age. New IPUL program areas (for example, an increased use of technology) aim to make services more available for time-strapped families, overcommitted 2-income working families, and those that are isolated geographically.

Method: New project efforts will build on current services. Statewide activities will continue to be developed and coordinated through the project's central office located in Boise. The central office will research, house, and disseminate pertinent information to parents statewide. The role of the central office staff, in close collaboration with 4 regional parent education coordinators, will be to develop training and information materials; present workshops; publish "The Idaho Parent Network," a quarterly newsletter; create and maintain Web-based instruction and other technologies (i.e., video conferencing); conduct face-to-face conferences and statewide meetings; and provide professional development for the parent education

coordinators. The 4 parent education coordinators, most of whom are parents of children and adolescents with disabilities, will continue to be trained on the rights, protections, and responsibilities under relevant federal and state laws; effective communication techniques; early intervention services; research-based methods of instruction; support group dynamics; parent/student participation in the IEP process; transition to adult life; dispute resolution alternatives; disability-specific information; local resource information; and delivering emotional support to families. They are located throughout the state and will travel to small towns and communities to provide services. This regional staff is responsible for knowing these small communities, for maintaining the outreach and coordination of volunteers at the local level, and for responding to each local request for assistance. In an effort to increase evaluation efforts and revise future programming for higher accountability, surveys of parents of young adults with disabilities (up to age 26) will be used to document the quality-of-life outcomes and the impact the project's services may have made in these young people's efforts to live independent and productive lives.

Grant Number: H328M050022

Project PROMPT—Information and Training for Parents of Individuals with Disabilities and the Professionals Who Serve Them

Project Director: Arceneaux, Cindy
 Families Helping Families of Greater New Orleans
 201 Evans Road, Bldg.1, Suite 100
 Harahan, LA 70123
Voice: 504-888-9111; *Fax:* 504-888-0246
E-mail: carceneaux@projectprompt.com
Web site: www.projectprompt.com

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

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

Purpose: The purpose of this project is to ensure that parents of children with disabilities, birth to 26 (as well as young adults with disabilities and the professionals that serve them), in Louisiana receive training and information to help improve results for students.

Method: The project will achieve its goals by providing peer/individual support, training, and information and referral services specific to the needs of the following age groups: children birth to 5, school-age students aged 6-16, and teens and young adults aged 17-26 who are transitioning into adulthood. Based on experiences, evaluations, and personal contacts with parents, the project has found that parents and professionals need information on: best practices in early childhood; special education laws; transition issues; IEP development and implementation; knowledge of service systems; communication techniques; least restrictive environment; increased exposure to successful programs and research-based practices; program support for at-risk students and community awareness; updates and Web sites on policies and procedures of federal, state, and local education agencies; parent/peer support for individual assistance; and specific outreach to traditionally underrepresented, underserved populations. The project will also continue its longstanding reputation of collaborative work through materials development, interagency networking, and information sharing/dissemination.

Grant Number: H328M050023

Hawaii Parent Training and Information Center

Project Director: Schember-Lang, Jennifer
Learning Disabilities Association of Hawaii
200 North Vineyard Blvd., Suite 310
Honolulu, HI 96817
Voice: 808-536-9684; *Fax:* 808-537-6780
E-mail: Jschember-Lang@LDAHawaii.org
Web site: www.ldahawaii.org/aware.htm

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: There are 6 main goals for this project: (a) building skills to enable parents to effectively participate in planning processes and, when disputes arise, to resolve those disputes; (b) improving parent understanding of their rights and responsibilities; (c) improving parent understanding of their children's needs; (d) building partnerships between parents and professionals in improving results for children; (e) improving student understanding of their rights and protections; and (f) improving information/supports to professionals who work with children with disabilities and their families.

Method: Strategies to achieve these outcomes will range from training activities (workshops, special presentations, conferences, special clinics offering intensive skill building, training via community television, CDs, DVDs, Webcams to remote areas of the state) to information/referral services and dissemination activities (materials distributed via mail, Web site, packets, events/public awareness) to various forms of one-to-one assistance/support increasing in intensity as needed by the parent and as resources allow. One-to-one assistance to parents ranges from technical assistance (including an effort to bring services to communities through "mobile" technical assistance strategy), assignment of staff to in-person strategy sessions, and assignment of staff to advocacy/mentoring. The project also includes activities to improve systems through parent participation and inclusion of the parent perspective and voice in various advisory and governing groups or bodies. Specific strategies focus on reaching underserved groups, including parents who are within the low-income range, parents of children with limited English proficiency, parents/families who are homeless or at risk of homelessness, particular cultural groups, and geographic areas of the state. Dissemination of accurate information on the provisions of IDEA 2004 to all targeted groups is a priority.

Products: The project anticipates training 1,220 parents and an additional 300 professionals and 50 students/young adults each year and reaching 1,900 parents through provision of information, materials, or individualized assistance, with at least 15,000 contacts with parents while providing individualized assistance.

Grant Number: H328M050025

**North Carolina Parents Together: A Comprehensive Statewide
Parent Training and Information Center**

Project Director: Hawkins, Connie; LaCorte, Mary
Exceptional Children's Assistance Center
907 Barra Row, Suites 102/103
Davidson, NC 28036

Voice: 704-892-1321; *Fax:* 704-892-5028

E-mail: chawkins@ecacmail.org; mlacorte@ecacmail.org

Web site: www.ecac-parentcenter.org/

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: The project's purpose is to provide information and training support to parents of children with disabilities in the state of North Carolina.

Method: The project intends to continue current services provided to North Carolina families of children with disabilities, including the project's lending library, newsletter, toll-free parent information line, individual assistance information packets, parent-to-parent support, information and referral, and the Web site. Parent education workshops will be conducted so that they are geographically dispersed throughout the state, including workshops on IDEA 2004 and effective research-based practices such as positive behavior supports. In addition, the project will continue to provide workshops on topics such as writing effective IEPs, preschool, transition to kindergarten, inclusion, transition to adulthood, and other topics identified by families. The project will collaborate with other North Carolina disability and family organizations to provide leadership and advocacy training to staff, local chapter leaders, and volunteers. The project will continue to recruit and train the network of IEP partners who will volunteer to support families at IEP meetings. Current services will be continued and expanded to reach families in North Carolina by providing a flexible, collaborative information and training program that offers materials and workshops for non-English speaking and low-reading-level families, materials and workshops that respond to the needs of families from diverse backgrounds, and materials and training opportunities in a variety of formats.

Products: It is anticipated that the project will have the following results over the 5 years of the grant: (a) Approximately 90,000 will be served by the parent info line; (b) approximately 12,500 information packets will be sent out; (c) over 5,000 lending library transactions will occur; (d) 250,000 newsletters will be disseminated; (e) the Web site will receive at least 375,000 hits; (f) staff will make 58 presentations serving almost 3,000 individuals; (g) 15 Web workshops will be provided, servicing approximately 5,000 individuals; (h) 30 conference call trainings will take place, supporting 750 individuals; (i) 15 instructional conferences will serve 1,750 individuals; and (j) approximately 5,000 special materials will be disseminated.

Grant Number: H328M050027

Empowered Families = Successful Kids

Project Director: Diehl, Nancy
Support and Training for Exceptional Parents, Inc.
712 Professional Plaza
Greeneville, TN 37745
Voice: 423-639-0125; *Fax:* 423-636-8217
E-mail: nancy.diehl@tnstep.org
Web site: www.tnstep.org/

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

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

Purpose: The purpose of this project is to provide training and information services both to parents of infant, toddlers, children, and youth with disabilities (birth through 26) and to students with disabilities throughout Tennessee. There are 4 specific goal targets of the project: (a) to provide information services, including the changes in IDEA 2004, and individual assistance to families to build local capacity; (b) to provide training for families and students; (c) to provide specific outreach to low-income families, families of limited English proficient children, families of inappropriately identified children, and traditionally underserved families; and (d) to promote partnerships between families and the full range of professionals in the education field.

Method: The services offered are designed to foster equal partnerships and encourage collaboration between parents, students, and the professionals who work with them and to increase the knowledge and understanding of academic achievement goals and effective educational strategies. This project continues current services, expands capacity to meet new demands, and adds new methods and activities to address unmet and newly identified needs. The project plans to use multimedia training technologies, video, audio, videoconferencing, and public access television to increase access to training and information, and to meet the needs of families who cannot or do not make use of traditional training workshop models. District Parent Trainers and Community Volunteers across the state will help facilitate the development of local networks for support and information. In addition, the project will maintain and increase the strong collaborative relationships with parent groups, other disability organizations, schools, Tennessee's Division of Special Education (SEA), and other units of government that focus on disability services.

Products: Anticipated outcomes of this project include: (a) accessing of services by 15,000 Tennessee parents each year; (b) increased parental understanding of the nature of their child's disability and early intervention, educational, developmental, functional, and transitional needs of their child; (c) increased parental understanding of and skills for participating in decision-making processes in the development of their child's IFSP or IEP, in state and local assessments, school reform activities, and in use of alternate methods of dispute resolution; and (d) providing parents and professionals with information about academic achievement goals, programs, services, technologies, and interventions that are scientific and research-based.

Grant Number: H328M050029

Training and Information for Parents of Children with Disabilities

Project Director: Glenn, Catherine Rehema
Inter Island Parent Coalition for Change
9500 Wheatley Shopping Center II, Unit 8
St. Thomas, VI 00802
Voice: 340-774-1662; *Fax:* 340-774-1662
E-mail: vifind@islands.vi
Web site: www.taalliance.org/ptis/vifind/

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

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

Purpose: The Virgin Islands Training and Information for Parents of Children with Disabilities creates awareness, education, training of parents, teachers, related agencies, service providers and the community regarding the situation of the disabled population, their needs, and their rights under the law IDEA.

Method: Project activities will include: (a) providing support, materials, and training to 135 parents of infants, toddlers, and preschoolers with developmental delays; (b) providing individualized materials to 400 parents of school-age children with a disability; (c) providing training to 600 parents of children birth to school-age on all aspects of IDEA; (d) providing training in effective communications skills to at least 80 parents; (e) identifying and training 12 parents per year, selected from each island to serve as support group leaders, trainers, advocates and future board of directors, beginning in the 2nd year; (f) providing awareness training to 75 parents of infants and toddlers and 50 child centers on IDEA/Child Find; and (g) providing individualized support, information, and training on IDEA to 50 bilingual parents. The project will maintain an office for the PTI center on each island of the Virgin Islands, with St. Thomas serving as the main office. The project will also continue its linkages with interrelated agencies and programs, both governmental and nongovernmental.

Products: It is anticipated the project will reach and serve 1,000 un/underserved families, including low-income parents, parents of limited English proficient children, and parents with disabilities, providing the training and information they need to enable them to participate effectively in helping their children with disabilities over the 5 years of the grant.

Grant Number: H328M050030

**PTI Center Serving Parents of Children with Disabilities, Youth,
and Young Adults with Disabilities Throughout NH,
with a Priority to Outreach to Underserved Families**

Project Director: Thalheimer, Heather
NH Coalition for Citizens with Disabilities, Inc.
Parent Information Center
P.O. Box 2405
Concord, NH 03302
Voice: 603-224-7005; *Fax:* 603-224-4365
E-mail: hthalheimer@parentinformationcenter.org
Web site: www.parentinformationcenter.org/

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

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The project intends to meet the disability-related needs of all families, especially traditionally underserved families (e.g., low-income families, families for whom English is a second language, minority families, homeless families, and others who face significant or multiple challenges).

Method: There are 9 specific areas of project focus and activity: (a) assisting parents in understanding their children's disabilities; (b) providing information, support, and resources to parents through outreach to low-income parents, parents with limited English proficient children, and parents with disabilities; (c) helping parents to understand their rights and responsibilities under IDEA 2004, including procedural safeguards, the appropriateness of their children's identification, and how to meaningfully participate in the development of their children's IFSP/IEP and/or transition plans; (d) assisting parents of infants and toddlers with disabilities to understand their rights and responsibilities under IDEA 2004, parts C and B, in order for them to fully participate in the development of their children's IFSP and promote smooth and effective early childhood transitions; (e) helping parents to resolve disputes in the least adversarial manner, particularly through the use of alternative dispute resolution techniques such as mediation; (f) enabling parents to communicate more effectively with school personnel and other professionals; (g) enabling parents to obtain resources, including information about the range, type and quality of options, programs, and services available to assist them and their children; (h) supporting, informing and educating youth and young adults with disabilities about the secondary transition process; and (i) supporting parents to be involved in activities at the school level, including school reform initiatives. The project will utilize highly trained staff and volunteers who represent the communities being served. The project will offer opportunities for parents and individuals with disabilities to benefit from and participate in leadership activities. A Volunteer Advocate Network will provide individual support and assistance to families and youth in their communities. A Youth Advisory Board will support youth and youth leadership initiatives.

Grant Number: H328M060003

Alaska Parent Training and Information Center at Stone Soup Group

Project Director: Parrish, Katy
Stone Soup Group
3350 Commercial Drive, Suite 100
Anchorage, AK 99501
Voice: 907-561-3701; *Fax:* 907-561-3702
E-mail: katyp@stonesoupgroup.org
Web site: www.stonesoupgroup.org/

Beginning Date: 6/12/2006
Ending Date: 6/13/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will coordinate, manage, and provide training, information, and resource distribution, and conduct other activities to develop the capacity of Alaska's parents and caregivers supporting infants, toddlers, youth, and young adults with disabilities statewide.

Method: The project's 4 primary goals are to: (a) provide comprehensive training in multiple modalities, in a culturally competent manner, to assist parents and caregivers who support youth experiencing disabilities to better understand the nature of their children's disabilities, communicate effectively and collaboratively with special education personnel, participate in decision-making processes, and prepare students to lead independent adult lives; (b) provide appropriate information about the range, type, and quality of options programs, services, technologies, practices, and interventions based on scientific research, as well as resources available to assist children with disabilities and their families in school and at home; (c) increase capacity at local levels to provide support, technical assistance, and problem solving among families to participate in school-level activities that benefit their children and to participate in school reform activities; and (d) increase organizational capacity to effectively reach and assist parents, particularly those from underserved populations.

Products: Anticipated outcomes include: improved access to and coordination of training opportunities and materials for parents; greatly enhanced collaboration and communication between Alaska's many organizations that support caregivers and families with disability-related issues; increased understanding of caregivers of basic rights and provisions under IDEA; empowered parents to lead in the planning and coordination of early intervention and special education services for their child; reduced number of special education cases being referred to due process and litigation; and a strengthened Family-to-Family network in Alaska to support extensive peer-to-peer mentoring and empowerment.

Grant Number: H328M060004

**Parent Training and Information Center: Training and Information
for Parents of Children with Disabilities**

Project Director: Espada, Ann
Advocates for Children of New York
151 West 30th Street, 5th Floor
New York, NY 10001
Voice: 212-822-9513; *Fax:* 212-947-9790
E-mail: aespada@advocatesforchildren.org
Web site: www.advocatesforchildren.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The purpose of this project is to serve the parents of infants, toddlers, and children with the full range of disabilities described in IDEA from ages birth through 26 in New York City, with a focus on underserved parents, parents of children who may be inappropriately identified as having a disability, and those who face the greatest barriers to receiving appropriate services, including barriers due to poverty, race, ethnicity, limited English proficiency, involvement in the child welfare or juvenile justice systems, homelessness, domestic violence, or teen parenthood.

Method: On an annual basis, the project will (a) conduct outreach to 200,000 individuals to recruit parents and professionals for services; (b) provide workshops to 2,000 parents of children with disabilities and professionals who work with them; (c) provide intensive assistance to 1,200 parents and technical assistance to professionals via email and phone; (d) provide intensive support or case assistance to 400 parents; (e) disseminate 50,000 pieces of print information to parents and professionals; (g) obtain at least 1,000,000 hits /100,000 page views on its accessible Web-based programs; (h) obtain media coverage and participate in public forums to reach a combined number of contacts of 6 million; (i) maintain and expand existing liaisons and collaborative projects with appropriate clearinghouses, and national, state, and local organizations that serve parents and families of children with the full range of disabilities; and (j) continue to participate in the New York State Parent Network (NYS Parent Network), a strategic alliance with other parent training and information centers in New York State and the Community Parent Resource Center.

Grant Number: H328M060006

Metropolitan Parent Training and Information Center

Project Director: Somoza, Mary
Sinergia, Inc.
134 West 29th Street, 4th Floor
New York, NY 10001
Voice: 212-643-2840; *Fax:* 212-643-2871
E-mail: msomoza@sinergiany.org
Web site: sinergiany.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will provide outreach, information, training, advocacy, and assistance and referral to parents of children with the full range of disabilities, ages birth to 26, through the full passage of services from early intervention to postsecondary services.

Method: The project will target 6 high-risk communities in New York: Mott Haven, Hunts Point, Central Harlem, East Harlem, Washington Heights, and Bedford Stuyvesant in the Boroughs of Manhattan, Bronx, and Brooklyn. Low-income parents of children with disabilities, including parents of limited English proficient children and parents with disabilities, will be provided with training and the language-appropriate and culturally relevant information they need to enable them to participate effectively in helping their children with disabilities meet developmental and functional goals and challenging academics that have been established for all children. The project will also provide training to parents on their rights, responsibilities, and protections under IDEA so that parents will develop the skills necessary to cooperatively and effectively participate in planning and decision making. Also, as part of the New York State Parent Network, the project will continue to collaborate with other federally funded PTICs in the state, the New York State and New York City Departments of Education, New York State Office of Mental Retardation and Developmental Disabilities, New York State Developmental Disabilities Planning Council, the Alliance Technical Assistance Center, and a host of community-based organizations.

Grant Number: H328M060009

Parent Training and Information Center

Project Director: Blackwell, Jason
 The Advocacy Center
 590 South Avenue
 Rochester, NY 14620
Voice: 585-546-1700; *Fax:* 585-546-7069
E-mail: blackwell@advocacycenter.com
Web site: www.advocacycenter.com

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide training on the IDEA, information, referral, technical assistance, and educational advocacy services to parents and families of children with the full range of disabilities, ages birth through 26, throughout 57 counties of upstate New York.

Method: The program design consists of subcontracts with 5 Core Community Partners to provide training, support, advocacy, and outreach guided by the principles of the U.S. Department of Education and the Advocacy Center. The project partners with New York State Parent Center Network, New York City PTIC peers, and the Community Parent Resource Center. The project will also collaborate to sustain and enhance awareness of and access to IDEA information for parents across the entire state. The project will work to align and strengthen coordination efforts among all agencies and systems serving children and youth with disabilities and their families. Specific outreach will be conducted to parents and families in urban and rural areas that typically have had inequitable access to IDEA information. The project further aims to continue to use and improve upon nontraditional strategies to increase the impact of its current services and improve outreach and training to underserved and unserved families.

Products: The project will serve 10,000 families per year over the next 5 years.

Grant Number: H328M060010

Mississippi Parent Training and Information Center

Project Director: Comstock-Galagan, Charlene; Troupe, Mary
Coalition for Citizens with Disabilities
5 Old River Place, Suite 101
Jackson, MS 39202-3449
Voice: 800-721-7255; *Fax:* 601-709-0250
E-mail: mstti@mscoalition.com
Web site: www.mscoalition.com/

Beginning Date: 10/1/2006
Ending Date: 9/30/2009

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

Purpose: This project will provide parents of children with disabilities ages birth to 26 with the information and training they need to meet developmental and functional goals and challenging academic achievement goals that have been established for all children, while also preparing them to lead productive, independent adult lives to the maximum extent possible.

Method: The project will: (a) provide training and information that will develop parent skills and competencies in all aspects of IDEA, in order to effectively participate in planning and decision making related to early intervention, educational, and transitional services; (b) provide training and coaching to parents to enhance their ability to communicate effectively and work collaboratively with school personnel; (c) ensure that voice and choice for parents and for children and youth are heard throughout all educational processes and procedures; and (d) increase parental involvement and parent/professional relationships in order to increase local capacity and involvement in education and other system reform issues. The project and its partners have designed the project structure to decentralize activities as much as possible. The project director will oversee three Regional Coordinators (RCs), and the registry of contractual Family Partner/Educators (FPEs) will all be parents of children with disabilities themselves. Their experience and the intense training provided by consultants from the National TA Alliance and others will prepare them to deliver accurate and objective information to the state's parents. In addition to leading workshops across the state, the RCs and FPEs will provide telephone and face-to-face coaching on skills development to local families. Because the project emphasizes meeting the needs of low-income parents and those of limited English proficiency, all staff and partners will receive intense training and ongoing consultation from the National Cultural Competency Center at Georgetown University in Washington, DC. The project has also hired consultants to develop and carry out a collaborative evaluation that will measure the impact of the project on the children's educational systems and the parent community.

Grant Number: H328M060011

Training and Information for Parents with Children with Disabilities

Project Director: Carter, Jim
 Pathfinder Services of North Dakota, Inc.
 1600 2nd Avenue SW #30
 Minot, ND 58701-3459
Voice: 701-837-7500; *Fax:* 701-837-7548
E-mail: jlcarter@srt.com
Web site: www.pathfinder.minot.com/path.html

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The purpose of this project is to provide parents of children with disabilities, including low-income parents, parents of limited English proficient children, and parents with disabilities, with the training and information they need to enable them to participate effectively in helping their children with disabilities meet their developmental and functional goals. The project will serve parents and children of disabilities from ages birth through 26 throughout the entire state of North Dakota, with special emphasis on reaching those families in rural areas who are isolated geographically and have limited resources.

Method: The project focuses on increasing public awareness; providing outreach and online training on specific topics; providing individual family support and technical assistance; and enhancing collaboration among family, professional, and state organizations and agencies. The project also aims to provide information and training to professionals who work with families in order to promote understanding and awareness of the unique needs of children with disabilities and their families. New contacts with the Tribal Liaison of the state's Department of Human Services will be used to improve communications with, access to, and delivery of services to Native American communities. In addition, working relationships will be strengthened with regional human service centers, 31 special education districts, and local schools to reach more underserved families, improve early intervention strategies, work out transition guidelines and ensure that parents are informed and prepared to participate in decision-making processes regarding their children's academic and developmental needs.

Grant Number: H328M060012

Wisconsin Parent Training and Information Center

Project Director: Serak, Jan; Salzer, Courtney
 Wisconsin Family Assistance Center
 for Education, Training and Support, Inc.
 2714 N. Dr. Martin Luther King Drive
 Milwaukee, WI 53212-2312
Voice: 414-374-4645; *Fax:* 414-374-4655
E-mail: jcerak@wifacets.org
Web site: www.wifacets.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will ensure that parents of infants, toddlers, and children with disabilities (birth through 26) receive training and information to help improve results for their children.

Method: The project will assist parents to better understand the nature of their children's disabilities and their educational, developmental, and transitional needs; and communicate effectively and work

collaboratively with personnel responsible for providing special education, early intervention services, transition services, and related services. Parents will be informed so that they can fully participate in decision-making processes, including state and local assessments and the development of IEPs and IFSPs. The project will also assist parents in obtaining appropriate information about the range, type, and quality of options, programs, services, technologies, practices, and interventions that are based on scientific research and resources available to assist children with disabilities and their families in school and home. Parents will be trained to understand IDEA provisions, including those related to early intervention, and to participate in activities at school that benefit their children. This will include participation in school reform activities. The project will work strategically with families, Tribes, community-based organizations, schools, and others statewide to assess local needs and design appropriate supports, such as assisting parents to resolve disputes. It will also provide training on such topics as IDEA, transition, the IFSP, and NCLB. Training and support will be offered for a network of volunteer parents leaders and mentors. Information, support, and referral services may be accessed via toll-free numbers, TDD, the project Web site, and appropriate language and literacy materials.

Products: Over 875,960 parents, students, professionals, and others will be reached. Information will be disseminated to 820,000 individuals; information and referral to 24,500; training to 9,250; and individual assistance to 2,100. An additional 2,500 people will be reached through support groups, and 500 parent leaders will be trained and supported.

Grant Number: H328M060013
SEAC Parent Assistance Center

Project Director: Wheat, B.
 Special Education Action Committee, Inc.
 576 Azalea Road Suite 105
 Mobile, AL 36606-3501
Voice: 251-478-1208; *Fax:* 251-473-7877
E-mail: mksseac@seacpac.com
Web site: www.seacparentassistancecenter.com/

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: This project currently serves Alabama as its only Parent Training and Information Center, providing accessible training, individualized instruction, and follow-up support to assist families of children with disabilities in understanding the provisions under IDEA for educating children with disabilities.

Method: Through the project's activities and initiatives, families of children with disabilities in Alabama will receive information and resources to better understand the nature and needs of the disabling conditions of their children and promote their children's success in reaching transitional, functional, and developmental goals. The project will develop a community-based outreach plan that places particular emphasis upon reaching low-income families, limited English proficient parents, and families of children incorrectly identified for special education. Services will include workshop training and a statewide conference to prepare parents to collaborate with regular and special educators, participate in school-level activities, including schools in need of improvement, and support their children toward challenging academic goals.

Products: The project's 4 statewide offices will provide information and training to ensure that Alabama parents of children with disabilities possess the information and skills needed to ensure their full participation in planning, implementing, and monitoring their child's individualized education program.

Grant Number: H328M060015

Kentucky Special Parent Involvement Network (KY-SPIN)

Project Director: Logsdon, Paulette

KY-SPIN, Inc.

10301-B Deering Road

Louisville, KY 40272-4000

Voice: 502-937-6894; *Fax:* 502-937-6464

E-mail: spininc@kyspin.com

Web site: www.kyspin.com

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@ed.gov

Purpose: The purpose of this project is to provide parents of children with disabilities, including low-income parents, parents of limited English proficient children, and parents with disabilities, with the training and information they need to enable them to participate effectively in helping their children with disabilities. The goal is to have families be able to meet the developmental, functional, and challenging academic achievement goals that have been established for all children, so that their children will be prepared to lead productive, independent, adult lives.

Method: The project will ensure that children with disabilities and their parents receive training and information on their rights, responsibilities, and protections under IDEA in order to develop the skills necessary to cooperatively and effectively participate in planning and decision making related to early intervention, educational, and transitional services. Services will be provided throughout Kentucky in the most isolated rural areas as well as more populated urban areas in the state. The project will deliver all services in a culturally sensitive and appropriate manner with families' needs as the ultimate priority. A longstanding cooperative relationship will be maintained with state agencies that include the Kentucky Department of Education, the Commission for Children with Special Health Care Needs, the Kentucky Department of Mental Health, disability specific organizations serving persons with disabilities and their families, and state and local community leaders.

Grant Number: H328M060019

SPIN: Statewide Parent Information Network

Project Director: LaChance, Janice

Maine Parent Federation

P.O. Box 20067

Augusta, ME 04338-2067

Voice: 207-623-2144; *Fax:* 207-623-2148

E-mail: jlachance@mpf.org

Web site: www.mpf.org/projects/spin.htm

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez

Voice: 202-245-6595

E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to serve all families in Maine with children with disabilities ages birth through age 26 as identified under IDEA.

Method: The project will create collaborative networks of parents, advocates, providers, educators, and others and provide networking and support options for families and youth. The project will also continue development of partnerships with key stakeholders committed to full implementation of IDEA. Parents will have access to an array of training and educational opportunities to enable their effective participation in developing and implementing their children's educational program. Special emphasis will be placed on underserved populations and isolated areas. Services will include toll-free access to information and referral; 2 interactive resource-oriented Web sites; a newsletter and other publications; a free lending library; customized educational workshops and training forums; one-on-one and group parent-to-parent supports; and parent and youth mentoring programs.

Products: The PTI Center will provide one or more services annually to approximately 17,000 constituents, the majority of which are parents, families, and youth but also include professionals and service providers involved with special education services.

Grant Number: H328M060023

A Parent Training and Information Center in New York City

Project Director: Schlesinger, Karen
 Resources for Children with Special Needs, Inc.
 116 East 16th Street, 5th Floor
 New York, NY 10003
Voice: 212-677-4650; *Fax:* 212-254-4070
E-mail: ktschlesinger@resourcesnyc.org
Web site: www.resourcesnyc.org/rcsn.htm

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: Resources for Children with Special Needs, Inc. (RCSN) was established by parents to ensure that all NYC children from birth to 26 with any of the full range of disabilities, their families, and the professionals who work with them have access to and obtain educational and other services they need.

Method: Annually, RCSN will conduct outreach and disseminate information to reach, inform, and assist a minimum of 1,155,000 parents and professionals through media, mailings, publications, direct contact, capacity building, and RCSN's interactive Web site. The center will provide direct information, referral, case management, individual advocacy, and support to a minimum of 3,000 parents, 600 professionals, and 1,400 helpline callers. Training will be provided in English and Spanish to 2,200 parents and professionals, with a minimum of 60% of the participants being minority or underserved, so that they can advocate effectively on behalf of children with special needs. The project will hold a series of 34 community-based workshops in all NYC boroughs; conduct 50 customized workshops for 1,000 parents and professionals; and provide special training for 600 parents and professionals, including 10 NYC Training Collaborative for Early Intervention workshops. The Center Without Walls (CWW) will be expanded to reach, train, and directly serve 400 underserved and/or minority parents and build the capacity of 40 community-based organizations to refer and assist their consistencies. Online and information services will be strengthened, with 10 new or updated resource directories across the 5 years of the project.

Grant Number: H328M060024

PTI Nebraska

Project Director: Davis, Glenda
 PTI Nebraska
 3135 North 93rd Street
 Omaha, NE 68134-4717
Voice: 402-934-1488; *Fax:* 402-934-1479
E-mail: gdavis@pti-nebraska.org
Web site: www.pti-nebraska.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The purpose of this project is to provide parents of children with disabilities, including low-income parents, parents of limited English proficient children, and parents with disabilities, with the training and information they need to enable them to participate effectively in helping their children with disabilities meet developmental and functional goals, and the challenging academic achievement goals that have been established for all children.

Method: The project will: (a) maintain an accessible information and resource delivery system covering special education, disability, health, children's mental health, and related topics, using research-based materials; (b) schedule and provide statewide training for parents, professionals, and students on issues related to federal and state education special education laws and statutes; and (c) respond to requests for specialized trainings on a variety of disability-related topics that will assist parents in their daily lives, such as disability-specific information, relevant services, Section 504, ADA, bullying, addressing the needs of other children in the family, and leadership and collaboration skills to help parents improve educational and service outcomes. The project will also build on and expand the statewide network of parent-to-parent relationships, using the strength of families learning from and supporting one another.

Products: As a result of the training, information, and support provided by the project, parents will be able to develop leadership skills and become involved in policy making and systems change at the local, state, and national levels.

Grant Number: H328M060025

Assistance with Achieving Results in Education (AWARE): Florida, Region 2

Project Director: Gilley, Eileen
 Central Parent Center, Inc.
 1021 Delaware Avenue
 Palm Harbor, FL 34683-3529
Voice: 727-789-2400; *Fax:* 727-499-7926
E-mail: eileen@CFLparents.org
Web site: www.cflparents.org/

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: AWARE will provide parents of children with disabilities, including low-income parents, those with children of limited English proficiency (LEP), and parents with disabilities, with the training and information they need to enable them to participate effectively in helping their children meet developmental and functional goals and the Sunshine State Standards. The project will ensure that children with disabilities and their parents will receive training and information on their rights, responsibilities, and

protections under IDEA in order to develop the skills necessary to cooperatively and effectively participate in planning and decision making related to early intervention, educational, and transitional services.

Method: The scope of services to be provided by AWARE will include the full range of disabilities described in IDEA, regardless of severity, and will be provided to parents of children with disabilities from birth to age 26 throughout the 30-county area specified as Florida's Region 2. The project will provide one-on-one support to parents by phone or in person; disseminate information and research-based materials; promote parental participation in IEP meetings; provide information to parents about opportunities for participation in school and school reform levels; expand the existing Web site; provide online interactive activities; utilize Internet technology for ongoing communication and information sharing; engage students and young adults in their transition from school to higher education and community life and in peer-to-peer support; facilitate outreach with a focus on meeting the needs of typically underserved parents; implement outreach programs through the utilization of volunteers; and provide training and support to staff and volunteers. In addition to utilizing existing materials, AWARE staff will customize specific products to meet the needs of parents in central Florida, including: curricula for 7 interactive presentations on IDEA-related topics with corresponding low/no literacy handouts, self-study books, online distance learning programs, and tip sheets for parents. The project will also produce quarterly e-newsletters and maintain a project Web site in both English and Spanish with specific pages for both parents and students or young adults.

Products: Parents of children with disabilities will receive accurate information, interactive training, and support.

Grant Number: H328M060026

Parents of the Panhandle Information Network (POPIN)

Project Director: Ocampo, Ashley
 Family Network on Disabilities of Florida, Inc.
 2735 Whitney Road
 Clearwater, FL 33760-1610
Voice: 727-523-1130; *Fax:* 727-523-8687
E-mail: fnd@fndfl.org
Web site: www.fndfl.org/

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: Family Network on Disabilities of Florida, Inc. (FND) has been Florida's sole PTI since 1986. Providing training and information to students with disabilities, their parents, and professionals on their rights and responsibilities under Federal law will continue to be a priority of the project, now focused on Region 1 of Florida where the PTI will be called Parents of the Panhandle Information Network (POPIN).

Method: Training, information, and support will be provided to parents of children with disabilities, ages birth-26, particularly those from underserved groups, those living in rural areas or areas damaged by hurricanes, and military families. Regional and topical mini-conferences will be offered in addition to the individual assistance (one-on-one contact) that is vital for parents and self-advocates. A minimum of 90 workshops are planned, with a minimum of 12 in Spanish and 6 mini-conferences. A quarterly newsletter will be disseminated to 1,000 parents and self-advocates in Region 1 and posted on the project's Web site. Similarly, a regional listserv will be used to disseminate *Friday Facts*, a weekly bulletin illuminating best practices, research-based practices, and other information of significance. Existing online tutorials in English and Spanish will be expanded for a total of 32 (16 in English, 16 in Spanish) by Year 5. A cadre of

10 Parent Partners will be developed to assist in outreach activities, workshops presentations, and the provision of individual support and information, and 4 additional students and young adults will be identified and recruited for the Student Speaker's Bureau.

Products: Project services, delivered in a culturally and linguistically appropriate manner and tailored to meet an array of literacy needs, will help to ensure that parents and students are prepared, informed, and involved participants in the decision making, development, implementation, and dispute resolution processes of IFSPs and IEPs and in school reform.

Grant Number: H328M060027

Families as Partners in Special Education

Project Director: Curtin, Constance
 Vermont Parent Information Center
 600 Blair Park Road, Suite 301
 Williston, VT 05495-7589
Voice: 802-876-5315; *Fax:* 802-876-6291
E-mail: ccurtin@vtpic.com
Web site: www.vtpic.com

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: This project will assist parents of children with disabilities, ages birth through 26 years, to effectively participate in their children's education, development, and transition to adult life.

Method: The project will use 3 tiers of service provision to build capacity statewide and in local communities. Tier 1 includes services available statewide through a toll-free helpline, Web site, and print material dissemination. Tier 2 includes in-person assistance and training events in local communities. Tier 3 is based on a "center without walls" model, bringing project services into community-based organizations. Through this 3-tiered approach, activities will be designed to: (a) inform, support, and educate families of infants, toddlers, children, and youth with disabilities, birth through 26, to assist them in effectively addressing their children's education and development; (b) educate families of young children with disabilities regarding the transitions from Family, Infant, and Toddler services to kindergarten in order to improve educational outcomes for their child; (c) assist parents and youth to effectively participate in postsecondary transition planning for students with disabilities, ages 12 through 26; and (d) build a network of parent leaders to improve the implementation of early intervention, special education, and postsecondary transition for children and youth with disabilities.

Products: Project outcomes for families include increased knowledge to address their child's education and development; improved ability to make decisions about their child's education, development, and transition to adult life; and increased effectiveness in their ability to work with schools and other agencies. Parents will also improve their ability to obtain appropriate services for their child and will show increased effectiveness in resolving disagreements with schools.

Grant Number: H328M060028

The Parents' Place of Maryland, Inc.

Project Director: Thomas, Josie
The Parents' Place of Maryland, Inc.
801 Cromwell Park Drive, Suite 103
Glen Burnie, MD 21061
Voice: 410-768-9100; *Fax:* 410-768-0830
E-mail: josie@ppmd.org
Web site: www.ppmd.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The mission of the Parents' Place is to enhance the ability of persons with disabilities (0-26 years of age) to participate as fully as possible in home, school, and community life through providing education, information and referral, individual technical assistance, and support activities for their parents and families.

Method: The Parents' Place will serve children, youth, and families in their communities in a culturally competent manner. Maryland is a relatively small state, but its distinct population patterns, geography, and separate county-based school systems present challenges to service delivery that require a diverse and multifaceted approach to providing information and training to parents. The Center will provide training, information, and support to assist parents to become informed consumers in their child's educational process, through 5 goals that provide a range of activities and supports focusing upon: training; information and individual assistance; a special focus on Baltimore City parents; ensuring equal access to all parents; and community collaborations. Multiple no-cost services will be provided, including a free Parent Info Line, lending library, information packets, and at least 50 workshops and 10 teleconferences annually. Small-group topical seminars will be conducted for at least 120 parents and will be designed to meet the unique regional trends and issues identified by those parents. An annual day-long training conference will also be offered, as will a 5-week, intensive training program (called the Parent Advocate Training Program) for at least 25 parents. The Parents' Place will also disseminate a monthly email newsletter to at least 1,000 parents.

Products: As informed consumers, parents will communicate effectively with school personnel, be able to make informed choices with knowledge of the range of options, programs, services, and resources available to them, and be better equipped to help their children with disabilities prepare to lead productive lives.

Grant Number: H328M060029

Colorado Parent Training and Information Center

Project Director: Buswell, Barbara
PEAK Parent Center, Inc.
611 N. Weber Street, Suite 200
Colorado Springs, CO 80903-1072
Voice: 719-531-9400; *Fax:* 719-531-9452
E-mail: bbuswell@peakparent.org
Web site: www.peakparent.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: PEAK Parent Center will provide training and information to Colorado families of children birth to 26 with the full range of disabilities to enhance their ability to participate actively in educational decisions for their children. PEAK is designed to increase families' understanding of IDEA, knowledge of evidence-based practices, and advocacy skills so that children with disabilities in Colorado will be served more effectively and achieve positive outcomes.

Method: Activities of the project include providing information and technical assistance to families by phone and email; implementing formal and informal training opportunities, including workshops, video conferences, teleconferences, discussion groups, and statewide conferences; disseminating resources to families that reflect evidence-based practices in accessible formats; supporting regional mentors across the state to build capacity in local communities; working with community agencies to inform them about IDEA and increase their capacity to serve families of children with disabilities; conducting public awareness activities to inform residents across the state about PEAK's services; and collaborating with key stakeholders in the state to improve implementation of IDEA.

Products: As a result of this project, Colorado families (including those who are traditionally underserved or who have children who have been inappropriately identified as having a disability) will be informed and participate more actively in decisions that affect their children. Consequently, infants, toddlers, school-aged, and transitioning students will have appropriate early intervention and special education services, greater access to the general education curriculum and accountability systems, and appropriate behavior supports. Schools and other systems will increase their capacity to serve children well. Ultimately, this project will lead to increased implementation of IDEA and improved results for Colorado's children with disabilities.

Grant Number: H328M060036

Parent Training and Information Center Serving the Island of Puerto Rico

Project Director: Vilá, Carmen Selés
 APNI, Inc.
 P.O. Box 21280
 San Juan, PR 00928-1280
Voice: 787-763-4665; *Fax:* 787-765-0345
E-mail: centoinfo@apnpr.org
Web site: www.apnpr.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The purpose of this project is to provide parents of children with disabilities in Puerto Rico with the training and information they need to help their children. This includes: (a) meeting the developmental and functional goals and challenging academic standards that have been established for all children; (b) preparing young adults to lead productive, independent adult lives to the maximum extent possible; and (c) ensuring that children with disabilities and their parents receive information and training on their rights, responsibilities, and protections under IDEA.

Method: The project will conduct indepth workshops for parents and educators on the special education laws and process. Locations and frequency will be based on need. The project will also host an annual conference for approximately 900 individuals, and will collaborate with other agencies on 1 to 2 joint forums or symposia per year. Additionally, the project will recruit 20 new Parent Leaders and conduct training for all of the approximately 70 Parent Leaders. These Parent Leaders will provide information and support to a minimum of 120 families in their communities. Print materials will be provided for workshop attendees and may be requested by mail or online. Materials will also be available on the Web site for download. Additionally, the project will publish an annual workshop calendar that will be included in an issue of the newsletter, which will be mailed to roughly 38,000 individuals.

Grant Number: H328M060037

Parent Training and Information Center

Project Director: Taycher, Karen
 Nevada P.E.P., Inc.
 2355 Red Rock Street, Suite 106
 Las Vegas, NV 89146-3096
Voice: 702-388-8899; *Fax:* 702-388-2966
E-mail: ktaycher@nvpep.org
Web site: www.nvpep.org

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

OSEP Contact: Carmen Sanchez
Voice: 202-245-6595
E-mail: carmen.sanchez@ed.gov

Purpose: The goal of this project is to provide training and information to families of children with disabilities, in order that they might help their children meet developmental and functional goals and the challenging academic goals that have been established for all children.

Method: The Nevada P.E.P will provide appropriate information and referral to parents about the nature of disabilities; educational, developmental, and vocational needs; availability and quality of programs, services, technologies, practices, interventions, support services, and resources; and families' rights, responsibilities, and protections under IDEA. The project will provide training workshops and develop

activities and materials on basic laws, special education, early intervention services, transition services, related services, educational standards, assessments, and technology awareness. This information and support will help parents to understand, prepare for, and participate cooperatively and effectively in the decision-making process related to their child's education, and in school improvement and reform activities. Individual assistance will also be provided through consultation, peer counseling, problem solving, and dispute resolution. The project will maintain and expand its lending library and Web-based resources that provide information and materials on disabilities, educational interventions, related laws, IDEA, technology, and adaptive equipment, and will place special emphasis on including practices and interventions that are based on research and promoted through national dissemination activities. A statewide network of Community Resource Specialists (volunteers) will serve as a resource for parents and providers in their own community and interest areas, supporting the enhancement of community-based collaboration and outreach to meet the needs of children with disabilities and building the capacity for meaningful parental involvement in school-based activities and reform efforts.

Products: Families in the 17 Nevada counties will be provided with ongoing training and information to increase their capacity to advocate effectively on behalf of their children with disabilities.

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: Lisa Gorove
Voice: 202-245-7357
E-mail: lisa.gorove@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 2 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: Lisa Gorove
Voice: 202-245-7357
E-mail: lisa.gorove@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: 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: 973-297-5300; *Fax:* 973-642-8080

E-mail: Diana.Autin@spannj.org; Debra.Jennings@spannj.org

Web site: www.spannj.org

Beginning Date: 10/1/2003

Ending Date: 9/30/2008

OSEP Contact: Lisa Gorove

Voice: 202-245-7357

E-mail: lisa.gorove@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 regionwide Partnership Summits.

Grant Number: H328M060029

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 site: www.peakparent.org

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

OSEP Contact: Lisa Gorove
Voice: 202-245-7357
E-mail: lisa.gorove@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 1 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 site: www.ecac-parentcenter.org

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

OSEP Contact: Lisa Gorove
Voice: 202-245-7357
E-mail: lisa.gorove@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 site: www.taalliance.org

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

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

Grant Number: H328R040001

Southeast Parent Technical Assistance Center (SEPTAC)

Project Director: Hawkins, Connie K.
Exceptional Children's Assistance Center
907 Barrow Row
Suite 102/103
Davidson, NC 28036
Voice: 704-892-1321; *Fax:* 704-892-5028
E-mail: information@ecac-parentcenter.org
Web: www.ecac-parentcenter.org/

Beginning Date: 5/1/2006
Ending Date: 9/30/2008

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

Note: This project was transferred in 2006. It was previously Project H328R030005.

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).

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.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

**State Program
Improvement Grants**

84.323A

State Personnel Development Grants

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: ssthomas@sde.state.sc.us

Web site: ed.sc.gov/agency/offices/ec/sig/default.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

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/

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: 608-266-7987; *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
Web site: 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

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: Duerr, Lori
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

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 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: Cain, Rebecca
South Dakota Department of Education
Office of Special Education
700 Governors Drive
Pierre, SD 57501-2291
Voice: 605-280-3568; *Fax:* 605-773-3782
E-mail: rebecca.cain@state.sd.us
Web site: 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

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: Strunk, Kathy
Tennessee Department of Education
7th Floor, Andrew Johnson Tower
710 James Robertson Pkwy.
Nashville, TN 37243-0375
Voice: 615-532-1659; *Fax:* 615-532-9412
E-mail: Kathy.Strunk@state.tn.us
Web site: 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

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: Canning, Janet
California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814
Voice: 916-327-4217
E-mail: jcanning@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 indicates 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; Moss, Richard
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
Voice: 717-783-6882; *Fax:* 717-783-6139
E-mail: fwarkomski@pattan.net
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 initiatives; 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 Pennsylvania 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: Ferguson, Michael (Ms.)
 Vermont Department of Education
 120 State Street
 Montpelier, VT 05602
Voice: 802-828-5110; *Fax:* 802-828-0573
E-mail: michael.ferguson@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 local education agencies 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: Scott, Renee; 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: renee.scott@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: Williams, Pam
 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: Pam.Williams@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
Hawaii State Department of Education
637 18th Ave., Building C, Room 102
Honolulu, HI 96816
Voice: 808-586-3310; *Fax:* 808-586-3320
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: Falor, Stephanie
Ohio Department of Education
Office for Exceptional Children
25 South Front Street, Second Floor
Columbus, OH 43215-4183
Voice: 614-387-2236; *Fax:* 614-752-1429
E-mail: stephanie.falor@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 high school 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 high school 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: public.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXSIG

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

Web site: 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

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: Hider, Erin
West Virginia Department of Education
Office of Special Programs, Room 304
1900 Kanawha Boulevard East, Building 6
Charleston, WV 25305
Voice: 304-558-2696; *Fax:* 304-558-3741
E-mail: ehider@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 West Virginia State Improvement Grant (SIG) 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 West Virginia 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 standards 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 West Virginia 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 the 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: Hyatt, Jacque; Taylor, Jean
 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: jshyatt@sde.state.id.us; jetaylor@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 program 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: Larson, Nancy
 Minnesota Department of Education
 1500 Highway 36 West
 Roseville, MN 55113
Voice: 651-582-8596; *Fax:* 651-582-8729
E-mail: nancy.larson@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 up 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; Schumacher, Sharon
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@alaska.gov; sharon.schumacher@alaska.gov

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.

Grant Number: H323A060001

Louisiana State Personnel Development Grant

Project Director: Aysenne, Susan
Louisiana Department of Education
P.O. Box 94064
1201 North Third Street
Baton Rouge, LA 70804-9064
Voice: 225-342-3513; *Fax:* 225-219-7370
E-mail: susan.aysenne@la.gov
Web site: www.doe.state.la.us/lde/eia/1500.html

Beginning Date: 11/1/2006
Ending Date: 10/30/2011
OSEP Contact: Larry Wexler
Voice: 202-245-7571
E-mail: larry.wexler@ed.gov

Purpose: This project will build on the past efforts of the Louisiana State Improvement Grant (LaSIG), with an emphasis on increasing the use of scientific and evidence-based practices and on bringing those

practices to scale. This will be achieved through improving systems of professional development and service delivery at the state, district, campus, and individual levels.

Method: In partnership with the Louisiana Department of Education (LDE) and with state, district, campus, and family stakeholders, the project will continue initiatives designed to improve systems that support and expand the use of scientific and evidence-based practices throughout the state [e.g., Response to Intervention (RtI), Literacy Plan, schoolwide positive behavior support (SWPBS)]. Through these partnerships, the project will support districts and schools as they address specific targeted areas identified in the Louisiana State Performance Plan (SPP) as critical to improving outcomes for, and the performance of, Louisiana students with disabilities. Targeted areas include inclusive practices, SWPBS, reduction in disproportionality, high school diploma, and closing achievement gaps. The project will also support personnel preparation efforts and partnerships among the LDE, institutes of higher education (IHEs), and family collaborators to recruit from underrepresented groups; engage recruits in teacher preparation programs; increase the number of inclusive classrooms and schools serving as partner sites for teacher interns and student field activities; and increase retention through creative induction programs.

Grant Number: H323A060002

Florida's State Personnel Development Grant

Project Director: Massey, Lori
 Florida Department of Education
 325 West Gaines Street, Suite 601
 Tallahassee, FL 32399-0400
Voice: 727-873-5853; *Fax:* 727-873-4380
E-mail: immassey@stpt.usf.edu

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The goal of this proposed project is to scale up the state's efforts to recruit and retain highly qualified personnel that provide education and related services to children and youth with disabilities.

Method: The project will work with the existing system of the regional Personnel Development Partnerships so that local school districts have a single access point for all professional development planning and implementation for education and related services personnel. Existing programs will be scaled up, including the Para-to-Teacher Tuition Support Program, Induction and Mentoring Program, Virtual ESE Distance Learning Program, and Weekends with the Experts Program. A new program aimed at assisting special education teachers to become highly qualified will also be developed and implemented. Endorsement courses in Pre-K Handicapped, Autism, and Severe/Profound will be implemented as well, leading to an increase in the number of personnel serving students with these disabilities.

Products: Project activities will lead to an increase in the recruitment, training, and retention of new and highly qualified special education teachers and related services providers who are from traditionally underrepresented groups.

Grant Number: H323A060003

North Dakota State Personnel Development Grant

Project Director: Dollar, Alison
 North Dakota Department of Public Instruction
 Office of Special Education
 600 E. Boulevard Ave, Dept. 201
 Bismarck, ND 58505-0440
Voice: 701-328-2277; *Fax:* 701-328-4149
E-mail: adollar@nd.gov

Beginning Date: 9/30/2006
Ending Date: 9/29/2011

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

Purpose: In this project, North Dakota will develop and implement a personnel preparation and professional development system for teachers and related services personnel in order to address needs identified through baseline data in the North Dakota State Performance Plan and Annual Performance Report.

Method: The project will utilize professional development activities to improve the knowledge and skills of special education teachers and speech-language pathologists serving students with high-incidence disabilities in North Dakota. Effective strategies will be implemented to recruit, hire, and retain highly qualified special education teachers in the state's most rural communities. The state will also implement practices to improve and sustain the knowledge and skills of personnel with respect to the use of scientifically based instruction.

Products: The efforts of this project will result in: (a) a comprehensive and unified personnel development planning and implementation system; (b) increased numbers of highly qualified speech-language pathologists and teachers trained to provide services in challenging rural environments; (c) a systematic model personnel development program for preparing rural cross-categorical special education teachers; and (d) evaluation data that will be used to monitor the effectiveness and impact of the project.

Grant Number: H323A060004

New York State Personnel Development Grant

Project Director: Giugno, Matthew
 New York State Education Department
 89 Washington Avenue
 VESID Room 1624 OCP
 Albany, NY 12234
Voice: 518-486-7462; *Fax:* 518-402-3583
E-mail: mgiugno@mail.nysed.gov

Beginning Date: 1/1/2007
Ending Date: 12/31/2011

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

Purpose: New York's State Personnel Development Grant is designed to improve outcomes for students with disabilities by increasing the skills of educators in low-performing districts in the use of research and evidence-based effective practices in literacy, behavioral and academic supports, and the delivery of effective special education services. Successful strategies will be replicated statewide.

Method: The project proposes to: (a) identify local education agencies (LEAs) with effective instructional practices for students with disabilities; (b) identify and document key components and implementation

strategies of these practices for replication; (c) provide professional development and technical assistance to Targeted LEAs identified through the State Performance Plan so that they will have the capacity to implement, evaluate, and maintain the key components of the identified strategies; (d) support mentor relationships between Effective-Practice LEAs and Targeted LEAs; (e) establish a statewide Clearinghouse of Effective Practices; and (f) infuse these effective practices into teacher/administrator preservice education.

Products: The project will improve student achievement, particularly in the area of literacy; enhance behavioral and academic supports for students with disabilities; and ensure effective delivery of special education services. These outcomes will be realized through the application of specific, research-based strategies for effective instruction and systems change; investigation and documentation of successful experiences of Effective-Practice LEAs for replication and mentorship with high-need Targeted LEAs; and development of an Effective-Practices Clearinghouse to achieve statewide dissemination and implementation.

Grant Number: H323A060005

**Wyoming's State Personnel Development Grant:
A Statewide Model to Improve Academic and Functional Outcomes for Students**

Project Director: Garrard, Holly
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
Voice: 307-777-5512; *Fax:* 307-777-6234
E-mail: hgarra@educ.state.wy.us

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The Wyoming State Personnel Development Grant is intended to improve academic and functional outcomes for all students through the application, monitoring, and evaluation of practices and processes linked to the Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) initiatives.

Method: The project proposes to implement RtI and PBIS statewide, across all grade levels (preschool through high school), and in an integrated manner that promotes systemic school reform aligned with the State Performance Plan and other state activities. The project will build upon and expand existing professional relationships, networks, and linkages that will allow the state to build and sustain local capacity. Further, the project will have an integral relationship with the University of Wyoming to increase the number of highly qualified special education teachers in Wyoming who have indepth knowledge of the RtI and PBIS approaches.

Products: The project is designed to achieve 7 major outcomes: (a) increase in RtI and PBIS-related knowledge and skills among pre-K-12 teachers and preservice teachers; (b) provision of appropriate and timely instructional and behavioral services to students; (c) increase in the timeliness and accuracy of the identification process; (d) increase in the academic performance of students with disabilities; (e) decrease in antisocial and disruptive behaviors by students with disabilities; (f) increase in the number of special education teachers in Wyoming; and (g) increase in family knowledge of and involvement in RtI and PBIS processes.

Grant Number: H323A060006

**State Professional Development Grant to Improve Maine's System
of Personnel Preparation and Professional Development**

Project Director: Rosen, Pam
Maine Department of Education
23 State House Station
Augusta, GA 04333-0023
Voice: 207-624-6648; *Fax:* 207-624-6651
E-mail: Pam.Rosen@maine.gov

Beginning Date: 9/1/2006
Ending Date: 8/31/2011

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

Purpose: This project is designed to improve and sustain the knowledge and skills of personnel in delivering scientifically based instruction to build on the analysis and use of data. The project will also focus on strategies and practices that are effective in promoting the recruitment, hiring, and retention of highly qualified special education teachers.

Method: The project will work with 3 University of Maine campuses to scale up the recruitment and retention of diverse populations in teaching. Coordinating activities with districts in the campus areas will also be scaled up, using recommendations from the "Assuring Highly Qualified Special Education Teachers" model. Included in this scope of work will be increasing the knowledge and skills of educational interpreters so that they become qualified; providing professional development and support to teachers in alternative certification routes; and increasing the number of teachers with dual certification in general and special education. In order to meet the targets of Maine's State Performance Plan (SPP), the project will also focus on improving the professional development of, and supports to, administrators, teachers, and paraprofessionals working with students with disabilities. The knowledge and skills of teachers, service coordinators, service providers, and evaluators of infants, toddlers, and preschool children will also be expanded with respect to scientifically based or evidence-based practices, so that children develop positive social-emotional skills, acquire and use early language communicating, and demonstrate appropriate behaviors in school settings.

Products: The project anticipates that educators will increase their knowledge and use of student performance data and scientifically based and evidence-based practices to meet the needs and improve the performance of students with disabilities. Hence, students with disabilities will (a) meet the standards of Maine's Learning Results as assessed on the Maine Educational Assessments; (b) graduate from high school; and (c) enter postsecondary education and employment. Further, increased numbers of families with children with disabilities will be actively involved in their children's education and in professional development activities.

Grant Number: H323A060007

**Oregon Department of Education Personnel Improvement:
Effective Behavioral and Instructional Supports for all Students (EBISS)**

Project Director: Latini, Nancy
Oregon Department of Education
Office of Student Learning & Partnerships
255 Capitol St NE
Salem, WA 97310-0203
Voice: 503-947-5702; *Fax:* 503-378-5156
E-mail: nancy.latini@state.or.us

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: This project will implement strategies to recruit and retain highly qualified special education teachers; provide professional development activities on scientifically based instruction; and sustain the use of research-based practices.

Method: The project is a joint effort between the Oregon Department of Education, the University of Oregon, Portland State University, Nova Southeastern University, the Pennsylvania College of Optometry, Oregon School Districts, and Early Intervention/Early Childhood Special Education Programs. Efforts will focus on the training, recruitment, and retention of special education teachers, speech and language pathologists, and orientation and mobility specialists. The project will also focus upon replicating statewide the Positive Behavioral Support (PBS) and Response-to-Intervention (RtI) systems of support that have proven successful in decreasing discipline referrals and increasing academic achievement scores in 2 Oregon school districts. Training for the implementation will be provided in 2 cohorts of 22 school districts each.

Products: Anticipated outcomes are: (a) scaled-up academic RtI practices and scaled-up PBS practices, especially intensive-level practice so that an increased number of districts are implementing both of these practices; (b) increased numbers of highly qualified speech and language pathologists, special education teachers, and orientation and mobility specialists; (c) PBS systems established in high schools and early childhood programs; and (d) academic systems established in early childhood programs and middle and high schools that connect assessment to instruction and that use research-based strategies.

Grant Number: H323A060008

Oklahoma State Personnel Development Grant

Project Director: Nickerson, Kim
Oklahoma State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, OK 73105-4599
Voice: 405-521-4869; *Fax:* 405-522-1590
E-mail: kim_nickerson@sde.state.ok.us

Beginning Date: 11/1/2006
Ending Date: 10/31/2011

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

Purpose: The Oklahoma State Personnel Development Grant intends to improve educational results and postschool outcomes for children and youth with disabilities: (a) through the implementation of Positive Behavioral Supports and Interventions (PBIS); (b) by facilitating the development, recruitment, and

retention of highly qualified special educators; and (c) through the delivery of high-quality transition planning.

Method: Major strategies to be employed include establishing PBIS systems statewide; mentoring programs for new special education teachers and special education directors; reimbursement programs for general, alternately certified, and special educators to take coursework and certification exams to become highly qualified; and expansion of transition services to youth with disabilities.

Products: Anticipated outcomes include: (a) a minimum of 60 school sites across the state implementing PBIS and 5 local education agencies with exemplary PBIS programs serving as model demonstration sites; (b) fewer discipline referrals, expulsions, and suspensions; (c) increased academic achievement, higher graduation rates, and lower dropout rates; (d) more secondary special education teachers who are highly qualified to teach core subject areas; and (e) greater retention of new special education teachers.

Grant Number: H323A060009

**New Mexico State Personnel Development Grant:
Scaling-Up a Response to Intervention Framework for Behavior and Literacy**

Project Director: Gronewold, Rolletta Sue
New Mexico Public Education Department
Special Education Bureau
120 S. Federal Place
Santa Fe, NM 87501-2786
Voice: 505-827-3506; *Fax:* 505-827-1468
E-mail: rollettasue.gronewold@state.nm.us

Beginning Date: 10/1/2006
Ending Date: 9/30/2011

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

Purpose: The overarching goal of this project is to scale up a Response-to-Intervention (RtI) framework across the state of New Mexico through a regional, coordinated, capacity-building model of sustained professional development. The project will build a schoolwide foundation for RtI that will allow the state, districts, and schools to allocate resources more efficiently and effectively to serve all students, including those with special needs.

Method: Structurally, the project will rely on a regional model of professional development where training is differentiated and contextualized to local needs with ongoing coaching and follow-up support onsite at districts and schools. Training and support will be prioritized for districts and schools with highest needs based on State Performance Plan Indicators, those schools that have been identified as "Priority Schools" due to chronic low performance, and districts and schools that have participated in making progress in SIG activities.

Products: As a result of this project, New Mexico public schools will implement RtI practices with a high level of fidelity; institutionalize RtI practices within the state-mandated district and school strategic plan; improve identification of and services for special education students; and improve academic achievement, social behavior, graduation results, and postschool outcomes for students.

84.373X

Technical Assistance on State Data Collection

Grant Number: H373X060010

Early Childhood Outcomes Measurement Project (ECOMP)

Project Director: Arick, Joel
 Portland State University ORSP
 Special and Counselor Education Dept
 111 Cramer Hall
 Portland, OR 97207-0751
Voice: 503-725-4251; *Fax:* 503-725-5599
E-mail: arickj@pdx.edu

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

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

Purpose: The EC Outcomes Measurement Project (ECOMP) will support the enhancement of Part C outcome indicators and methods to collect and analyze Part C state outcome indicator data.

Method: The project will revise a recently pilot-tested assessment system, the EC Assessment System (ECAS). This will include revising and expanding the ECAS child outcome indicator items for children birth to 3 through a comprehensive literature review and by aligning them with 3-5 standards, school-age standards, and the 3 OSEP outcome indicators required for Part C monitoring (positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors). A statewide field test of ECAS will be conducted to determine its feasibility, using a random sample of 500 children enrolled in Part C programs in Oregon and a random sample of 500 children in child care programs. The results of the field test will be used to conduct reliability and validity studies of the ECAS outcome indicators and data collection methods. A final version of ECAS will then be produced.

Products: State capacity will be improved to provide information that can be used to: (a) determine the outcomes associated with intervention programs birth to age 3; (b) determine whether infants and toddlers with disabilities in Part C programs are meeting state standards for early intervention; and (c) provide trend data on outcomes associated with infants and toddlers with disabilities who are participating in Oregon Part C programs.

Grant Number: H373X060023

Results Matter

Project Director: Schliesser, Barb
 Nebraska Department of Education
 301 Centennial Mall South
 Box 94987
 Lincoln, NE 68509-4987
Voice: 402-471-2471; *Fax:* 402-471-5022

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

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

Purpose: This project addresses the need for technical assistance to improve Nebraska's capacity to meet Federal data collection requirements in Part C and in Section 619 of Part B.

Method: The project will develop and conduct Section 619 parent and Part C family surveys; provide training on child outcome assessment instruments for EI/ECSE personnel; implement the child assessment process, data collection, management, and analysis of the family/parent and child outcome data system at NDE; develop a long-term plan to institutionalize data collection, management, and analysis of the family/parent and child outcome data system at NDE; and conduct evaluation to assess outcomes of the project and disseminate products and results.

Products: Anticipated outcomes for this project will be in having a seamless data collection and reporting system, birth to 5. The state will be able to provide information that will be used to determine: (a) parent/family outcomes; (b) outcomes associated with infants, toddlers, and preschool children with disabilities and their families participating in Section 619 and Part C programs; (c) whether infants, toddlers, and preschoolers with disabilities are meeting Nebraska's standards for early childhood outcomes; and (d) trend data on outcomes associated with infants, toddlers, and preschoolers with disabilities and their families and the extent to which they are meeting state standards.

Grant Number: H373X060027

**Improving Outcomes for Young Children in Georgia
by Linking Part C and Part B Databases**

Project Director: Lofton, Teresa
Westat, Inc.
1650 Research Blvd
Rockville, MD 20850
Voice: 770-455-4895; *Fax:* 770-455-4899
E-mail: TeresaLofton@westat.com

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

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

Purpose: This project will assist the Georgia Department of Education, Division of Exceptional Students, and the Georgia Department of Human Resources, Division of Public Health, Babies Can't Wait Program, to meet 4 objectives that will directly impact the collection of outcome indicator data and, thus, outcomes for young children in Georgia. These are to: (a) create an accurate and efficient method for collecting and reporting data on children transitioning from Part C to Part B; (b) create an efficient environment for identifying children with disabilities who are exiting Part C so that services can be provided to these children by or on their 3rd birthday; (c) improve data integrity and reliability through the elimination of manual processes; and (d) facilitate the collection of valid and reliable outcome data for future APR reports to the federal government and to the public.

Method: The project team will undertake 7 separate activities. These begin with convening a meeting of stakeholders to obtain input on the project and on new data elements to be collected, as well as issues or concerns with linking the two databases currently operated separately by the Part C and Part B systems. A data system linking the two separate systems will then be designed and a new data warehouse created. The project will also develop training materials for local Part C service providers and LEA staff in use of the new system; a video or DVD is planned. State and local staff will then be trained via the DVD, regional data workshops, a 1-day training for the 18 local Part C program directors and technical staff, and a 1-day training for a selected group of agency staff, which will be videotaped for use in the future for training newly hired staff. An evaluation of the project will be conducted and will focus on documentation, satisfaction, and change.

Products: By linking Part C and Part B systems, Georgia will have the technical capacity to improve

outcomes for young children with disabilities. Accurate, valid, and reliable data will be readily available to assess the impact of Part C and Part B services, assure accountability, and make evidence-based decisions on improvement strategies that will bring about improved outcomes for Georgia's children.

Grant Number: H373X060028

Developing and Piloting Part C Washington State Outcome Indicators and Methods

Project Director: Markowitz, Joy
Westat, Inc.
1650 Research Blvd
Rockville, MD 20850
Voice: 301-315-5952; *Fax:* 301-294-4475
E-mail: joymarkowitz@westat.com

Beginning Date: 1/1/2006
Ending Date: 12/31/2006
OSEP Contact: Wexler, Larry
Voice: 202-245-7571
E-mail: larry.wexler@ed.gov

Purpose: This project will bring together stakeholders from across the state to examine research, national policy, and reporting requirements related to Part C child and family outcomes in order to make recommendations for state and national policy. The project will explore Washington State's database capabilities and the revisions that are needed for the collection of Part C child and family outcome data.

Method: This project has 4 phases: (a) obtain stakeholder input on child family and family outcomes; (b) send recommendations to a broader group of stakeholders; (c) pilot collection of child and family outcome data; and (d) plan and begin update of the data management system. The stakeholder group will make recommendations for child and family outcomes, outcome indicators, and measurement and data collection. The group will also plan for state pilots and statewide implementation.

Grant Number: H373X060029

Pennsylvania's Early Childhood Outcomes Evaluation (PECOE)

Project Director: Daulton, Deb
Pennsylvania Dept. of Public Welfare
P.O. Box 2675
Harrisburg, PA 17112-2764
Voice: 717-541-4960; *Fax:* 717-657-5895
E-mail: ddaulton@pattan.net

Beginning Date: 1/1/2006
Ending Date: 12/31/2006
OSEP Contact: Wexler, Larry
Voice: 202-245-7571
E-mail: larry.wexler@ed.gov

Purpose: This project is a joint effort of Pennsylvania's Department of Public Welfare, Office of Child Development, and the Department of Education, Bureau of Special Education, which are the lead agencies for Parts C and B, respectively, in the administration of the state's early intervention system for families and young children, birth through 5, who have developmental delays or disabilities. Through this project, Pennsylvania will plan, develop, and implement a statewide, coordinated, birth through 5 system for collecting and analyzing child and family outcomes for the infant/toddler and preschool early intervention and early childhood systems.

Method: Activities will be organized around 3 main goals. The first is to enhance and systemize the collection and analysis of outcome data for the state's infants, toddlers, and preschoolers with disabilities. To achieve this goal, the project will hold statewide focus groups to identify and collect feedback on the assessment tools currently being used in both infant/toddler and preschool early intervention programs.

Recommended items will be mapped to OSEP indicators and to early learning indicators. Eighteen infant/toddler and preschool sites and 6 early childhood sites will be identified to participate in data collection, and training will be provided to staff there who will serve as data collectors. Child outcome data collection will occur in two phases with 12 sites (9 EI and 9 EC) beginning in June 2006 and the second 12 sites beginning in September 2006. Similar activities will occur with respect to the second goal, which is to enhance and systemize the collection and analysis of outcome data from families. Eight focus groups will be held across the state to develop priority family outcomes and appropriate measurement procedures. The resultant family outcome measurement tool will be piloted in the EI and EC sites already identified. The final goal, to design and implement a statewide, coordinated database for the collection, reporting, and analysis of child and family outcome data, will involve developing a PECOIE Web site, including a Web-based system and software for statewide data entry from pilot sites for both family and child outcomes data. All materials will be revised based upon the results of the pilot testing process.

Products: The project will enhance the accurate, rigorously collected accountability data that are reported to OSEP for Parts C and Part B-preschool and that the state uses to guide state and local decision-making and system improvement efforts. PECOIE will also result in the coordination of the development of the early intervention data collection system with current efforts focused on increasing the quality of early childhood programs, including the development of infant/toddler and pre-kindergarten standards.

Grant Number: H373X060035

North Carolina Collaborative Outcomes Project (NCCOP)

Project Director: Harbin, Gloria
 FPG Child Development Institute
 521 South Greensboro Street
 University of North Carolina at Chapel Hill, CB 8185
 Chapel Hill, NC 27599-8185
Voice: 919-962-7371; *Fax:* 919-843-5784
E-mail: gloria_harbin@unc.edu

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

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

Purpose: This project will identify child and family outcomes, indicators, and measures that enable lead agencies for children with disabilities to measure the progress of children with disabilities as well as comply with data requested by OSEP and that are consistent with indicators and measures selected for typically developing children.

Method: Four interrelated components will be used in the project: selection of outcomes and indicators; field testing and selection of measures; the modification of data systems; and the provision of training. The project will build on and extend previous efforts of North Carolina to develop a more integrated set of outcomes and measures across diverse EC initiatives. Specifically, the Child Outcomes Comparison Matrix (OCM), which contains outcomes and indicators from 3 federal and 2 state accountability initiatives, will be completed, with the addition of 3 state initiatives to the matrix (Even Start, a Zero-to-3 grant, and a readiness planning grant). Child and Family Workgroups will be used to systematically select measures representing different approaches (e.g., curriculum-based, judgment-based, norm-referenced) to assessing child and family outcomes. NCCOP will then conduct comparative field tests of these measures to gain data on their quality, usefulness, and feasibility with children who have diverse types and levels of disabilities, across 4-6 diverse sites. The field test will also serve as a means for piloting the training needed regarding administration of the measures, data entry, and reporting. Results of the field test will guide decision making and ultimate design of the data systems, outcomes and indicators, and the training to be

provided in use of the system.

Products: The system to be developed will integrate the accountability initiatives of Part C and Section 619 of IDEA with those of other early childhood (EC) accountability initiatives, so that the framework can be used by multiple programs within the EC system.

Grant Number: H373X060038

**Wisconsin's Data Framework: Supporting Decision Making
for Improved Early Childhood Outcomes**

Project Director: Bilzing, Deborah
Wisconsin Department of Public Instruction
125 South Webster
Madison, WI 53707
Voice: 608-266-7987; *Fax:* 608-267-3746
E-mail: deborah.bilzing@dpi.state.wi.us

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

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

Purpose: The purpose of this project is to build a comprehensive birth-6 longitudinal data system that will inform local and state systems and result in improved outcomes for young children and their families.

Method: The new system will be built upon the collaborative efforts of the 2 state departments who have responsibility for implementation of IDEA Parts B-619 and C, diverse stakeholder groups, and the expertise of university and community partners. The project will include 4 major areas of activity: (a) building consensus to develop an accountability measurement method that enables local providers to reliably, efficiently, and consistently collect and report child, family, and program outcome data; (b) developing a methodology to improve the transition outcomes for children and families as they move between Part C and Part B and creating a data system with a single identifier number to better inform state and local providers and schools; (c) developing a technology solution that bridges existing data systems, provides a mechanism to collect and aggregate child and family outcome data, is responsive to local providers and families, and maintains high levels of confidentiality; and (d) building the state and local infrastructure so that these include policies, professional development, and marketing to ensure that data-based decisions result in program improvements.

Products: Anticipated products include outcome indicators for children between birth and 5, and a Web-based system to collect, analyze, and utilize data to improve programs, services, and outcomes for children and families in Wisconsin.

Grant Number: H373X060039

Indiana General Supervision Enhancement Grant Proposal

Project Director: Marra, Robert
 Indiana Department of Education
 State House, Room 229
 Indianapolis, IN 46204
Voice: 317-232-0585; *Fax:* 317-232-0589
E-mail: rmarra@doe.state.in.us

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

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

Purpose: This project aims to accomplish a series of alignment, assessment and validation, reporting, and training objectives that will lead to the development and implementation of a comprehensive approach for assessing the pre-academic, academic, and functional outcomes of infants, toddlers, and preschool children.

Method: A unique feature of this program will be the integration of Indiana academic and functional standards into system of assessment, Birth to 5, that is capable of measuring performance indicators as well as meeting requirements of the No Child Left Behind Act. A cross-disciplinary panel of key stakeholders, called the Project Advisory Group (PAG), will engage in: (a) alignment activities to align performance indicators related to social-emotional skills, acquisition and use of knowledge with Indiana, and academic and functional skills standards; (b) assessment and validation activities to establish the reliability and validity of Part C and Part B-619 performance indicators aligned with state standards and performance indicators; (c) reporting activities related to implementation of a Web-based reporting system capable of monitoring progress in relation to critical performance indicator areas as well as state academic and functional skills standards; and (d) training activities related to statewide training and professional development efforts that will be necessary to ensure that project objectives related to alignment, assessment and validation, and reporting activities are embedded into local improvement and accountability efforts.

Grant Number: H373X060050

Early Intervention Statewide Family Outcomes

Project Director: Nelson, Robin
 Texas Department of Assistive and Rehabilitative Services
 4900 North Lamar Blvd
 Austin, TX 78751-2399
Voice: 512-424-6807; *Fax:* 512-424-6834
E-mail: robin.nelson@dars.state.tx.us

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

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

Purpose: This project will conduct a large-scale field test of the Family Outcome Survey to examine its possible use as a statewide data collection tool in Texas and Illinois.

Method: The Family Outcome Survey was developed by the Early Childhood Outcomes (ECO) Center to assess 5 family outcomes of families whose children, ages birth through 2, are receiving early intervention services. The proposed field test will be used to determine the usefulness of the data provided by the survey and explore the feasibility and cost-effectiveness of alternate approaches for increasing return rates for the survey, especially among low-income families and those who do not speak English. Also to be explored are the feasibility and cost-effectiveness of using a scannable form along with a Web-based survey to collect the data. Finally, the project will examine the psychometric properties of the survey. The field test will

involve 5000 families in each state, with oversampling within several racial/ethnic minority groups and low-income families.

Products: This project will take the collaborative work of Texas and Illinois, in partnership with the ECO Center, to the next level, resulting in a well-researched tool and a feasible data collection methodology for measuring and reporting family outcomes.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

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: Elizabeth 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.

Method: 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: H324C030074

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

Project Director: Yoshinaga-Itano, Christine
University of Colorado/Regents
3100 Marine St.
572 UCB
Boulder, CO 80309
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).

Method: 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: 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
Sponsored Research Services
Tallahassee, FL 32306-4166
Voice: 850-488-4002; *Fax:* 850-644-3644
E-mail: awtherb@fsu.edu
Web site: firstwords.fsu.edu/

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

OSEP Contact: Elizabeth 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.

Method: Three groups of children will participate in the study, 1 group with developmental delays who are later diagnosed with ASD (n=80), 1 group with developmental delays in which ASD was ruled out (DD, n=80), and 1 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.

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.

Method: 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 1 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 1 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
Regents of the University of Michigan
3003 S. State Street
Ann Arbor, MI 48109
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.

Method: 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 1-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.

Method: 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
 300 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.

Method: 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 α 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.

Products: The results of this study will provide special educators, service providers, policy makers, and families with a wealth of information that has the potential of significantly improving the lives of both children with ASD and their families. Dissemination of study results will heighten educators' awareness of the family's importance in affecting child growth and development, as well as stimulate discussions regarding how parents can best be supported in their critical educative and developmental role.

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.

Method: 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
 Bill Wilkerson Center
 1215 21st Avenue South
 8310 Medical Center East South Tower
 Nashville, TN 37232-8242
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: Elizabeth 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.

Method: 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
 Vanderbilt University Medical Center
 CCC-3322, Medical Ctr. North
 Nashville, TN 37232
Voice: 615-936-0279; *Fax:* 615-936-2878
E-mail: robin.mcwilliam@vanderbilt.edu

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

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

Purpose: The need exists for a model for preschool classroom organization that targets child engagement and fulfills early promises of inclusion for preschoolers with disabilities. This project investigates such a classroom model, with the purpose of improving the engagement, independence, and social relationships of preschoolers with disabilities.

Method: The classroom model under investigation, called the Engagement Classroom Model, involves the application of 4 core practices, 3 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 4th core practice is called the zone defense schedule and relates not to football but to how adults in the classroom set up their duties and activities in order to ease children's transitions from one activity to another. Children with and without disabilities (n=120) will be recruited from 10 Head Start classrooms, 10 regular preschool classrooms, and 10 specialized preschools. Within each setting, the classrooms will be randomly assigned as either the engagement model or the control classroom. The project will be conducted in 3 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
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.

Method: This project will: (a) create a replicable parent leadership training model, (b) pursue an integrated multifaceted 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 1 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, 5 districts will be selected to participate in the Parent Leadership Institute and 5 will become the control or comparison group. In years 2-4, 5 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) will be available nationwide.

Grant Number: H324C040204

Promoting Early Attainment of Reading and Language Skills: PEARLS Project

Project Director: Stoiber, Karen
Board of Regents of the University of Wisconsin System
UWM Graduate School Research Services & Administration
P.O. Box 340
Milwaukee, WI 53201
Voice: 414-229-6841; *Fax:* 414-229-4939
E-mail: 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

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.

Method: 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.

Method: 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 5th 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.

Method: 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
Research Support Office
3181 S.W. Sam Jackson Park Rd., L106
Portland, OR 97239
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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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.

Method: 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: Anne Smith
Voice: 202-245-7529
E-mail: anne.smith@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.

Method: 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 5 of the project. All 27 children will communicate nonsymbolically, at a rate of less than 1 communication act per minute, when adaptive PMT is initiated. Each child will receive 6 months of intensive one-on-one teaching, for 1 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 3. Twelve of the total 27 children who are deaf-blind will participate at 1 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.

84.324G

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, P.O. Box 2277
Morganton, NC 28680-2277
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org; trivette@puckett.org
Web site: 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

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.

84.324L

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
Policy Div., Center for Education & Human Services
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.

Method: 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 Web site with relevant information in accessible formats, and conduct collaboration national and regional meetings.

84.324M

Model Demonstration Projects for Children with Disabilities

Grant Number: H324M030033

Project ABLE (Asset-Based Learning Experiences)

Project Director: Masiello, Tracy
Orelena Hawks Puckett Institute
128 S. Sterling Stree
PO Box 2277
Morganton, NC 28680
Voice: 828-255-0470; *Fax:* 828-432-0068
E-mail: tmasiello@puckett.org
Web site: www.puckett.org/

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

OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@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).

Method: 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
 University of Illinois - Chicago
 MB502 MC551
 809 South Marshfield Ave.
 Chicago, IL 60612
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: Elizabeth Caron
Voice: 202-245-7293
E-mail: beth.caron@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.

Method: 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 2nd cohort of 30 children/families during project Years 3 and 4; and (f) produce and disseminate accessible products to promote replication of the most effective approach. Qualitative and quantitative measures of child, parent, and provider change will be collected at regular intervals and

analyzed using inferential and descriptive statistics. Single subject data will be collected within intervention conditions to assess individual progress across children and families in key developmental areas and to measure the effectiveness of intervention components.

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

Grant Number: H324M030192

Development PARTners:

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

Project Director: Mahoney, Gerald
Case Western Reserve University
Mandel School of Applied Social Sciences
10900 Euclid Avenue
Cleveland, OH 44106
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: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@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.

Method: 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; *Fax:* 419-530-7261
E-mail: sekhar.pindiprolu@utoledo.edu

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

OSEP Contact: Elizabeth 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.

Method: 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 a Web site.

84.324R

Outreach Projects for Children with Disabilities

Grant Number: H324R030013

LitTECH Outreach

Project Director: Johanson, 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: Elizabeth 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.

Method: 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 multifaceted 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: H324R030072

Crosswalks: Outreach to Infuse Diversity in Preservice Education

Project Director: Catlett, Camille
FPG Child Development Institute
521 South Greensboro Street
University of North Carolina at Chapel Hill, CB 8185
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.

Method: 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
Gateway Building, Suite 450
200 Oak Street SE
Minneapolis, MN 55455
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 onsite technical assistance training and service delivery to improve services for children with disabilities and their families living in rural areas of Minnesota.

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

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 40506-0051
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: Gail Houle
Voice: 202-245-7381
E-mail: gail.houle@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.

Method: 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
Louise de la Parte-Florida Mental Health
4202 E. Fowler Avenue, FAO 126
Tampa, FL 33620-7900
Voice: 813-974-4612; *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.

Method: 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.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

Technology
and
Media Services

84.327A

Steppingstones of Technology Innovation for Students with Disabilities

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 10 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 to 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.

Method: 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-depth 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: 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. Luke's 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.

Grant Number: H327A060051

**Effects of Progress Monitoring Supported by National Web-Based Technology
 on the Intervention Results of Infants and Toddlers
 With/Without Disabilities Ages Birth to Three**

Project Director: Greenwood, Charles; Buzhardt, Jay
 University of Kansas Center for Research, Inc.
 Schiefelbusch Institute for Life Span Studies
 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: 11/1/2006
Ending Date: 10/31/2009

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

Purpose: Progress monitoring is a science-based practice used to evaluate individual child progress. While it has been used extensively in K-12 special and general education, little is known about its effectiveness with infants and toddlers, especially when it is coupled with response-to-intervention (RtI) methods. This Steppingstones Phase 2 project will investigate the effectiveness of using a Web-based technology to

conduct progress monitoring of early expressive communication outcomes for infants and toddlers with and without disabilities, ages birth to 3 years.

Method: Using technology innovation developed and evaluated through a Phase 1 Steppingstones Project (H327A040004), the aim of this Phase 2 Steppingstones project is to test the hypothesis that systematic use of progress monitoring to identify when a child is not responding to an intervention and to guide early intervention will accelerate growth in infants and toddlers' early expressive communication. In Phase 2, a randomized trial design will be used to test the effectiveness of the progress monitoring technology (the online IGDI 0-3 system, including the use of a progress monitoring measure, the Early Communication Indicator—ECI and the IGDI 0-3 decision-making model) on communication outcomes of infants and toddlers with and without disabilities in Part C and early Head Start (EHS) programs. Participants will be recruited from 2 Midwestern states where 284 assessors are currently using the ECI in home-based services. Experimental conditions will include: (a) monthly ECI progress monitoring; (b) monthly ECI progress monitoring plus problem solving/decision making; and (c) monthly ECI progress monitoring plus problem solving/decision making and implementation of a standard, evidence-based communication intervention. The experimental groups (b & c) will be compared to the ECI-only group to determine if there is significant difference on children's communication outcomes on the ECI and standardized measures. Cost in terms of time and resources devoted to progress monitoring will also be documented.

Products: This project will bring new knowledge to the field of the value and implications of the progress monitoring approach applied to the care, education, treatment, and outcomes of infants and toddlers with disabilities. It will also contribute first-time data focused on the issue of RtI in early childhood.

Grant Number: H327A060059

Facilitating Language and Learning Through Customized Language Representations

Project Director: Mineo Mollica, Beth
University of Delaware
210 Hullahen Hall
Newark, DE 19716-0099
Voice: 302-651-6836; *Fax:* 302-651-6793
E-mail: mineo@asel.udel.edu

Beginning Date: 1/1/2007
Ending Date: 12/31/2008
OSEP Contact: Christy Kavulic
Voice: 202-245-7359
E-mail: christy.kavulic@ed.gov

Purpose: The design of many instructional and augmentative communication products renders them inaccessible to many young children with disabilities, although it is often this very population that most needs specialized supports for expressive communication and language learning. With Steppingstones Phase 1 funding, the University of Delaware's Center for Applied Science and Engineering developed a device to address such needs. This device enables the capture of images from an individual's surroundings for incorporation into assessments, interventions, and communication devices in a variety of representation forms in order to exploit perceptual features that are most salient for that individual. This Phase 2 project will carry that work to its next stage by investigating the effectiveness of image customization.

Method: This Phase 2 project will examine whether the incorporation of customized representations into intervention facilitates language learning and performance for young children with limitations in expressive communication. To do this, the project will use a series of 4 single-subject, multiple baseline experimental investigations. In half of the studies, the intervention context will be a computer-based instructional delivery system; in the other half, intervention will occur in the context of (AAC) device use. Two of the studies will examine whether the use of representations derived from objects familiar to the learner (as

opposed to generic representations from commercial symbol systems) facilitates learning. The other 2 studies will examine whether image sequences generated by the project's prototype device (called Chauvet) can be used to effectively transition learners to understand and use increasingly abstract representations. Participants will be 14 young children (3 years or younger) with limitations in expressive communication and 14 school-aged children with moderate to severe cognitive delays.

Products: This project intends to demonstrate that instructional methods afforded by new technological advances can bring about significant linguistic advances in youngsters without functional speech or picture-based communication skills. It will also reveal the mechanisms by which picture-based language representation can be advanced in children who appear to have reached a plateau at the prelinguistic or primitive linguistic level. Numerous initiatives will be undertaken to share the knowledge gained from the effectiveness studies with stakeholders such as early interventionists, educators, related service providers, and families. The project will also facilitate the incorporation of the image manipulation prototype into a variety of commercial products.

84.327C Television Access

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.

Method: 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 1-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.

84.327Q

WETA—Congressional Earmark

Grant Number: H327Q060001

Reading Rockets: A Multi-Media Literacy Project

Project Director: Gunther, Noel

GWETA, Inc.

2775 S. Quincy Street

Arlington, VA 22206-2236

Voice: 703-998-3290; *Fax:* 703-998-2060

E-mail: ngunther@weta.com

Web: www.readingrockets.org

Beginning Date: 7/1/2006

Ending Date: 6/30/2009

OSEP Contact: Jane Hauser

Voice: 202-245-7373

E-mail: jane.hauser@ed.gov

Purpose: The purpose of this project is to disseminate research-based findings on teaching reading to young children with reading disabilities. The project aims to reach its audience of parents, teachers, special education directors, childcare providers, school administrators, and policy makers through: (a) operating and expanding its Web sites; (b) producing a new half-hour TV program about nurturing literacy in young children as part of the *Launching Young Readers* PBS series; (c) presenting 2 new Webcasts featuring leading reading researchers and practitioners; and (d) undertaking ongoing outreach and promotion, coordinating efforts with national partners like NAESP, the ALA, and ASHA.

Method: The project produces TV programs, Web sites, print materials, and outreach campaigns designed to deliver information from leading researchers to adults helping struggling readers. The project will: (a) produce 2 new Webcasts that provide teachers with professional development through presentations by leading researchers in the reading field; (b) expand its partnerships to work with NICHCY, CAST, and NCLD to share information and techniques; (c) digitize its video assets to offer teachers Web (and possibly podcasts) access for promoting examples of best practices; (d) continue with ongoing services like its TV programs, Web articles, newsletters, resources, and calendar listings; (e) continue its "Colorín Colorado" initiative to provide parents with information on how to help English language learners; (f) produce a new half-hour show called *The Building Blocks of Reading* aimed at exploring effective strategies for developing preliteracy skills in young children; and (g) continue to market its publications targeted to parents and educators.

This page is purposefully left blank to facilitate two-sided photocopying of this document.

Indexes

Project Director Index

A

Abdul, Angela · 171
 Accola, Diane · 253
 Ackley, R. Steven · 20
 Adams, Jane · 154
 Aghazadian, Marie-Anne · 202
 Agness, Rebecca · 162
 Alderton, Judith · 196
 Anchondo, Marta · 177, 186
 Anderson, Karen · 198
 Anthony, Tanni · 98
 Antosh, A. Anthony · 62, 125
 Appell, Madeline · 105
 Arceneaux, Cindy · 207
 Armstrong, Mike · 258
 Arnold, Art · 272
 Arroyos-Jurado, Elsa · 76
 Assistive Technology · 323
 Atkins-Berne, Sally · 8
 At-Risk · 289, 295, 307
 Audio Books · 322
 Autin, Diana · 187, 229
 Autism · 291
 Ayer, Lyn · 119
 Aysenne, Susan · 272

B

Baglin, Carol Ann · 262
 Baker, Christine · 5
 Baker, Sharon · 66
 Banks, Susan · 198
 Bay, Mary · 133
 Beckman, Paula · 32, 47
 Behavior Support · 320
 Bess, Fred · 32
 Bilzing, Deborah · 240, 283
 Blackwell, Jason · 215
 Blair, James · 53
 Blankenship, Karen · 123
 Blood, Gordon · 69
 Boddicker, Angela · 247
 Bodine, Cathy · 26

Boettcher Fjellanger, Lynn · 192
 Boezio, Cyndi · 246
 Boone, Harriet · 51
 Boone, Rosalie · 36
 Bostick, Mary · 266
 Bou, Nydia · 39
 Bounds, Melody · 269
 Boyce, Lisa · 322
 Branon, Susie · 122
 Brauen, Marsha · 77, 148
 Brotherson, Mary Jane · 33
 Brown, William · 58
 Bruder, Mary Beth · 42
 Burdette, Paula · 130
 Burley, Margaret · 188, 227
 Burns, M. Susan · 35
 Buswell, Barbara · 225, 230
 Buzhardt, Jay · 322
 Byrnes, Wendy · 168

C

Campano, Mark · 90
 Cannon, Beverly · 24
 Captioning · 325, 326
 Carey, Annette · 100
 Carter, Jim · 217
 Cashman, Joanne · 81
 Cassidy, Deborah · 52
 Causey, Julia · 251
 Chen, Deborah · 73
 Claussen, Kevin · 189
 Collins, Cheryl · 204
 Compton, Mary · 55
 Conroy, Maureen · 60
 Cook, Ruth · 44
 Cooper, David · 32
 Cooper, Theresa · 160
 Copenhaver, John · 142
 Cordeiro, Paula · 13, 15
 Coulbourne, Bobbie · 185
 Coulter, W. Alan · 147
 Cox, H. Douglas · 257
 Cox, Kathryn · 268
 Crais, Elizabeth · 31
 Creaghead, Nancy · 30

Cross, Lee · 7, 43
 Curry, Chris · 168, 198
 Curtin, Constance · 223

D

Davis, Carol Ann · 64
 Davis, Glenda · 221
 Dawson, Theresa · 197
 Day, Janice · 60
 Delano, Monica · 61
 Demchak, MaryAnn · 18, 116
 Derugen, Lee Ann · 189, 227
 Des Jardins, Charlotte · 187
 Diehl, Nancy · 210
 Dieter, Vicki · 166
 DiPaola, Thomas · 241
 Dollar, Alison · 274
 Domaracki, Jane · 67
 Dooley, Elizabeth · 49
 Dowaliby, George · 268
 Dunst, Carl · 83, 305
 Dykes, Earlene · 94

E

Eaddy, Mary · 176
 East, Bill · 81
 Eccarius, Malinda · 48
 Edelman, Susan · 89
 Einhorn, Debbie · 180
 Ekblad, Alan · 16
 Elbaum, Batya · 37, 63
 Emery, Alice Kay · 52
 Endress, Sue · 158
 Espada, Ann · 214
 Esparza-Brown, Julie · 54

F

Faber, Allene · 49
 Fejeran, Josephine Muna · 172
 Ferguson, Michael (Ms.) · 252
 Ferguson, Rose · 161
 Flynn, Linda · 19
 Foley, Robin · 191
 Forest, Sue · 16
 Fowers, Darla · 91

Freeman, Ann · 75
 Froelich, Kathryn · 37
 Fugate, Mark · 29
 Fuller, Larry · 177

G

Garcia, Isabel · 156
 Garfinkle, Ann · 22
 Garrard, Holly · 275
 Garrett, Carol · 118
 Gense, Jay · 110
 Gill, Douglas · 84
 Gilles, Donna · 104
 Gillespie, Phoebe · 138
 Gilley, Eileen · 221
 Gilman, Aimee · 164
 Giugno, Matthew · 274
 Glenn, Catherine Rehema · 211
 Goehl, Karen · 111
 Goetz, Lori · 96
 Goldberg, Paula · 199, 232
 Goldstein, Howard · 28, 71
 Golper, LeeAnn · 3, 69
 Greenfield, Robin · 121
 Greenwood, Charles · 322
 Gronewold, Rolletta Sue · 278
 Guillory, Barbara · 133
 Gunther, Noel · 327

H

Haberbosch, Pat · 206
 Hale, Sue · 3
 Hall, Laura · 15
 Hamada, Carolyn · 256
 Hammond, Helen · 72
 Hanks, Wendy · 20
 Hanline, Mary Frances · 17, 61
 Hanson, Marci · 45
 Hardin, Belinda · 52
 Harding, Marcia · 243
 Hargrafen, Mark · 195
 Harper-Whaley, Susan · 22
 Hartshorne, Timothy · 126
 Hawkins, Connie · 209, 231, 233
 Hawks, John · 27
 Healey, Elisabeth · 205
 Hebdon, Heather · 200

Hecht, Barbara · 13, 15
 Heller, Kathryn · 85
 Hengst, Julie · 13
 Hernandez, Luz · 155
 Herr, Cynthia · 22
 Hestenes, Linda · 52
 Hider, Erin · 265
 Hilvers, Debra · 183
 Howell, Jon · 180
 Hudler, Mary · 249
 Hughes, Margaret · 54
 Hughes, Mary-Alyne · 23
 Hunt, Nancy · 57
 Hunt, T.J. · 88
 Huting, Patricia · 319
 Hux, Karen · 70

I

Inos, Rita · 264

J

Jarrett, Marian · 56
 Jefferson-Acker, Celestine · 216
 Jennings, Debra · 229
 Johnson, Agnes · 165
 Jones, Hazel · 52, 60
 Jones, Jana · 266
 Jones, Kim · 157, 193
 Jung, Lee Ann · 50

K

Kaczmarek, Louise · 47
 Kahn, James · 5
 Kaiser, Ann · 28
 Kaplan, Margaret · 14
 Kapperman, Gaylen · 59
 Kelly, Diane · 98
 Kennedy, Marianne · 7
 Kibler, Barbara · 119
 Kidd, Julie · 35
 Kielhofner, Gary · 5
 Kilgo, Jennifer · 20
 Kloos, Eric · 117
 Knight, Shelby · 174
 Knopf, Herman · 58

Kohl, Frances · 11
 Koury, Kevin · 320
 Kozleski, Elizabeth · 82, 129

L

La Belle, Richard · 222
 LaChance, Janice · 219
 Lackey, Rorie · 239
 LaCorte, Mary · 209
 Lartz, Maribeth · 55
 LaSasso, Carol · 20
 Latini, Nancy · 277
 Levine, Madeline · 259
 Levine, Phyllis · 148
 Lewis, Kim · 98
 Lewis, Raymond · 5
 Lewis, Sandra · 65
 Lieber, Joan · 32, 41
 Link, Yvone · 161
 Lofton, Joanna · 183
 Logsdon, Paulette · 219
 Lopez-De Fede, Ana · 58
 Lopez-Reyna, Norma · 133
 Losh, Mary Ann · 271
 Lovett, David · 113
 Lowrance, Kathleen · 153, 174
 Luze, Gayle · 33
 Lytle, Rebecca · 26

M

Mahoney, Gerald · 9, 309
 Mallory, Judy · 254
 Markey, D.J. · 157
 Markey, Ursula · 157
 Marra, Robert · 244, 284
 Martinez, Irene · 155
 Marvin, Chris · 48
 Mason, Barbara · 102
 Mason, Evelyn · 206
 Massey, Lori · 273
 Mata, Betty · 169
 McCarthy, Kerri · 106
 McCarty, Beverly · 165
 McDowell, Linda · 93
 McEwen, Irene · 4
 McInerney, William · 8
 McKenzie, Amy · 65

McLean, Mary · 49
 Millard-Hoie, Joyce · 194
 Miller, Gloria · 12
 Mineo Mollica, Beth · 323
 Moehring, Rose · 127
 Moore, Caroline · 139
 Moore, Dennis · 173
 Moore, Donald · 181
 Munson, Leslie · 54

N

Najera-Suisala, Elda · 170
 Nickerson, Kim · 277
 Niemeyer, Judith · 52, 55

O

Ocampo, Ashley · 222
 Osbourn, Pat · 97
 Ostrosky, Michaelene · 23
 Ottlinger, Kerry · 110, 250

P

Padilla, Leticia · 159
 Paillard, Alise · 45
 Palma, Gloria · 74
 Perez de Perez, Ana · 163
 Peter, Marshall · 128
 Peterson, Carla · 33
 Peterson, Mary Ellen · 178
 Petroff, Jerry · 101
 Pillai, Patrick · 116
 Pindiprolu, Sekhar · 310
 Pitt, Brent · 87
 Podrazik, Miriam · 237
 Post, Helen · 185
 Prendeville, Jo-Anne · 30
 Prescott, Nancy · 175
 Pretti-Frontczak, Kristie · 30
 Proctor, Adele · 13
 Pullen, Paige · 9

R

Raschke, Donna · 24
 Reed-Victor, Evelyn · 46

Reedy, Kristin · 143
 Rhen, Linda · 251
 Richards, Janice · 182
 Ripley, Suzanne · 136
 Ritchie, Sharon · 51
 Rivera-Putz, Lourdes · 163
 Robertson, Alice · 182
 Robinson, Nancy · 25
 Romero, Olga · 38
 Rosario, Sonia · 112
 Rosen, Pam · 276
 Rothlein, Liz · 37, 63
 Roush, Jackson · 68
 Rovins, Michele · 146
 Runkel, Robert · 109, 270
 Ryan, Susan · 10

S

Sabari, Joyce · 14
 Salzar, Courtney · 217
 Sanchez, Sylvia · 35
 Sandall, Susan · 40, 44
 Sanspree, Mary Jean · 92
 Santos, Rosa · 23
 Saraceno, Anne · 171
 Saravanabhavan, R.C. · 36
 Savage, Mary Kay · 201
 Scheffler, Marilyn · 70
 Schember-Lang, Jennifer · 208
 Schlesinger, Karen · 220
 Schliesser, Barbara · 86
 Schneider, Victoria · 182
 Schroeder, Bruce · 261
 Schultz, Debbie · 190
 Schumacher, Sharon · 272
 Schwartz, Ilene · 40
 Schwarz, Ilsa · 21
 Scuderi, Peggy · 168
 Serak, Jan · 217
 Shapiro, Edward · 134
 Sharpe, Michael · 141
 Shepard, Linda · 189
 Shope-Thomas, Susan · 238
 Sims, Barbara · 108
 Smart, Jayson · 213
 Smith, Carl · 33
 Smith, George · 242
 Smith, Marty · 270

Snyder, Joel · 324, 326
 Somoza, Mary · 214
 Soto, Gloria · 25
 Spencer, Karin · 56
 Spinkston, Charlotte · 153
 Sprague, Teresa Kay · 166
 Spring, Frances · 184
 Squires, Jane · 4
 Stephens, Thomas · 99
 Stodden, Robert · 114, 115
 Stovall, Jim · 325
 Stovall, Wanda · 174
 Stremel, Kathleen · 145
 Strunk, Kathy · 248
 Suminski, Carmen · 103
 Swadener, Beth · 34
 Symon, Jennifer · 11

T

Takemoto, Cheryl · 203
 Taycher, Karen · 226
 Taylor, Ella · 321
 Telfer, Deborah · 258
 Thalheimer, Heather · 212
 Thieme, Louise · 204
 Thomas, Josie · 224
 Thompson, Jacquelyn · 249
 Thompson, Nora · 228
 Thorp, Eva · 35
 Thurlow, Martha · 131
 Tindal, Gerald · 135
 Torode, Tracy · 52
 Touchette, Brian · 95
 Tramutt, Jacey · 167
 Trivette, Carol · 83, 305
 Trohanis, Pat · 132
 Troupe, Mary · 216
 Turner, Keith · 6

V

Valdivieso, Carol · 146
 Vila, Carmen Seles · 226

W

Wagner, Mary · 148

Wallace, Teri · 136
 Warkomski, Fran · 251
 Warlick, Kenneth · 140
 Watkins, Sue · 53
 Watson, Mary · 124, 267
 Weddington, Gloria · 74
 Wells, Robert · 263
 West, Beth · 64
 Wheat, B. · 218
 White, Al · 62
 Whitson, Joanne · 126
 Wilcox, M. Jeanne · 34
 Wild, Dana · 5
 Williams, Pam · 255
 Winton, Pamela · 76
 Wolery, Mark · 17, 28
 Wood-Garnett, Stephanie · 245
 Woods, Juliann · 18, 28
 Wright, James · 143

Y

Yoshinaga-Itano, Christine · 290

Z

Zienkewicz, Constance · 179

Organization Index

-
- A**
- A.J. Pappanikou Center for Developmental Disabilities · 42
 Academy for Educational Development · 136, 146
 Advocacy Center · 175, 215
 Advocates for Children of New York · 214
 Advocates for Justice and Education, Inc. · 157, 193
 Agenda for Children/Pyramid Parent Training · 157
 Alabama State Department of Education · 251
 Alfred University · 29
 APNI, Inc. · 226
 ARC Community Support Systems · 180
 Arc of Texas in the Rio Grande Valley · 159
 Arizona Department of Education · 237
 Arizona State Schools for the Deaf and the Blind · 94
 Arizona State University · 34
 Arkansas Department of Education · 122, 243
 Arkansas Disability Coalition · 174
 Ask Resource Center, Inc. · 195
 Assistive Technology · 323
 Association for Special Children & Families · 171
 Auburn University · 143
 Audio Books · 322
-
- B**
- Bank Street College of Education · 38
 Board of Regents of the University of Wisconsin · 300
-
- C**
- California Department of Education · 16, 249
 California State University - Chico · 26
 California State University - Los Angeles · 11
 California State University - Northridge · 73
 Captioning · 325, 326
 Case Western Reserve University · 9, 309
 Central Michigan University · 126
 Central Parent Center, Inc. · 221
 Chico Research Foundation · 26
 Citizens Alliance to Uphold Special Education · 183, 184
 Coalition for Citizens with Disabilities · 216
 College of New Jersey · 101, 102
 Colorado Department of Education · 98, 246
 Columbia University · 303
 Columbia University, Teachers College · 105
 Commonwealth of the Northern Mariana Islands · 264
 Connecticut Parent Advocacy Center, Inc. · 175
 Connecticut State Department of Education · 268
 Council of Chief State School Officers · 81, 131
-
- D**
- Delaware Department of Education · 95, 242
 Denver-Metro Community Parent · 167
 Designs for Change · 181
 Direction Service, Inc. · 128
 Disability Rights Education and Defense Fund, Inc. · 168
 discapacitados abriéndose caminos (DAC) · 163
 District of Columbia Public Schools · 245
-
- E**
- EMPOWER Community Resource Center · 161
 Exceptional Children's Assistance Center · 209, 231, 233
 Exceptional Parents Unlimited, Inc. · 185
-
- F**
- Families Helping Families of Greater New Orleans · 207
 Families Together for People with Disabilities · 198
 Families Together of the Palouse · 168
 Families Together, Inc. · 179
 Family Network on Disabilities of Florida, Inc. · 222
 Family Resource Center for Disabilities and Special Needs, Inc. · 165
 Family Resource Center on Disabilities · 187
 Family Support Network/HOPE · 166

Federation for Children with Special Needs · 191, 259, 298
 Fiesta Educativa, Inc · 155
 Florida Department of Education · 52, 104, 273
 Florida State University · 17, 18, 28, 61, 65, 71, 291

G

Gallaudet University · 20
 George Mason University · 35
 George Washington University · 56, 245
 Georgia Department of Education · 260, 261, 280
 Georgia State University · 85
 GWETA · 327

H

Hawaii State Department of Education · 256
 Howard University · 36

I

Idaho Department of Education · 266
 Idaho Parents Unlimited, Inc. · 206
 Illinois State Board of Education · 108, 268
 Illinois State University · 55, 56
 IN*SOURCE (Indiana Resource Center for Families with Special Needs) · 196
 Indiana Department of Education · 244, 284
 Indiana Parent Information Network, Inc. · 162
 Indiana State University · 111
 Inter Island Parent Coalition for Change · 211
 Iowa Department of Education · 33, 123, 253
 Iowa State University · 33

K

Kansas State Department of Education · 110, 179, 250
 Kent State University · 27, 30
 Kentucky Department of Education · 119, 219, 254
 Keys for Networking, Inc. · 154
 KY-SPIN, Inc. · 219

L

Learning Disabilities Association of Hawaii · 208
 Learning Innovations at WestEd · 143
 Lehigh University · 134
 LINKS Mat-Su Parent Resource Center · 166
 Louisiana Department of Education · 107, 272, 273
 Louisiana State University · 147, 314
 Loving Your Disabled Child · 160

M

Maine Department of Education · 276
 Maine Parent Federation · 219
 Maryland State Department of Education · 98, 262
 Massachusetts Department of Education · 259
 Matrix Parent Network and Resource Center · 178, 228
 Michigan Department of Education · 249
 Minnesota Department of Education · 117, 270, 271
 Mississippi Department of Education · 269
 Missouri Department of Elementary and Secondary Education · 88, 255
 Missouri Parents Act (MPACT) · 201
 Montana Office of Public Instruction · 109, 270

N

Narrative Television Network · 325
 National Association of State Directors of Special Education (NASDSE) · 81, 130, 131, 138, 148
 National Captioning Institute, Inc. · 324, 326
 Nebraska Department of Education · 86, 271, 279
 Nevada Department of Education · 239
 Nevada P.E.P., Inc. · 226
 New Hampshire Department of Education · 263
 New Mexico Public Education Department · 278
 New Mexico State University · 76
 New York State Education Department · 274
 NH Coalition for Citizens with Disabilities, Inc. · 212
 North Carolina Agricultural & Technical State University · 74
 North Carolina Department of Public Instruction · 124, 267

North Dakota Department of Public Instruction ·
103, 274
Northern Illinois University · 59

O

Ohio Coalition for the Education of Children with
Disabilities · 141, 188, 189, 227
Ohio Department of Education · 258
Oklahoma State Department of Education · 5,
113, 277
Oregon COPE Project, Inc. · 182
Oregon Department of Education · 110, 277
Oregon Family Information Referral · 171
Oregon Health & Science University · 303
Oregon State University · 314, 321
Orelena Hawks Puckett Institute · 83, 305, 307

P

PACER Center, Inc. · 199, 232
Parent Education Network · 204
Parent Educational Advocacy Training Center ·
203
Parent Information Center of Delaware, Inc. · 202
Parent to Parent of Miami, Inc. · 156
Parent to Parent Power · 161, 162
Parents Educating Parents and Professionals, Inc.
· 189
Parents Helping Parents of Wyoming · 197
Parents Helping Parents, Inc. · 178
Parents Reaching Out to Help, Inc. · 177
Parents, Let's Unite for Kids (PLUK) · 173
Partners Resource Network, Inc. · 180, 182, 190
Pathfinder Services of North Dakota, Inc. · 217
PEAK Parent Center, Inc. · 225, 230
Pennsylvania College of Optometry · 277
Pennsylvania Department of Education · 134, 251
Pennsylvania State University · 69
PennTech/Lancaster-Lebanon Intermediate Unit
13 · 106
Perkins School for the Blind · 102
Philadelphia HUNE, Inc. · 155
Portland State University · 54, 277, 279
PRO Parents of South Carolina, Inc. · 176
PTI Nebraska · 221
Puerto Rico Department of Education · 112

R

Raising Special Kids · 194
Regents of the University of Minnesota · 131, 136
Resources for Children with Special Needs, Inc. ·
220
Rhode Island College · 62, 125
Rhode Island Department of Elementary and
Secondary Education · 241
Rhode Island Parent Information Network, Inc. ·
204
Rowell Family Empowerment of Northern
California · 153, 174

S

San Diego State University · 15, 16
San Francisco State University · 25, 35, 45, 96
San Jose State University · 54, 74
Santa Clara University · 44
Silver Lake College of the Holy Family, Inc. ·
119
Sinergia, Inc. · 214
Sitting Bull College · 37
South Carolina Department of Education · 238
South Carolina School for the Deaf and Blind ·
118
South Dakota Department of Education · 247
South Dakota Parent Connection · 192
Southern Connecticut State University · 7
Special Education Action Committee, Inc. · 218
Special Education Service Agency · 116
Special Kids, Inc. · 165
SRI International · 148, 306
State of Alaska Department of Education and
Early Development · 272
Statewide Parent Advocacy Network, Inc. · 187,
229
Stone Soup Group · 213
SUNY - Downstate Medical Center · 14
Support and Training for Exceptional Parents,
Inc. · 210

T

Teaching Research Institute, WOU · 145
Team of Advocates for Special Kids · 177, 186
Tennessee Department of Education · 248
Texas Education Agency · 87

U

United We Stand of NY · 163
 Universidad del Turabo · 39
 University at Albany, SUNY · 292
 University of Alabama · 20, 92
 University of Alaska - Anchorage · 10
 University of Arkansas · 122
 University of Central Florida · 7, 43
 University of Cincinnati · 30
 University of Colorado · 26, 82, 129, 290
 University of Colorado - Denver · 82, 129
 University of Colorado Health Sciences Center ·
 26
 University of Connecticut · 42
 University of Dayton · 99
 University of Delaware · 95, 323
 University of Denver · 12
 University of Florida · 52, 60, 104
 University of Hawaii · 114, 115
 University of Idaho · 121
 University of Illinois · 5, 13, 23, 133, 308
 University of Illinois - Chicago · 5, 133, 308
 University of Illinois - Urbana/Champaign · 13
 University of Iowa · 33
 University of Kansas Center for Research · 289,
 296, 304, 322
 University of Kentucky · 30, 50, 51, 140, 314
 University of Kentucky Research Foundation ·
 140, 314
 University of Maine · 276
 University of Maryland · 11, 32, 41, 47, 245
 University of Massachusetts · 75, 259
 University of Miami · 37, 63
 University of Michigan · 291, 293
 University of Minnesota · 131, 141, 313
 University of Montana · 16, 22
 University of Nebraska - Lincoln · 48, 70
 University of Nevada - Reno · 18, 116
 University of New Mexico · 97
 University of New Orleans · 19
 University of North Carolina - Chapel Hill · 31,
 51, 68, 76, 132, 282, 312
 University of North Carolina - Greensboro · 52,
 55
 University of Northern Colorado · 12
 University of Northern Iowa · 24, 301
 University of Oklahoma · 4, 113
 University of Oregon · 4, 22, 135, 139, 277

University of Pittsburgh · 47, 48, 134
 University of San Diego · 13, 15
 University of South Carolina · 58, 118
 University of South Dakota · 127
 University of South Florida · 292, 315
 University of Southern Mississippi · 93
 University of Tennessee · 21
 University of Texas - Austin · 6
 University of Texas - El Paso · 72
 University of Texas Medical Branch · 5
 University of Toledo · 8, 310
 University of Tulsa · 66
 University of Utah · 60
 University of Vermont · 89, 294
 University of Virginia · 9
 University of Washington · 40, 44, 64
 University of Wisconsin System · 49
 Urban PRIDE · 153, 154
 Utah Parent Center · 185
 Utah State Office of Education · 91, 261
 Utah State University · 53, 60, 142, 322

V

Vanderbilt University · 3, 17, 28, 120
 Vanderbilt University Medical Center · 32, 69,
 298
 Vermont Department of Education · 252
 Vermont Parent Information Center · 223
 Virginia Commonwealth University · 46, 90
 Virginia Department of Education · 257

W

Washington PAVE · 198, 200
 Washington State Superintendent of Public
 Instruction · 84
 West Virginia Department of Education · 100,
 265
 West Virginia University · 49
 Westat, Inc. · 77, 148, 280, 281
 Western Illinois University · 311, 319
 Western Oregon University · 24, 302, 321
 Wisconsin Department of Public Instruction ·
 240, 283
 Wisconsin Family Assistance Center · 158, 217
 WVPTI, Inc. · 206
 Wyoming Department of Education · 126, 197,
 275

State Index

-
- A*
- Alabama · 20, 92, 143, 218, 251
 Alaska · 10, 116, 166, 213, 272
 American Samoa · 170, 172
 Arizona · 34, 94, 194, 237
 Arkansas · 122, 174, 243
-
- C*
- California · 11, 13, 15, 25, 26, 35, 44, 45, 54, 57, 73, 74, 96, 128, 148, 153, 155, 156, 160, 168, 174, 177, 178, 185, 186, 228, 249, 295, 306, 321
 Colorado · 12, 26, 82, 98, 129, 167, 225, 230, 246, 290
 Connecticut · 7, 42, 175, 268
-
- D*
- Delaware · 95, 202, 242, 323
 District of Columbia · 20, 36, 56, 136, 146, 157, 193, 216, 245
-
- F*
- Florida · 7, 17, 18, 28, 37, 43, 52, 60, 61, 63, 65, 71, 104, 156, 221, 222, 273, 291, 292, 315
-
- G*
- Georgia · 85, 189, 260, 276
-
- H*
- Hawaii · 114, 115, 208, 256
-
- I*
- Idaho · 121, 198, 206, 266
 Illinois · 5, 13, 23, 55, 59, 108, 133, 180, 181, 187, 268, 308, 311, 319
 Indiana · 111, 162, 196, 244, 284
 Iowa · 24, 33, 123, 195, 253, 301
-
- K*
- Kansas · 110, 154, 179, 250, 289, 296, 304, 321, 322
 Kentucky · 50, 119, 140, 219, 254, 255, 314
-
- L*
- Louisiana · 19, 57, 107, 142, 147, 157, 160, 207, 272
-
- M*
- Maine · 219
 Maryland · 11, 32, 41, 47, 77, 98, 148, 224, 262, 263, 280, 281
 Massachusetts · 75, 102, 153, 191, 259, 295, 298
 Michigan · 126, 183, 184, 249, 293
 Minnesota · 117, 131, 136, 141, 163, 164, 199, 232, 270, 313, 321
 Mississippi · 18, 93, 116, 161, 216, 269
 Missouri · 88, 201, 255, 321
 Montana · 16, 22, 109, 173, 270
-
- N*
- Nebraska · 20, 44, 48, 64, 70, 86, 110, 171, 182, 221, 229, 245, 271, 277, 279, 321
 Nevada · 18, 116, 226, 239
 New Hampshire · 212, 263
 New Jersey · 69, 101, 171, 187, 229, 321
 New Mexico · 76, 97, 177, 278
 New York · 14, 29, 38, 67, 69, 105, 163, 214, 215, 220, 274, 321
 North Carolina · 31, 51, 52, 55, 68, 74, 76, 83, 124, 131, 132, 156, 166, 209, 231, 233, 267, 282, 305, 307, 312
 North Dakota · 37, 103, 217, 274
 Northern Mariana Islands · 134, 172, 264
-
- O*
- Ohio · 8, 9, 27, 30, 99, 164, 188, 189, 227, 258, 309, 310
 Oklahoma · 4, 66, 113, 277, 325

Oregon · 4, 22, 24, 54, 110, 128, 135, 139, 145,
171, 182, 279, 302, 303, 321

P

Pennsylvania · 47, 69, 106, 134, 155, 204, 205,
251, 281, 321
Puerto Rico · 39, 112, 226

R

Rhode Island · 62, 125, 204, 241

S

South Carolina · 58, 118, 165, 176, 238
South Dakota · 98, 127, 192, 247

T

Tennessee · 3, 17, 21, 28, 32, 69, 120, 210, 248,
297, 298
Texas · 5, 6, 62, 72, 87, 159, 165, 169, 180, 182,
190, 284, 321

U

Utah · 53, 60, 91, 142, 185, 261, 322

V

Vermont · 89, 143, 223, 252, 294
Virgin Islands · 211
Virginia · 9, 35, 46, 81, 90, 130, 138, 203, 257,
324, 326, 327

W

Washington · 40, 44, 64, 84, 161, 168, 198, 200,
277
West Virginia · 49, 69, 100, 206, 265
Wisconsin · 49, 119, 158, 217, 240, 283, 300
Wyoming · 126, 197, 275

Subject Index

	Pages
Ages of children	343
Neonatal	
0 - 2 yrs	
3 - 5 yrs	
6 - 8 yrs	
Other age focus	
Disabling conditions.....	344
At risk (biological, environmental)	
Autism Spectrum Disorder/PDD	
Behavioral/Social/Emotional Disorder	
Cognitive disability	
Deaf-blind	
Developmental delay/Nonspecific/Range of disabilities	
Hearing loss or deafness	
Learning disability	
Medically fragile/Technology dependent	
Multiple disabilities	
Physical/Orthopedic disabilities	
Severe/profound disabilities	
Speech/Language disorder	
Traumatic brain injured	
Vision loss or blindness	
Other disability(ies)	
Cultural and linguistic diversity	345
African American/Black	
American Indian/Native American	
Asian American	
Hispanic/Latino	
Pacific Islander/Native Hawai'ian	
Culturally diverse groups	
Other ethnic group(s)	
Non-English language product(s)	
Family circumstances	345
Abuse or neglect	
Adolescent parents	
Extended family	
Foster/Adoptive parent/family	
Limited English proficiency ESL (English as second language.)	
Low income	
Parents with disabilities	
Rural/remote	
Substance abuse	
Urban	
Project Focus	346
Adaptive/Self-care skills	
Assistive technology/Augmentive communication	
Auditory skills/Audiology	
Child assessment methods	
Child Find/Screening	
CIMP	
Cognition	
Communication/Speech/Language Therapy	
Computer-based communications/Dissemination	
Consultant teacher model	
Culturally appropriate practices/Diversity Focus	
Data systems	
Developmentally appropriate practices	
Emerging literacy	
Engagement	
Evaluation/Research	
Family-centered/Family systems	
Financing EI/ECSE	
Home visiting model	
IFSP/IEP practices	
Inclusion/LRE/Natural Environments	
Integrated therapy model	
Local interagency coordination	
Motor skills/Physical Therapy/Occupational Therapy	
Neurobehavioral techniques	
Orientation and Mobility Training	
Outcomes/Child and Family	
Play-based	
Policy analysis/development	
Procedural safeguards/mediation	
Program development/management	
Public awareness	
Resource center/central directory	
Respite care/crisis nursery	
Routines-based/contextually mediated	
Service access/utilization	
Service coordination	
Social behavior	
Statewide systems change	
Transdisciplinary	
Transition	
Video-based assessment/intervention	
Other content/intervention(s)	
Settings for service delivery	348
Child care center/preschool	
Family child care	
Head Start/Early Head Start	
Home	
Hospital, Neonatal or Pediatric Intensive Care	
Post-secondary institution	
Public school pre-K thru 2	
Other setting(s)	
Personnel development approaches	349
Case method of instruction	
Certification/Credentialing	
Competency-based training	
CSPD	
Distance learning/web-based model or component	
Inservice training innovations	
Mentoring	
Preservice training innovations	
Recruitment/retention strategies	
Technical assistance model	
Train-the-trainers model	

(The Letter designation a or b indicates the first or second project on a given page.)

Other personnel development method(s)

Professional disciplines, personnel types350

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

295

0 - 2 yrs

4b, 5a, 5b, 6, 7a, 7b, 8, 9a, 9b, 10, 11b, 12, 13b, 14, 15a, 16, 17a, 17b, 18a, 18b, 19, 20a, 20b, 21, 22b, 23, 25, 26a, 26b, 27, 28b, 30a, 30b, 31, 32a, 32b, 34, 35b, 36, 38, 39, 42, 44a, 44b, 45, 46, 47a, 47b, 48, 49a, 49b, 50, 51, 52a, 52b, 53, 54b, 55a, 55b, 56, 57, 60a, 60b, 61, 62a, 62b, 63, 67, 68, 69a, 69b, 70, 71, 72, 73, 74b, 75, 76a, 77, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 130, 132, 136b, 139, 140, 141, 142, 143a, 143b, 145, 148a, 240, 244, 247, 248, 249b, 250, 251a, 252, 254, 255, 262, 264, 267, 268a, 270b, 271, 272a, 274b, 276, 277a, 279a, 279b, 280, 281b, 282, 283, 284a, 284b, 289, 291, 293, 296, 297, 303, 305, 306, 307, 308, 309, 312, 314, 321, 322a, 322b, 323, 327, 329

3 - 5 yrs

3, 4a, 4b, 5a, 6, 7a, 8, 9a, 9b, 10, 11a, 11b, 12, 13a, 13b, 15a, 15b, 17b, 18a, 18b, 20a, 20b, 22a, 22b, 24a, 24b, 25, 26a, 26b, 28a, 28b, 29, 30a, 30b, 31, 32a, 32b, 33, 34, 35a, 35b, 36, 37a, 37b, 38, 40, 41, 42, 43, 44a, 45, 46, 47b, 48, 49a, 49b, 51, 52a, 52b, 54a, 54b, 55a, 56, 57, 58, 59, 60a, 60b, 61, 62a, 62b, 63, 64, 66, 67, 68, 69a, 69b, 70, 71, 72, 73, 74a, 74b, 75, 76a, 76b, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 130, 131, 132, 134, 135, 136a, 136b, 139, 140, 141, 142, 143a, 143b, 145, 147, 148a, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249b, 250, 251a, 251b, 252, 253, 254, 255, 258, 262, 264, 267, 268a, 268b, 269, 270a, 270b, 271, 272a, 272b, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 279b, 280, 281b, 282, 283, 284a, 289, 290, 291, 292, 298a, 300, 301, 302, 303, 304, 305, 306, 307, 310, 311, 312, 313, 314, 315, 319, 321, 323, 326a, 326b, 327, 329

6 - 8 yrs

3, 4a, 4b, 7a, 8, 9a, 9b, 10, 11a, 11b, 12, 13a, 13b, 15b, 18b, 20a, 22b, 24b, 26b, 27, 28b, 30a, 37b, 38, 40, 41, 59, 60a, 61, 62a, 62b, 64, 66, 67, 68, 69b, 70, 71, 72, 74a, 74b, 76a, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 130, 131, 134, 136a, 136b, 139, 140, 141, 142, 143a, 143b, 145, 147, 148a, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249b, 250, 251a, 251b, 252, 253, 254, 255, 258, 262, 263, 264, 265, 267, 268a, 268b, 269, 270a, 270b, 271, 272a, 272b, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 283, 290, 303, 304, 311, 315, 319, 321, 323, 326a, 326b, 327

Other age focus

11b, 13a, 13b, 15b, 18b, 20a, 22b, 24b, 26b, 27, 30a, 38, 59, 62b, 64, 67, 66, 68, 69b, 70, 71, 72, 74a, 74b, 76a, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 130, 131, 133, 136a, 139, 140, 141, 142, 143a, 143b, 145, 237, 239, 241, 243, 244, 245, 246, 247, 248, 249a, 249b, 250, 251a, 251b, 252, 253, 254, 255, 256, 258, 262, 263, 264, 265, 268a, 268b, 269, 270a, 270b, 271, 272a, 272b, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 283, 321, 326a, 326b, 327

Disabling conditions

At risk (biological, environmental)

23, 28b, 71, 258, 268b, 289, 295, 300, 307

Autism Spectrum Disorder/PDD

3, 6, 11a, 15b, 17b, 18b, 22b, 40, 44a, 44b, 47b, 54a, 60a, 61, 252, 273, 291

Behavioral/Social/Emotional Disorder

9b, 10, 18a, 44b, 49b, 82, 129, 136b, 238, 243, 246, 258, 292, 313, 315

Cognitive disability

18a, 62a, 323

Deaf-blind

53, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 145, 303, 304, 321

Developmental delay/Nonspecific/Range of disabilities

4a, 5a, 7b, 9b, 10, 12, 14, 16, 17a, 19, 20b, 23, 24a, 27, 28a, 29, 30a, 30b, 31, 32b, 33, 34, 35a, 35b, 36, 37b, 39, 41, 43, 44a, 45, 46, 47a, 49a, 49b, 50, 51, 52a, 52b, 53, 54a, 54b, 56, 57, 58, 67, 69a, 71, 72, 73, 74a, 74b, 75, 76a, 76b, 81, 82, 83, 128, 129, 131, 132, 133, 134, 135, 136a, 138, 139, 140, 141, 142, 143a, 143b, 146, 147, 148a, 238, 240, 242, 244, 247, 249b, 251a, 252, 253, 254, 255, 256, 258, 262, 267, 268a, 268b, 269, 270a, 270b, 271, 272a, 272b, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 279a, 279b, 280, 281b, 282, 283, 284a, 284b, 289, 292, 296, 298a, 302, 305, 306, 307, 308, 309, 314, 319, 322a, 322b, 329

Hearing loss or deafness

13b, 15a, 20a, 21, 24b, 27, 32a, 48, 55a, 55b, 60b, 62b, 66, 68, 251b, 290, 297, 324, 326a, 326b, 327

Learning disability

134, 136a, 301

Multiple disabilities

59

Physical/Orthopedic disabilities

4b, 5b, 7a, 26b, 293

Severe/profound disabilities4b, 6, 7a, 8, 9a, 9b, 10, 22a, 25, 26a, 26b, 44b,
49a, 61, 62a, 63, 64, 69b, 82, 251a, 252, 273,
314

Speech/Language disorder

28b, 30a, 39, 69a, 71, 74b, 304, 310, 323

Traumatic brain injured

13a, 70

Vision loss or blindness

53, 59, 60b, 251b, 324, 326a, 326b, 327

Other disability(ies)

11b, 12, 14, 16, 17a, 19, 22a, 37a, 41, 69b

Cultural and linguistic diversity

American Indian/Native American

37b, 66

Asian American

64

Hispanic/Latino

26b

Culturally diverse groups4a, 5a, 5b, 6, 8, 9a, 11b, 13a, 13b, 15a, 15b, 17b,
18b, 19, 20a, 20b, 24a, 24b, 28b, 29, 30a, 31,
34, 37a, 38, 39, 41, 44a, 44b, 45, 46, 47a, 47b,
49b, 51, 52b, 54b, 57, 59, 62a, 62b, 67, 69a, 71,
73, 74a, 74b, 75, 76a, 81, 129, 133, 148a, 227,
228, 229, 231, 232, 238, 253, 254, 271, 272a,
284b, 300, 307, 311, 312, 314, 322a

Other ethnic group(s)

229

Non-English language product(s)

322a

Family circumstances

Foster/Adoptive parent/family

309

**Limited English proficiency ESL (English as
second language.)**

74b

Low income18b, 28b, 49b, 59, 64, 71, 74a, 74b, 271, 272a,
284b, 300, 308

Rural/remote

4a, 16, 18a, 22a, 29, 37b, 50, 69a, 307, 313

Urban

5a, 25, 45, 82, 307, 308

Project Focus

Adaptive/Self-care skills

9b, 10

Assistive technology/Augmentive communication

7a, 9b, 10, 13a, 13b, 18b, 19, 25, 26a, 27, 311,
319, 322a, 323, 324, 326a, 326b, 327

Auditory skills/Audiology

15a, 21, 48, 55b, 68, 290, 321

Child assessment methods

3, 9b, 10, 18b, 37b, 68, 119a, 125, 131, 134, 135,
268b, 270a, 279a, 291, 296, 303, 305, 306, 309,
313, 322b

Child Find/Screening

119a, 123, 129, 134, 135, 268b, 270a, 290, 291,
305, 309

CIMP

146, 241

Cognition

13a, 13b, 303

Communication/Speech/Language Therapy

3, 13a, 18b, 21, 22b, 25, 28b, 30a, 48, 55a, 55b,
57, 60b, 62b, 69a, 71, 83, 289, 290, 297, 300,
303, 304, 310, 313, 322a, 322b, 323

Computer-based communications/Dissemination

22a, 81, 128, 130, 131, 132, 136b, 138, 146, 227,
228, 229, 231, 232, 256, 294, 296, 298b, 319,
322b, 323, 329

Consultant teacher model

17b, 18b, 47b

Culturally appropriate practices/Diversity Focus

8, 9a, 9b, 10, 11b, 13b, 15a, 17a, 18b, 19, 24a,
26a, 26b, 27, 28a, 28b, 29, 30a, 31, 34, 37a,
37b, 38, 41, 49b, 51, 52b, 54a, 54b, 68, 69a, 73,
74b, 133, 227, 228, 229, 231, 307, 311, 312

Data systems

81, 123, 129, 138, 147, 148a, 148b, 249b, 279a,
279b, 280, 281b, 282, 283, 284a, 284b, 306

Developmentally appropriate practices

243, 307

Emerging literacy

13b, 21, 28b, 30a, 43, 48, 56, 57, 69a, 71, 82, 83,
129, 135, 237, 238, 242, 245, 248, 250, 251a,
252, 253, 258, 260, 261, 297, 300, 301, 311,
322a, 329

Engagement

298a

Evaluation/Research

28a, 28b, 30a, 40, 42, 82, 129, 147, 148a, 148b,
284b, 290, 291, 292, 293, 294, 295, 296, 297,
298a, 298b, 300, 301, 302, 303, 304, 305, 306,
308, 309, 310, 311, 312, 314, 315, 321, 322b,
323

Family-centered/Family systems

5a, 6, 9b, 10, 12, 13b, 14, 17a, 19, 26a, 38, 39, 55a, 119a, 153a, 153b, 154, 155a, 155b, 156, 157a, 157b, 158, 159, 160, 161a, 161b, 162, 163a, 163b, 164, 165a, 165b, 166a, 166b, 167, 168a, 168b, 169, 170, 171a, 171b, 172, 173, 174a, 174b, 175, 176, 177a, 177b, 178, 179, 180a, 180b, 181, 182a, 182b, 183, 184, 185a, 185b, 186, 187a, 187b, 188, 189a, 189b, 190, 191, 192, 193, 194, 195, 196, 197, 198a, 198b, 199, 200, 201, 202, 203, 204a, 204b, 205, 206a, 206b, 207, 208, 209, 210, 211, 212, 213, 214a, 214b, 215, 216, 217a, 217b, 218, 219a, 219b, 220, 221a, 221b, 222, 223, 224, 225, 226a, 226b, 230, 243, 244, 248, 249b, 256, 292, 298b, 306, 307, 308, 309, 312, 313

Home visiting model

308

IFSP/IEP practices

9b, 10

Inclusion/LRE/Natural Environments

6, 7b, 8, 9a, 11b, 14, 17a, 17b, 19, 22a, 22b, 24a, 25, 28b, 29, 37a, 38, 41, 54a, 63, 76b, 82, 240, 241, 249a, 254, 255, 257, 259, 268a, 270a, 272b, 289, 297, 298a, 307, 308, 319, 324, 326a, 326b, 327

Integrated therapy model

12, 13a, 14, 16, 17a, 18b, 24a, 27, 29, 30a, 37a, 38, 41, 48, 298a

Local interagency coordination

12, 14, 29, 124, 126a, 240, 247

Monitoring

134, 135, 136a, 139, 140, 141, 142, 143a, 143b, 147, 229, 279a, 279b, 280, 281b, 282, 283, 284a, 306

Motor skills/Physical Therapy/Occupational Therapy

4b, 5b, 9b, 10, 26b, 293

Neurobehavioral techniques

29

Orientation and Mobility Training

293

Outcomes/Child and Family

134, 135, 279a, 279b, 280, 281b, 282, 283, 284a, 284b, 296

Policy analysis/development

81, 130, 131

Positive behavioral interventions and supports

82, 245, 246, 251a, 254, 258, 259, 261, 267, 269, 271, 272b, 275, 277a, 277b, 292

Procedural safeguards/mediation

128

Program development/management

11a, 14, 28b, 41, 130, 148b, 227, 228, 229, 231, 232, 244, 306

Public awareness

311, 329

Response to Intervention

134, 136a, 268b, 270a, 275, 277a, 278, 322b

Routines-based/contextually mediated

8, 9a, 298a, 308, 310

Service access/utilization

326a

Service coordination

249b, 315

Social behavior

9b, 10, 17a, 18b, 22b, 23, 82, 129, 136b, 238, 243, 245, 246, 249b, 251a, 254, 258, 260, 261, 271, 272a, 292, 303, 313, 315

Statewide systems change

40, 81, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 120, 128, 129, 132, 138, 139, 140, 141, 142, 143a, 143b, 146, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249a, 249b, 250, 251a, 251b, 252, 254, 255, 256, 257, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268a, 268b, 269, 270a, 270b, 271, 272a, 272b, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 279a, 279b, 280, 281b, 282, 283, 284a, 306

Transdisciplinary

5a, 7a, 7b, 9b, 10, 19, 20b, 26a, 47a, 254

Transition

29, 119a, 121, 123, 124, 125, 126a, 244, 248, 255, 277b, 280, 283, 314

Video-based assessment/intervention

6, 291, 329

Other content/intervention(s)

11b, 13a, 13b, 14, 17b, 27, 28a, 29, 30a, 38, 69b, 81, 134, 136a, 146, 229, 231, 232, 250, 253, 263, 265, 268b, 298a, 304, 306, 307, 308, 310, 321

Settings for service delivery

Child care center/preschool

29, 30a, 42, 240, 242, 247, 289, 297, 298a, 300, 305, 309

Head Start/Early Head Start

240, 298a, 300

Home

12, 27, 293, 297, 307, 308, 309, 310

Hospital, Neonatal or Pediatric Intensive Care

295

Post-secondary institution

3, 4a, 5b, 6, 7a, 7b, 8, 9a, 9b, 10, 11a, 11b, 13a, 13b, 14, 15a, 15b, 16, 17a, 17b, 19, 20b, 27, 28a, 28b, 29, 30b, 31, 32a, 32b, 33, 34, 35a, 35b, 36, 37a, 38, 41, 43, 44a, 44b, 45, 46, 47a, 47b, 48, 49a, 49b, 50, 51, 52a, 52b, 53, 54a, 55a, 56, 57, 58, 59, 60b, 62a, 63, 64, 67, 68, 69a, 69b, 70, 71, 72, 73, 74a, 74b, 75, 76a, 133, 247, 312

Public school pre-K thru 2

12, 27, 30a, 38, 42, 238, 240, 242, 247, 253, 256, 258, 305, 313

Other setting(s)

12, 307, 309

Personnel development approaches

Case method of instruction

26b

Certification/Credentialing

4a, 7b, 14, 15a, 20b, 24a, 26b, 37b, 39, 42, 50, 53, 60a, 61, 62a, 62b, 67, 69b, 251b, 262, 264, 276, 277b

Competency-based training

7b, 14, 18b, 19, 20a, 22a, 24b, 26a, 43, 44a, 44b, 49a, 55a, 55b, 60b, 62a, 62b, 63, 69a, 73, 119a, 302

CSPD

133, 248, 259, 265

Distance learning/web-based model or component

4a, 4b, 6, 13b, 16, 17a, 18a, 22a, 44b, 48, 49a, 50, 52a, 54a, 59, 60a, 60b, 61, 62b, 64, 66, 75, 76b, 82, 121, 122, 123, 251b, 254, 256, 259, 262, 273, 296, 302, 305, 313, 319

Inservice training innovations

12, 27, 28b, 39, 55b, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 129, 228, 238, 239, 240, 242, 245, 246, 247, 248, 249a, 249b, 250, 251a, 252, 253, 255, 256, 257, 258, 262, 263, 264, 265, 266, 267, 268b, 269, 270a, 270b, 271, 272a, 273, 274a, 274b, 275, 276, 277a, 277b, 278, 282, 284a, 289, 296, 300, 311, 313, 315, 329

Mentoring

28a, 30a, 35a, 37b, 44b, 52b, 54b, 56, 60a, 60b, 64, 73, 243, 247, 251a, 256, 260, 261, 262, 269, 270a, 271, 272a, 273, 274b, 277b, 302, 313

Preservice training innovations

5a, 5b, 6, 7a, 9b, 10, 11a, 11b, 12, 13a, 13b, 15b, 16, 17a, 17b, 18a, 20a, 20b, 22a, 22b, 23, 24a, 24b, 25, 26b, 27, 28a, 29, 30a, 37a, 38, 39, 41, 43, 44a, 45, 46, 47a, 47b, 48, 49a, 49b, 50, 51, 52a, 52b, 54a, 54b, 55a, 56, 57, 58, 59, 60a, 62a, 64, 67, 68, 69a, 71, 72, 73, 74a, 74b, 75, 76a, 76b, 77, 121, 124, 125, 133, 237, 239, 243, 246, 248, 249a, 251b, 252, 257, 261, 263, 264, 265, 266, 267, 269, 270b, 272b, 273, 274a, 274b, 275, 276, 277a, 312, 315

Recruitment/retention strategies

5b, 8, 9a, 11b, 15a, 15b, 20b, 23, 41, 42, 44b, 47b, 49b, 50, 52b, 54b, 59, 60b, 67, 77, 138, 237, 239, 241, 243, 244, 246, 252, 253, 254, 257, 260, 261, 262, 263, 264, 266, 267, 268a, 270a, 270b, 272b, 273, 274a, 276, 277a, 277b, 302

Technical assistance model

40, 81, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98a, 98b, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110a, 110b, 111, 112, 113, 114, 115, 116a, 116b, 117, 118, 119a, 119b, 120, 121, 122, 123, 124, 125, 126a, 126b, 127, 128, 129, 130, 131, 132, 133, 136b, 138, 139, 140, 141, 142, 143a, 143b, 145, 146, 147, 227, 228, 229, 231, 232, 238, 240, 242, 248, 249b, 258, 259, 265, 266, 267, 268b, 271, 272a, 294, 298b, 300, 306, 307, 308, 309, 311, 312, 313, 315

Train-the-trainers model

294, 313

Other personnel development method(s)

31, 32a, 32b, 33, 34, 35a, 35b, 36, 56, 69b, 70, 77,
133, 227, 228, 229, 231, 232, 256, 258, 294

Professional disciplines, personnel types

Adaptive Physical Educators

26b, 74a

Administrators

32a, 36, 83, 119a, 119b, 120, 121, 122, 127, 129,
130, 147, 244, 247, 251b, 265, 267

Audiologists

20a, 21, 27, 32a, 68

Community child care/Preschool providers

13b, 240, 242, 247, 289, 298a, 313

**Early interventionists/Early childhood special
educators**

4a, 6, 7a, 8, 9a, 9b, 10, 11a, 11b, 12, 15a, 16, 17a,
17b, 18a, 18b, 19, 20b, 21, 22a, 23, 24a, 25,
26a, 28a, 28b, 33, 34, 35a, 35b, 36, 37a, 37b,
38, 41, 43, 44a, 44b, 46, 47a, 47b, 48, 49a, 49b,
50, 51, 52a, 52b, 53, 54a, 54b, 55a, 55b, 56, 57,
58, 60a, 60b, 61, 62a, 63, 64, 67, 73, 75, 76b,
77, 83, 119b, 120, 121, 123, 124, 125, 126a,
126b, 127, 238, 240, 244, 247, 251a, 251b, 252,
253, 254, 258, 262, 267, 268a, 269, 270a, 270b,
271, 272a, 274a, 277a, 296, 297, 298a, 300,
302, 307, 308, 309, 311, 319

IHE/Post-secondary personnel

28a, 28b, 30a, 30b, 31, 32a, 32b, 33, 34, 35a, 35b,
36, 40, 129, 133, 147, 247, 251b, 265, 267, 312,
319

Multidisciplinary team

4a, 5a

Nurses

17a, 127

Occupational therapists

4a, 4b, 14, 20b, 69b, 252

Paraprofessionals/Aides

40, 72, 119a, 119b, 121, 122, 124, 126b, 241,
251b, 252, 254, 268a, 302

Parent/family member in leadership/training role

7b, 8, 9a, 24a, 26b, 83, 119a, 119b, 120, 121, 122,
123, 124, 125, 126a, 126b, 127, 129, 227, 228,
229, 231, 232, 244, 251b, 254, 265, 267, 268a,
294, 298b, 300, 305

Parents/family member in provider role

40, 127, 247, 253, 292, 293, 308, 309, 310, 313,
319

Physical therapists

4a, 4b, 5b, 20b, 252

Physicians/Pediatricians

127

Psychologists

11a, 12, 17a, 28b, 29, 76a, 251b

Social workers

17a, 28b

Speech-language pathologists

3, 4a, 7a, 13a, 18b, 20b, 21, 25, 28b, 30a, 34, 39,
69a, 69b, 70, 71, 74b, 246, 252, 274a, 277a, 310

Teachers, general early childhood

24a, 25, 28b, 43, 62b, 119a, 120, 122, 124, 126a,
126b, 127, 129, 238, 240, 242, 247, 253, 258,
268a, 319

Trainers/TA providers

83, 125, 251a, 313

Vision/orientation and mobility specialist

59, 277a

Other personnel discipline(s)

11a, 11b, 13b, 15b, 18b, 22b, 24b, 38, 256, 258

