

U.S. DEPARTMENT OF EDUCATION

2006 ANNUAL REPORT TO CONGRESS
ON THE *INDIVIDUALS WITH DISABILITIES*
EDUCATION ACT, PART D

**2006 ANNUAL REPORT TO CONGRESS ON THE
*INDIVIDUALS WITH DISABILITIES EDUCATION ACT, PART D***

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Office of Special Education Programs

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Introduction

The purpose of this report is to provide an annual overview of activities funded under the *Individuals with Disabilities Education Act (IDEA)*, Part D (National Activities to Improve Education of Children with Disabilities), subparts 2 and 3 (P.L. 108-446). As required in 20 *U.S.C.* § 681(a)(4):

The Secretary shall annually report to Congress on the Secretary's activities under subparts 2 and 3, including an initial report not later than 12 months after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004.¹

IDEA, Part D, includes programs that support personnel development, technical assistance, model demonstration projects and information dissemination, as authorized under subpart 2 of *IDEA*, Part D (20 *U.S.C.* § 1461). It also supports parent training and technology to improve results for children with disabilities, as authorized under subpart 3 of *IDEA*, Part D (20 *U.S.C.* § 1470). A total of 633 awards, including both new awards and continuations, were funded in FY 2006 under subparts 2 and 3 of *IDEA*, Part D. This report includes an overview of these programs and awards for FY 2006, along with abstracts of the 157 projects that were funded as new awards.

¹ *Individuals with Disabilities Education Improvement Act of 2004*, P.L. 108-446, 108th Congress, Dec. 3, 2004. Available at: <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C> (last accessed Feb. 27, 2007).

Overview of Programs, FY 2006

Authorized Program Description and Appropriation

Below are the programs funded under subparts 2 and 3 of *IDEA*, Part D. The FY 2006 appropriation for each program is indicated in parentheses.

Special Education—Personnel Development to Improve Services and Results for Children with Disabilities (\$89,719,740). This program addresses state-identified needs for highly qualified personnel to work with children with disabilities. It ensures 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.

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (\$48,903,030). This program promotes academic achievement and improves results for children with disabilities by supporting technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research.

Technology and Media Services for Individuals with Disabilities (\$38,427,840). This program promotes the development, demonstration and utilization of technology; supports educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and provides support for captioning and video descriptions deemed appropriate for children with disabilities in the classroom setting.

Training and Information for Parents of Children with Disabilities (\$25,704,360). This program was developed to ensure that parents of children with disabilities receive appropriate training and have the necessary knowledge and information they need to help improve results for their children.

Special Education—Studies and Evaluations (\$9,900,000). This program is designed to assess progress in implementing *IDEA*, including state and local efforts to provide: (1) free appropriate public education to children with disabilities, and (2) early intervention services to infants and toddlers with disabilities. The Office of Special Education and Rehabilitative Services (OSERS) administered the program until FY 2006, when it was moved organizationally to the Department's Institute of Education Sciences, as directed by the 2004 reauthorization of *IDEA*. Prior to FY 2005, the program was funded from funds set aside under the Special Education—Grants to States program (*CFDA* #84.027). Funds carried forward from FY 2004 supported continuations in FY 2006 and a congressionally mandated study of students assessed against alternative achievement standards. (See the appendix for descriptions of individual studies conducted under this program.)

FY 2006 New Awards by Program and Competition Area

The dollar figures in parentheses next to the titles represent the amounts awarded in FY 2006. To view the full announcements of the FY 2006 grant competitions, visit www.ed.gov/news/fedregister/announce/index.html.

Special Education—Personnel Development to Improve Services and Results for Children with Disabilities: Catalog of Federal Domestic Assistance (CFDA) #84.325

CFDA #84.325D Preparation of Leadership Personnel (\$4,250,000)

Projects are funded to conduct the following preparation activities for leadership personnel: (1) preparing personnel at the doctoral and postdoctoral levels to administer, enhance or provide special education and related services, or early intervention services for children with disabilities or (2) preparing personnel at the advanced levels (master's and specialist) in special education administration and supervision.

CFDA #84.325F National Center to Enhance the Professional Development of School Personnel Who Share Responsibility for Improving Results for Children with Disabilities (\$1,350,000)

The project is funded to: (1) help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with infants, toddlers or children with disabilities, and (2) 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.

CFDA #84.325K Combined Priority for Personnel Preparation (\$11,595,818)

Projects are funded to increase the number and quality of personnel who are fully credentialed to serve children with disabilities especially in areas of chronic shortage. They provide preparation for personnel in special education and related services and in early intervention personnel at the associate, bachelor's, master's, and specialist levels.

CFDA #84.325L Interdisciplinary Training in Analysis of Large-Scale Databases (\$499,926)

The project is funded to train doctoral students in employing large-scale, nationally representative data sets to conduct research in special education policy.

CFDA #84.325P Principal Leadership Professional Development Center to Support Schoolwide Improvement for All (\$285,000)

The project is funded to support principals in their efforts to improve student academic performance by implementing unified, schoolwide improvement initiatives that are designed to ensure participation in the general education curriculum for all students, including students with disabilities. The Professional Development Center will: (1) build the capacity of principals to use evidence-based schoolwide improvement practices that span kindergarten through grade 12; (2) provide training and on-site professional development to principals in partner schools to lead schoolwide improvement; and (3) evaluate, replicate, and widely disseminate the most successful evidence-based, schoolwide systemic improvement practices available to principals throughout the United States for schoolwide

improvement activities that include students with disabilities and provide the students with access to the general education curriculum in the least restrictive environment.

CFDA #84.325S Center on High-Quality Personnel in Inclusive Preschool Settings
(\$474,433)

The project is funded to support a center that will increase the number of high-quality early childhood personnel who serve preschoolers with disabilities in inclusive settings through professional development opportunities and in-service trainings. The center will coordinate the provision of research-based personnel professional development opportunities and in-service activities for early childhood special educators, related-services personnel, pre-kindergarten teachers, Head Start teachers, and child care providers. The center will coordinate these activities by developing state networks that include state and local early childhood program administrators (including *IDEA*, Part B, Sec. 619, coordinators, child care administrators, and Head Start state liaisons), local early care and education providers, early childhood teacher trainers (institutions of higher education and community colleges) and technical assistance providers. The center will assist each network in developing a plan for providing training in evidence-based preschool inclusion models and practices.

Technical Assistance (TA) and Dissemination to Improve Services and Results for Children with Disabilities: CFDA #84.326

CFDA #84.326B Technical Assistance Center on Evidence-based Practices to Improve
Early Literacy and Language Development of Young Children with
Disabilities (\$799,715)

The project is funded to build on the existing database of evidence-based and promising intervention practices and to identify, disseminate, and assist in the implementation of the most successful practices available that improve the early literacy and language outcomes of young children with disabilities. The center will provide the conceptual framework and research base for intervention practices and a cohesive decision-making model related to implementing those practices. Central to any successful TA center will be consideration of the availability of professionals who can coordinate and deliver an effective and practical approach to TA that providers and programs can adopt, TA efforts that support and enhance evidence-based practices, and TA efforts that support federal provisions for delivery of services to infants, toddlers, and preschool children with disabilities (*IDEA*, Part C and Part B, Sec. 619).

CFDA #84.326D Postsecondary Education Programs for Individuals Who are Deaf
(\$1,300,000)

This activity funds four technical assistance centers to provide a range of postsecondary education institutions, including academic, vocational, technical, continuing, and adult education programs, to expand the array of educational opportunities within the region that are available to students who are deaf. The centers must provide technical assistance to institutions currently not serving students who are deaf to help these institutions develop services for students who are deaf. The centers also must provide technical assistance to institutions currently serving individuals who are deaf to improve existing programs. In carrying out the objectives of this priority, the centers must distribute technical assistance services and resources equitably, taking into account population and geographic size, within each state in its targeted geographic region.

Note: This activity appears under the Technical Assistance and Dissemination projects, but is jointly funded for a total of \$4 million. The amount listed above is the Technical Assistance and Dissemination money contributed to this program. In addition, \$1,700,000 from Personnel Development funds and \$1,000,000 from Technology and Media Services funds support this activity.

CFDA #84.326H National Early Childhood Technical Assistance Center (\$3,000,000)

The project is funded to ensure that eligible infants, toddlers, and young children (ages birth through 5 years) with disabilities receive services under parts C or B of *IDEA* that ultimately improve their developmental and early learning outcomes. For children receiving services under Part C, the purpose includes ensuring their families receive quality services. The technical assistance center is focusing on strengthening state and local systems resulting in improved outcomes for infants and toddlers, their families, and preschoolers with disabilities. The center is engaged in a variety of leadership and technical assistance activities to promote evidence-based strategies and supports.

CFDA #84.326M Model Demonstration Centers on Implementing Tertiary-Level Behavioral Interventions (\$1,199,831)

There are three centers funded to develop models that incorporate evidence-based, tertiary-level interventions within a schoolwide behavior model for students in elementary, middle, and high school, in regular and special education classrooms. These models must apply and test research findings in typical settings where children with disabilities receive services to determine their usefulness, effectiveness, and general applicability to these typical settings. To meet this priority, the centers must design and implement models that: (1) target the group of children who have not been responsive to universal or primary behavioral strategies or remedial evidence-based interventions and who require intensive and individualized behavioral interventions at the tertiary-level; (2) are based on evidence-based practices, strategies and interventions; (3) have a process for the collection, analysis, and use of data for decision-making; and (4) include a professional development strategy.

CFDA #84.326T National Technical Assistance and Dissemination Center for Children Who Are Deaf-Blind (\$1,850,000)

This project is funded to provide specialized technical assistance, training, dissemination, and informational services to states, families, agencies, and organizations that are responsible for the provision of early intervention, special education, related services, and transitional services for infants, toddlers, and children who are deaf-blind. A major emphasis of this priority is building capacity and the implementation of systems interventions so that quality outcomes can be achieved for all children and young adults who are deaf-blind. Its technical assistance, training, and dissemination approach addresses the gap in knowledge and evidence-based practice to improve outcomes for this unique population.

CFDA #84.326X General Supervision Enhancement Grants (\$3,431,698)

These projects are funded to assist states in improving their capacity to accurately report on the performance and participation of children with disabilities on the states' assessments. Projects funded by this priority are intended to: (1) develop alternate achievement standards aligned with the states' academic content standards; (2) develop high-quality alternate assessments that

measure the achievement of students with the most significant cognitive disabilities based on those standards; (3) report on the participation and performance of students with disabilities on alternate assessments; and (4) develop appropriate assessment accommodations that do not alter the established reliability and validity of the assessment instrument.

Technology and Media Services for Individuals with Disabilities: CFDA #84.327

CFDA #84.327A Steppingstones of Technology Innovation for Students with Disabilities (\$2,933,973)

These projects are funded to develop and refine the use of technology-based approaches to improve the education outcomes of preschool, elementary, middle school, and high school children with disabilities. Projects funded focus on either: (1) the evaluation of the suitability and feasibility of promising technology-based interventions for implementation within the field or (2) the field testing and rigorous scientific analysis of a technology-based approach to improve the outcomes of children with disabilities.

CFDA #84.327C Television Access (\$1,129,950)

These projects are funded to describe, or describe and caption, widely available programs that are appropriate for, and designed to be of educational value in the classroom setting for children with disabilities at the preschool, elementary or secondary level.

CFDA #84.327E American Printing House for the Blind (APH) (\$920,500)

This earmark supports, through APH, the planning for the establishment of the National Instructional Materials Access Center (NIMAC). NIMAC will receive print and instructional materials prepared in the National Instructional Materials Accessibility Standard (NIMAS) and maintain a catalog of them; provide access of these materials free of charge to people with print disabilities in elementary and secondary schools; and develop, adapt, and publish materials to protect against copyright infringement.

CFDA #84.327K Educational Materials in Accessible Formats for Students with Visual Impairments and Other Print Disabilities (\$11,880,000)

This earmark supports the Recording for the Blind & Dyslexic (RFB&D), which annually produces and distributes educational and audio textbooks for print-disabled students in the United States. This project has four main efforts: (1) the distribution of more than 250,000 copies of books in both analog and digital audio; (2) the production of audio materials through use of volunteers; (3) outreach through its Educational Outreach Program; and (4) a full-year experimental effectiveness study.

CFDA #84.327N Captioned and Described Educational Media: Selection, Closed Captioning, Video Description, and Distribution (\$1,499,460)

This project is funded to support one cooperative agreement for the selection, acquisition, captioning, video description, and distribution of educational media that is appropriate for use in the classroom setting on a nonprofit free-loan basis, for use by students with sensory disabilities, and individuals directly involved in elementary or secondary classroom activities. This priority would ensure that students who have hearing or vision impairments would benefit from the same

educational media used to enrich the educational experiences of students and other individuals who do not have sensory disabilities.

CFDA #84.327Q Congressional Earmark—WETA (\$1,485,000)

This earmark supports WETA’s “Reading Rockets”, a multimedia project that disseminates research-based findings on teaching reading to young children through television programs, Web sites, print materials, and outreach programs. This project has four main efforts: (1) to operate and expand the “Reading Rockets” Web sites; (2) to produce a 10th half-hour television program about teaching children with learning disabilities how to read; (3) to conduct two new teleconferences; and (4) to conduct vigorous outreach and promotion.

CFDA #84.327Z Center to Support Technology Innovation for Students with Disabilities (\$799,997)

This project is funded to advance learning opportunities and achieve better results for children and youths with disabilities by: (1) developing and implementing a network of collaborative partnerships; (2) promoting the distribution and use, of technology-related products and approaches with potential to improve results for children and youths with disabilities; and (3) tracking developments in government, private industry, early intervention, education, and similar areas and analyzing these existing and emerging needs, issues, and trends to foster technology innovation that will improve results for children and youths with disabilities.

Training and Information for Parents of Children with Disabilities: CFDA #84.328

CFDA #84.328C Community Parent Resource Centers (\$989,993)

These projects are funded to support community parent training and information centers in targeted communities that will help ensure that underserved parents of children with disabilities, including low-income parents, parents of children who are English language learners, and parents with disabilities in a community, have the training and information they need to enable them to participate effectively in helping their children with disabilities to: (1) meet established developmental goals and challenging standards that have been established for all children and (2) prepare to lead productive adult lives, as independently as possible.

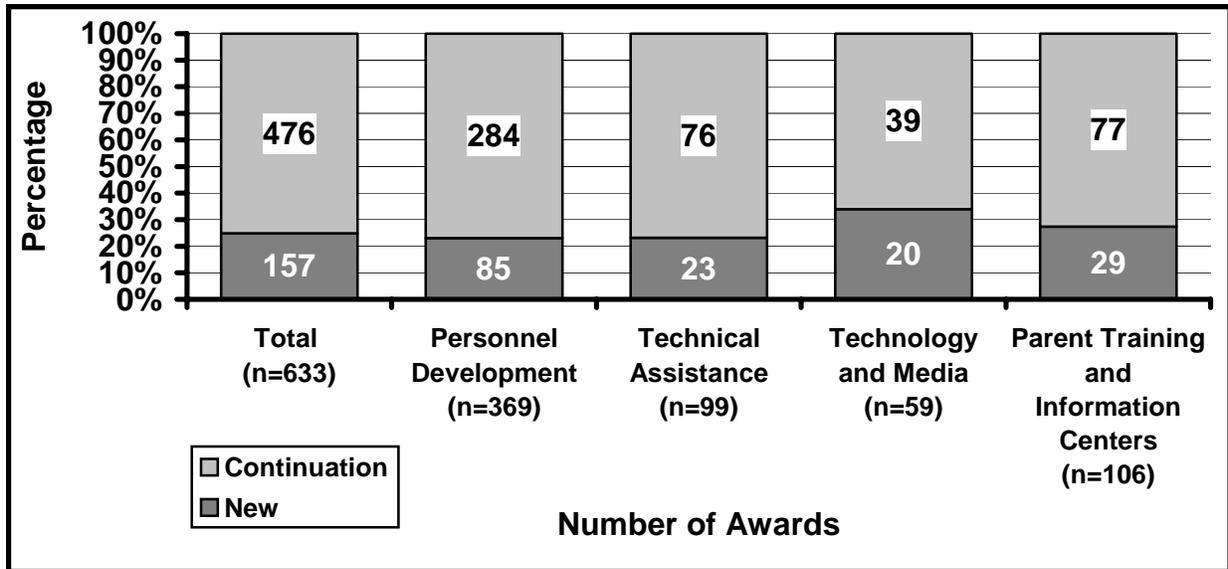
CFDA #84.328M Parent Training and Information Centers (PTI) (\$4,917,674)

Projects are funded to: (1) provide training and information that meets the training and information needs of parents of children with disabilities in the geographical area served by the PTI, particularly underserved parents and parents of children who may be inappropriately identified as having a disability when the child may not have a disability; (2) assist parents to understand the availability of, and how to effectively use, procedural safeguards under *IDEA*, including encouraging the use and explaining the benefits of alternative methods of dispute resolution, such as the mediation process described in *IDEA*; (3) serve the needs of parents of infants, toddlers, and children with a full range of disabilities; and (4) familiarize center staff with the provision of special education and related services in the areas they serve to help ensure that children with disabilities are receiving appropriate services.

Number of and Dollar Amounts for FY 2006 Awards

The two figures below provide information on the number of awards in FY 2006 and the dollar allocation by program area. Figure 1 depicts the total number of awards in FY 2006 and the percentages in each program area that were new versus continuation.

FIGURE 1: Number of awards, new and continuation, and percentage of each, by program, FY 2006



SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP), 2007. FY 2007 ED/OSEP unpublished program budget files.

Figure 2 depicts the total amount of money expended by program on new and continuation awards in FY 2006.

FIGURE 2: Dollar allocations for new and continuation awards, by program, FY 2006

Program	New	Continuation
Personnel Preparation (84.325)	\$23,007,569	\$65,334,011
Technical Assistance and Dissemination (84.326)	\$11,581,244	\$32,939,999
Technology and Media Services (84.327)	\$22,625,281	\$15,068,559
Parent Training and Information (84.328)	\$6,160,677	\$19,358,377

SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP), 2007. FY 2007 ED/OSEP unpublished program budget files.

Project Abstracts for New FY 2006 Awards

The final section of this report includes basic descriptive information, including a brief abstract of each project funded under *IDEA*, Part D (subparts 2 and 3), new awards made in FY 2006 by program listed in order by grant number. For a complete listing of all currently funded grants, please go to <http://www.nichcy.org/directories/intro.asp> (last accessed April 30, 2007).

Personnel Development to Improve Services and Results for Children with Disabilities Program (85 New Awards for FY 2006)

Grant/Contract #: H325D060002

Awardee: Rutgers, The State University of New Jersey

Title: Preparation of Leadership Personnel

Project Director(s): Forman, Susan; Gantwerk, Lewis

FY 2006 Amount Awarded: \$199,539

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The Concentration in Psychological/Systems Support for Learning will train doctoral-level school psychologists whose service delivery orientation is evidence-based, culturally sensitive, collaborative and coordinated with other school practices, and informed by the literature on organizational functioning, organizational change, and innovation implementation. These students will understand: (1) how to provide research-based interventions for individual students with an emphasis on addressing emotional, social, and/or behavioral problems that impede learning; (2) how to work with teachers and other school personnel to develop inclusive classrooms that promote positive social and academic behaviors; and (3) how to work at the organizational level to develop inclusive schools and school districts.

Grant/Contract #: H325D060005

Awardee: Iowa State University

Title: Collaborative Leadership Training Program: Early Childhood Special Education

Project Director(s): Brotherson, Mary Jane; Smith, Carl; Peterson, Carla; Luze, Gayle

FY 2006 Amount Awarded: \$190,421

Beginning Date: 1/1/2006

Ending Date: 12/31/2010

Purpose: This project will prepare doctoral-level leadership personnel in the area of early childhood special education who will gain skills in evidence-based research, university teaching, program administration, and public policy.

Grant/Contract #: H325D060008

Awardee: Lehigh University

Title: Developing Leaders for Systemwide Change in Urban Environments for Students with or at Risk for Emotional/Behavioral Disorders

Project Director(s): Shapiro, Edward; DuPaul, George; Power, Thomas

FY 2006 Amount Awarded: \$199,942

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: The purpose of this project is to train leaders in pediatric school psychology, a doctoral subspecialization that is focused on developing school psychologists who can facilitate linkages among the school, health, mental health, and family systems to address the educational, psychological, and health needs of students with or at risk for emotional and behavioral disorders.

Grant/Contract #: H325D060009

Awardee: Arizona State University

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

Project Director(s): Wilcox, M. Jeanne; Swadener, Beth

FY 2006 Amount Awarded: \$199,921

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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, creating 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 eight 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, while also modeling and facilitating reflection as a central strategy for ongoing integration of new knowledge and skills as well as evaluation.

Grant/Contract #: H325D060017

Awardee: University of North Texas

Title: Project STARS: Systematic Training for Autism Researchers and School Personnel

Project Director(s): Callahan, Kevin; Combes, Bertina

FY 2006 Amount Awarded: \$199,962

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will develop a new component of the Special Education Ph.D. program at the University of North Texas, which will focus on the preparation of personnel to assume

leadership roles in the area of autism research, education and training. The program will provide intensive, high-quality doctoral training to prepare personnel to become recognized leaders in institutions of higher education, federal and state organizations, and local education agencies and service centers.

Grant/Contract #: H325D060031

Awardee: Syracuse University

Title: Preparation of Leadership Personnel: Preservice Special Education Doctoral Program

Project Director(s): Biklen, Douglas; Ferri, Beth

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This program will recruit and train doctoral-level leaders as teacher educators, prepared to teach preservice special educators how to support meaningful access to academic curriculum for students with disabilities, in New York and other American schools.

Grant/Contract #: H325D060032

Awardee: Ohio State University Research Foundation, Inc.

Title: Leadership Training in the Integration of Research, Personnel Preparation, and Practice in Urban Special Education

Project Director(s): Neef, Nancy

FY 2006 Amount Awarded: \$399,796

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The project will: (1) prepare special education leadership personnel in urban settings; (2) prepare leadership personnel to engage in integrated research, personnel preparation, and professional practice that will enhance special education services for children with disabilities, including those from culturally and linguistically diverse populations; and (3) evaluate trainee performance, the effectiveness of the program in meeting project objectives, and the impact of the project.

Grant/Contract #: H325D060033

Awardee: University of North Texas

Title: Preparation of Leadership Personnel in Special Education with Emphasis in Emotional or Behavioral Disorders and Underrepresented Populations

Project Director(s): Bullock, Lyndal

FY 2006 Amount Awarded: \$211,333

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will help meet the critical shortage of leadership personnel in special education, specifically personnel to work with students with emotional or behavioral disorders. Throughout each of the four years of the project, it will recruit and retain a minimum of six full-time, grant-funded scholars in the leadership program.

Grant/Contract #: H325D060036

Awardee: San Francisco State University

Title: Special Education Leadership Preparation

Project Director(s): Hanson, Marci

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

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

Grant/Contract #: H325D060037

Awardee: Bank Street College of Education

Title: Special Education Leadership for Change

Project Director(s): Spencer, Andrea

FY 2006 Amount Awarded: \$393,907

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will prepare leaders to implement and supervise school-based change that improves outcomes for children in special education classes and settings in New York City public schools. The objectives are to: (1) recruit and prepare 20 special education teachers; (2) graduate 20 special education administrators and supervisors, who can improve outcomes for children with disabilities from diverse urban special education settings; (3) develop leadership competencies in project participants; and (4) increase participants' abilities to communicate and collaborate effectively about important issues, policies, and practices to develop strategies that will improve outcomes for children with disabilities.

Grant/Contract #: H325D060040

Awardee: Board of Regents, University of Nebraska-Lincoln

Title: Leadership Training in Attention Deficit Hyperactivity Disorder

Project Director(s): Reid, Robert

FY 2006 Amount Awarded: \$114,097

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will prepare eight students for leadership positions in the education of children with attention deficit hyperactivity disorder (ADHD). These students will: (1) be prepared to address the specialized needs of children with ADHD from diverse cultural and linguistic backgrounds; (2) be grounded in current research in ADHD; (3) receive training and practice that integrate research and practice; and (4) be knowledgeable of provisions of *IDEA* and the *No Child Left Behind Act of 2001*.

Grant/Contract #: H325D060041

Awardee: University of Kansas Center for Research, Inc.

Title: Leadership in the Teacher Education Core (L-TEC)

Project Director(s): Walther-Thomas, Chriss; Knowlton, Earle; Griswold, Deborah

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will produce doctoral-level (Ph.D.) teacher educators who can immediately apply evidence-based test practices in teacher education to improve university-based special education personnel preparation. Project participants will gain expert knowledge and skills in role functions pertinent to higher education teacher preparation: college teaching, research in higher education, advisement, supervision and coaching of teachers, and public service via professional development. The project includes critical experience in each role for all doctoral participants.

Grant/Contract #: H325D060047

Awardee: University of Central Florida

Title: Recruiting and Preparing Highly Qualified Teacher Educator Scholars

Project Director(s): Wienke, Wilfred; Dieker, Lisa

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will support a doctoral program designed to prepare seven highly qualified special education leadership personnel for university faculty positions or for service in training positions in agencies or school systems.

Grant/Contract #: H325D060051

Awardee: Oregon State University

Title: Leadership Training in Adapted Physical Education

Project Director(s): McCubbin, Jeffrey

FY 2006 Amount Awarded: \$198,748

Beginning Date: 9/15/2006

Ending Date: 9/14/2010

Purpose: This project will prepare doctoral-level personnel in the area of adapted physical education special education. Oregon State University will prepare a cadre of eight doctoral-level personnel who have the necessary knowledge, experiences, and research skills to serve as effective teacher-trainers, scholars, and advocates or leaders.

Grant/Contract #: H325D060053

Awardee: University of Kansas Center for Research, Inc.

Title: Doctoral Program for Developing Leaders to Ensure the Academic Success of Students with Disabilities in Secondary Schools

Project Director(s): Deshler, Donald; Lenz, B. Keith

FY 2006 Amount Awarded: \$400,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare leadership personnel to assume roles that will enhance access to and success in general education curricula for students with disabilities through high-quality research for knowledge creation, product development, system change, and personnel preparation. Doctoral-level students will be prepared to provide leadership in: (1) creating knowledge by conducting research that will result in the validation of educational practices that promote the success of students with disabilities in rigorous general education curricula; (2) designing products (print- or technology-based) that are valued and embraced by school personnel that lead to improved academic outcomes; (3) changing systems to facilitate the adoption and sustained use of research-based practices in secondary schools and college and university programs involved in preparing school personnel; and (4) preparing personnel to use and effectively integrate research-based approaches, practices, and interventions to significantly enhance the academic success of students in the context of secondary schools.

Grant/Contract #: H325D060063

Awardee: University of Kansas Center for Research, Inc.

Title: Leadership Outcomes Program in Education and Family Policy for Students with Significant Cognitive Disabilities Program

Project Director(s): Turnbull, Ann

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare five national leaders through the Leadership and Outcomes Program in Education and Family Policy for Students with Significant Cognitive Disabilities. The purpose is to make substantial and sustainable improvements in long-term outcomes for students with significant cognitive disabilities and their families. These students are ones with moderate to severe mental retardation and severe or multiple disabilities. The project will: (1) recruit, admit, advise, and provide other such support for five doctoral students; (2) develop, implement, and evaluate courses with a special emphasis on enhancing family-school-community partnerships, assessment and instructional quality and policy; (3) develop, implement, and evaluate leadership practica to ensure that students have opportunities for strategic roles at local, state, and national levels; and (4) place program graduates in leadership positions that enable them to make significant and sustainable contributions to improving outcomes for students with significant cognitive disabilities and their families.

Grant/Contract #: H325D060068

Awardee: Michigan State University

Title: Preparing Leadership Personnel in Policy and Practice for Diverse Students with Disabilities in Urban Settings: Teaching and Researching in Complex Environments

Project Director(s): Mariage, Troy; Peters, Susan

FY 2006 Amount Awarded: \$166,987

Beginning Date: 9/1/2006

Ending Date: 8/31/2010

Purpose: This project will provide scholarship support, and prepare and graduate a minimum of eight future leadership personnel in a doctoral program in special education. Three main objectives of the project are: (1) to operate a high-quality disability and diversity specialization in the doctoral program to prepare these candidates with diversity skills; (2) provide placement support pre- and postgraduation; and (3) implement a curriculum design process to address and evaluate the project.

Grant/Contract #: H325D060069

Awardee: University of South Florida

Title: Doctoral-Level Leadership Preparation with a Cognate in Special Education

Project Director(s): Kleinhammer-Tramill, P. Jeannie; Tramill, James

FY 2006 Amount Awarded: \$198,880

Beginning Date: 9/30/2006

Ending Date: 9/29/2010

Purpose: This project will address the shortage of leadership personnel who are prepared to assume leadership roles as special education faculty members. Through collaboration across general and special education departments in the College of Education, the project will meet the following objectives: (1) recruit a cohort of prospective doctoral students who are seeking leadership roles as special education or teacher education faculty; (2) develop and provide a cognate in teacher education that addresses the role demands of the special education professoriate; (3) prepare participants to conduct research and to teach new generations of teachers to identify and implement research-based practices, as promoted by the *Education Sciences Improvement Act of 2001* and implemented by the Center for Special Education Research within the U.S. Department of Education's Institute for Education Sciences; (4) prepare program participants to teach new generations of teachers who meet the highly qualified requirements of the *No Child Left Behind Act of 2001* and the 1998 amendments to *IDEA*; (e) prepare program participants to engage in, advocate for, and prepare new generations of special educators for culturally accomplished practices; and (5) place program graduates in professional roles as special education faculty members.

Grant/Contract #: H325D060071

Awardee: George Mason University

Title: Preparation of Leadership Personnel: New Leaders Now

Project Director(s): Thorp, Eva; Sánchez, Sylvia; Burns, M. Susan; Kidd, Julie

FY 2006 Amount Awarded: \$195,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will recruit, support, and mentor future leaders in early childhood special education who possess the knowledge, competencies, and insights to address the specialized needs of culturally, linguistically, and ability-diverse young children and their families. The project aims to: (1) prepare doctoral fellows to enter higher education or other leadership positions by developing their evidence-based research, advocacy and policy competencies, and personnel preparation knowledge and competencies; (2) 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; and (3) provide research, policy, and personnel preparation internships that increase fellows' understanding and expertise related to diverse young learners with disabilities.

Grant/Contract #: H325D060072

Awardee: Wichita State University

Title: Preparation of Doctoral-level Faculty/Scholars in Speech-Language Pathology and Audiology: Reducing the Shortage—Enhancing Accessibility

Project Director(s): Hull, Raymond H.

FY 2006 Amount Awarded: \$195,017

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: The project will recruit, support, and prepare 12 doctoral-level candidates over the four years of the project to become university or college faculty or scholars and prepare future speech-language pathologists and audiologists.

Grant/Contract #: H325D060074

Awardee: Howard University

Title: EAGLE II Personnel Preparation Project

Project Director(s): Boone, Rosalie; Saravanabhavan, R.C.

FY 2006 Amount Awarded: \$199,987

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare eight doctoral students, who have master's degrees in special education and three years teaching experience, to successfully complete course work in Educational Administration and Leadership with a special emphasis on special education and disability-related laws.

Grant/Contract #: H325D060086

Awardee: Board of Regents of the University of Wisconsin

Title: Training School Psychologists in Culturally Competent and Evidence-Based Practice for Children with Disabilities

Project Director(s): Kratochwill, Thomas

FY 2006 Amount Awarded: \$195,059

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will train doctoral-level preservice school psychology graduate students in the skills needed to implement culturally and linguistically appropriate evidence-based academic, behavioral, and psychopharmacological prevention and intervention within a response to intervention framework.

Grant/Contract #: H325F060003

Awardee: Vanderbilt University

Title: IDEA and Research for Inclusive Settings (IRIS II): The IRIS Center for Training Enhancements

Project Director(s): Tyler, Naomi

FY 2006 Amount Awarded: \$1,350,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will improve the quality of services delivered to, and results for, all children and youths with disabilities. To ensure high-quality personnel in inclusive settings, the project will provide free, online training enhancements for flexible use in professional development or preservice college instruction. The center will work with college and university faculty and professional development providers who prepare and educate the nation's present and future education professionals.

Grant/Contract #: H325K060101

Awardee: University of North Carolina at Chapel Hill

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

Project Director(s): Boone, Harriet; Ritchie, Sharon

FY 2006 Amount Awarded: \$199,656

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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

Grant/Contract #: H325K060104

Awardee: University of Florida

Title: Project CYCLE: Changing Young Children's Lives Through Education

Project Director(s): Jones, Hazel; Emery, Alice Kay; Torode, Tracy

FY 2006 Amount Awarded: \$189,665

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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 Disabilities endorsement as well as the Florida Department of Health Infant Toddler Developmental Specialist certificate.

Grant/Contract #: H325K060105

Awardee: University of North Carolina at Greensboro

Title: BKISED Birth to Kindergarten: An Enhanced Collaborative Model

Project Director(s): Hardin, Belinda; Niemeyer, Judith; Cassidy, Deborah; Hestenes, Linda

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare graduate-level personnel to work with young children in inclusive settings with an emphasis on children with disabilities, particularly those from culturally and linguistically diverse populations. Specifically, this project will: (1) recruit for application to the program students with disabilities or those who have family members with disabilities, and students from underrepresented populations; (2) provide a high-quality interdisciplinary training program based on federal, state, and local standards (including those for working with children from culturally and linguistically diverse backgrounds) 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); (3) 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; (4) develop and implement a mentoring program for retaining personnel working with young children with disabilities and their children, including those from culturally and linguistically diverse populations; (5) disseminate the preservice model that infuses the identified disability areas and diversity training within a family-centered framework to other institutions of higher education, especially in North Carolina; and (6) evaluate the impact on trainees and the overall project effectiveness.

Grant/Contract #: H325K060106

Awardee: Utah State University

Title: Project SEIM: Sensory Impaired Early Intervention Master's Program

Project Director(s): Blair, James; Watkins, Sue

FY 2006 Amount Awarded: \$199,682

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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 one of three sensory-specific focus areas (deaf or hard of hearing, blind or vision impaired, and deaf-blind) and receive state credentialing and endorsement.

Grant/Contract #: H325K060108

Awardee: San Jose State University

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

Project Director(s): Hughes, Margaret

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will train 40 highly qualified candidates over four years to work in a culturally responsive manner, with special attention given to the growing need for teachers who are skillful in the areas of autism and inclusion. The specific objectives include: (1) recruit and train cultural and linguistic highly qualified early childhood special educators; (2) work collaboratively with family and community agencies; (3) identify and train seven university supervisors in the 10 counties of the Central California region; (4) prepare candidates with concentrations in autism and inclusion; and (5) monitor, evaluate, and institutionalize program features, strategies, and outcomes to assure effectiveness and future support.

Grant/Contract #: H325K060109

Awardee: Portland State University

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

Project Director(s): Munson, Leslie; Esparza-Brown, Julie

FY 2006 Amount Awarded: \$199,998

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will recruit for application to the program instructional assistants who are bilingual, bicultural, or both, or wish to work with culturally and linguistically diverse children to become licensed early intervention/early childhood special education (EI/SE) teachers. Specifically, the project will: (1) recruit, admit, and retain instructional assistants for three years with completion of licensure in EI/SE; (2) provide an integrated (EI/SE) linguistic and cultural competency-based preservice program to participants; (3) monitor the instructional effectiveness of Pathways' graduates for progress towards Individualized Family Service Plan (IFSP) and

Individual Education Program (IEP) goals and objectives for young children with special needs; and (4) promote retention in the field by providing mentors and networking for graduates.

Grant/Contract #: H325K060112

Awardee: University of North Carolina at Greensboro

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

Project Director(s): Compton, Mary; Niemeyer, Judith

FY 2006 Amount Awarded: \$199,997

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will increase the number and quality of personnel prepared to work with young children (birth through kindergarten) with hearing impairments with a focus on spoken language. Specifically, the objectives are: (1) integrate a family-centered approach throughout all program components; (2) enhance course delivery and accessibility through the inclusion of a variety of distance learning strategies; (3) expand and strengthen partnerships with schools, community colleges, public agencies, family organizations, and early childhood service agencies to support field-based student learning; (4) extend recruitment strategies to highlight establishing relationships with family members of or persons with disabilities and members of traditionally underrepresented groups in auditory and oral early intervention; and (5) develop and implement a plan that evaluates the program components and the impact of the program on children and families served by graduates.

Grant/Contract #: H325K060116

Awardee: Illinois State University

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

Project Director(s): Lartz, Maribeth

FY 2006 Amount Awarded: \$195,609

Beginning Date: 1/1/2007

Ending Date: 12/30/2010

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 in-service needs of existing deaf educators to improve their knowledge of and skills in two primary areas: (1) enhancing the auditory and spoken language skills in the child; and (2) developing competencies specific to working with infants and their families.

Grant/Contract #: H325K060120

Awardee: George Washington University

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

Project Director(s): Jarrett, Marian; Spencer, Karin

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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 to improve services for the D.C. metropolitan area's infants, toddlers, and preschoolers with disabilities through: (1) course work that focuses on evidence-based education related to cultural and linguistic diversity, social-emotional development and mental health, and positive behavioral intervention; (2) a programmatic emphasis on literacy to ensure that children meet learning standards; (3) a two-semester supervised field experience guided by state learning standards; (4) field placements in a variety of professional partner programs in culturally, linguistically, and economically diverse programs in urban areas; and (5) ongoing, high-quality mentoring and induction using a Community of Practice approach.

Grant/Contract #: H325K060121

Awardee: Cal State L.A. University Auxiliary Services, Inc.

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

Project Director(s): Hunt, Nancy A.

FY 2006 Amount Awarded: \$199,901

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

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 their young children receiving special education services.

Grant/Contract #: H325K060123

Awardee: University of South Carolina Research Foundation

Title: Preparation of Early Childhood Special Education Personnel in South Carolina
Focus Area A: Training of Early Intervention and Early Childhood Personnel

Project Director(s): Brown, William; Knopf, Herman; Lopez-De Fede, Ana

FY 2006 Amount Awarded: \$199,778

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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-credit hour master's degree 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.

Grant/Contract #: H325K060200

Awardee: University of Florida

Title: Project SCIPP (Significant Cognitive Disabilities Personnel Preparation)—
A Multi-University Consortium

Project Director(s): Ryndak, Diane

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare teachers with research-based knowledge and skills to meet the needs of students with severe cognitive disabilities. Further, the project will expand the Multi-University Consortium from seven state institutes of higher education to nine. As a result it will further expand the access to courses that meet the requirement for the state endorsement in severe disabilities for current and preservice teachers, as well as help those teachers develop the knowledge and collaborative partnerships to effectively instruct students with severe cognitive disabilities. Specifically, the project will: (1) recruit current and preservice teachers with disabilities from rural areas and from underrepresented groups for application to the program; (2) present research- and evidence-based content and pedagogy; (3) increase teachers' knowledge and skills to meet the needs of students with severe cognitive disabilities; and (4) assist participants in acquiring the state endorsement in severe disabilities and employment.

Grant/Contract #: H325K060201

Awardee: University of Washington

Title: Creating Instructional Leaders for Students with Low-Incidence Disabilities

Project Director(s): Davis, Carol Ann; West, Beth

FY 2006 Amount Awarded: \$399,994

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

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 four 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.

Grant/Contract #: H325K060203

Awardee: University of Georgia

Title: Collaborative Personnel Preparation in Autism

Project Director(s): Gast, David; Lus cres, Deanna

FY 2006 Amount Awarded: \$197,180

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will support five to seven special education students interested in teaching children with Autism Spectrum Disorders (ASD). The project has three primary objectives for preparing highly qualified (as required by *No Child Left Behind*) and certified public school teachers to: (1) use research-based practices when serving children with ASD in inclusive educational settings; (2) provide consultation, in-service training, and disseminate evidence-based information; and (3) conduct applied research with children with ASD, their families, or both.

Grant/Contract #: H325K060206

Awardee: Portland State University

Title: Braille, Reading, Assessment, Independent Living, Low Vision, Learning Media & Educational Services for Children & Youth in Underserved Areas (Project BRAILLE-USA)

Project Director(s): Bickford, James

FY 2006 Amount Awarded: \$192,273

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will continue and expand its national distance education program to prepare teachers of children with blindness and visual impairments, allowing individuals who do not have access to a traditional training model the opportunity to access quality training, and thus help alleviate state and national shortages of qualified staff. The project will provide students with: (1) \$1,500 summer living stipend; (2) minimum \$10,000 grant to each qualified student toward tuition and fees; (3) resident tuition for students residing within the 14-state Western Regional Graduate Program consortium; (4) on-site faculty supervision of practicum and internship placements; and (5) Oregon initial licensure as a teacher of children with visual impairments, or an endorsement on a current teaching license.

Grant/Contract #: H325K060208

Awardee: Utah State University

Title: Teachers for the 21st Century: A Diverse Community Participating in Hybrid Courses Leading to Licensure in Special Education

Project Director(s): Morgan, Robert

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/2/2007

Ending Date: 1/1/2011

Purpose: This project will develop, implement, and evaluate an innovative teacher education program to produce teachers serving children with severe disabilities.

Grant/Contract #: H325K060211

Awardee: San Francisco State University

Title: Project Mosaic: Preparing Highly Qualified Educators to Meet the Unique Needs of Students with Autism in Diverse Settings

Project Director(s): Wolfberg, Paula; LePage, Pamela

FY 2006 Amount Awarded: \$197,844

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: Throughout the nation, and most notably in Northern California, the incidence of children identified with autism spectrum disorders (ASD) has been on the rapid rise and is reaching epidemic proportions. There is a pressing need to increase the number, quality, and diversity of educators who are fully credentialed and competent to serve students with ASD from diverse ethnic, cultural, and linguistic backgrounds in diverse settings. This four-year project responds to that need by adding a new program emphasis in ASD to an established Master of Arts and credential in special education programs (K–12 and transition) at San Francisco State University.

Grant/Contract #: H325K060213

Awardee: University of North Carolina at Charlotte

Title: Personnel Preparation Program in Low-Incidence Severe Disabilities

Project Director(s): Spooner, Fred; Wood, Wendy

FY 2006 Amount Awarded: \$198,453

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will address state-identified needs for highly qualified personnel in special education by offering teacher training leading to licensure in teaching those with severe disabilities via online distance education formats.

Grant/Contract #: H325K060215

Awardee: University of Utah

Title: University of Utah's Distance Teacher Education Program (DTEP) in Severe Disabilities

Project Director(s): McDonnell, John; Hardman, Michael; Jameson, Matt

FY 2006 Amount Awarded: \$398,240

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: DTEP is designed to address the critical shortage of highly qualified special education teachers in rural and remote areas of Utah. DTEP will deliver a comprehensive post-bachelor's teacher licensure program in severe disabilities to two cohorts of 15 teacher candidates located in a minimum of three distance sites. The program will be delivered collaboratively by the University of Utah's Department of Special Education and school districts located in the central and southern regions of the state.

Grant/Contract #: H325K060217

Awardee: University of Central Florida

Title: Special Educator Preparation in Autism Spectrum Disorders

Project Director(s): Wienke, Wilfred; Pearl, Cynthia

FY 2006 Amount Awarded: \$400,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The project is designed to address two identified gaps in service that persist in the field: (1) the need to increase the quality and diversity of special education teachers prepared to serve the increasing numbers of students identified with autism spectrum disorders (ASD) and (2) the need to increase the qualifications of special educators to implement evidence-based practices for comprehensive instructional programming for students with ASD. This project leads to teacher certification in Exceptional Education and endorsement in Autism.

Grant/Contract #: H325K060220

Awardee: Florida State University

Title: Preparing Personnel to Teach Students with Visual Impairments

Project Director(s): McKenzie, Amy; Lewis, Sandra

FY 2006 Amount Awarded: \$400,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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.

Grant/Contract #: H325K060222

Awardee: University of Tulsa

Title: South-Central Heartland Deaf Education Project

Project Director(s): Baker, Sharon

FY 2006 Amount Awarded: \$341,337

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare teachers to work with students who are deaf or hard of hearing (d/hh). It will focus on recruiting and retaining students to the field of deaf education, while addressing four needs: (1) reducing the current and future potential future shortage of certified teachers of students who are d/hh in grades pre-K–12; (2) preparing teachers to work with children from culturally and linguistically diverse backgrounds and their families, especially those who are Native American; (3) connecting preservice teacher's practica to the educational outcomes of children by establishing a promising new technology program and providing remote tutoring to d/hh students in areas where personnel shortage exist; and (4) enhancing 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.

Grant/Contract #: H325K060223

Awardee: University of Maryland-College Park

Title: Preparation of Personnel in Secondary Special Education Serving Youth with Low-Incidence Disabilities

Project Director(s): Moon, Sherril

FY 2006 Amount Awarded: \$399,849

Beginning Date: 12/1/2006

Ending Date: 11/30/2010

Purpose: This project addresses the need for training fully credentialed and highly qualified middle and high school special education teachers and transition specialists to provide services to students with low-incidence disabilities.

Grant/Contract #: H325K060224

Awardee: University of Northern Colorado

Title: National Project for the Preparation of Professional Educational Interpreters

Project Director(s): Johnson, Leilani

FY 2006 Amount Awarded: \$400,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will establish a new baccalaureate degree in American Sign Language (ASL)-English Interpretation. The program will have three emphasis areas, one of which will be focused on K–12 interpreting services. The project will: (1) deliver a research-based, bachelor's degree program in ASL-English Interpreting by means of multiple media and on-site summer sessions; and (2) provide stipends of \$10,000 per year to 24 students who declare Educational Interpreting their area of interest and who commit to serve K–12 students as their service obligation for this OSEP sponsorship.

Grant/Contract #: H325K060309

Awardee: Vanderbilt University

Title: Project PREPARE: A Comprehensive Approach to Preparing Teachers to Serve Students with Emotional Disturbances

Project Director(s): Lane, Kathleen; Wehby, Joseph

FY 2006 Amount Awarded: \$198,645

Beginning Date: 9/1/2006

Ending Date: 8/31/2010

Purpose: This project will train a total of 18 master's degree students during a four-year period. This master's program has three goals: (1) to address the shortage of teachers prepared to work with students with emotional disturbances (ED); (2) to prepare teachers to address the academic, social, and behavioral needs of students with ED; and (3) to prepare teachers to work collaboratively with general education teachers and Positive Behavior Support (PBS) team members to identify and meet the needs of students with ED and those at risk for ED within the context of the PBS model.

Grant/Contract #: H325K060310

Awardee: University of Alabama

Title: University of Alabama Project TEEACH: Transforming Elementary Educators Into Advocates, Change Agents, & Highly Qualified Special Educators

Project Director(s): Rock, Marcia; Gregg, Madeleine

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The project will recruit 28 practicing elementary educators to take part in a rigorous, research-based, 48-credit master's degree training program in special education. This project aims to: (1) address critical special education teacher shortages; (2) prepare teachers to bridge the gap between research and practice to improve results for children with high-incidence disabilities; and (3) prepare teachers to work collaboratively to provide effective special education services in the least restrictive environment.

Grant/Contract #: H325K060315

Awardee: Board of Trustees of the University of Illinois

Title: Teacher Leaders for Children: Bilingual Special Educators (Project TLC)

Project Director(s): Lopez-Reyna, Norma; Bay, Mary

FY 2006 Amount Awarded: \$193,544

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: Consistent with the national context, Illinois struggles to provide an educational workforce that is competent to provide specialized instructional services to a culturally and linguistically diverse student population. The purpose of Project TLC is to implement a high-quality program for practicing special education teachers who are bilingual to acquire the knowledge, skills, and abilities to provide instruction in core academic areas to students with mild to moderate disabilities who are English language learners and who live in urban areas.

Grant/Contract #: H325K060316

Awardee: Texas A&M Research Foundation

Title: Project CABS: Comprehensive Academic and Behavior Support

Project Director(s): Burke, Mack; Hagan-Burke, Shanna

FY 2006 Amount Awarded: \$199,967

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare 28 to 36 special education teachers at the master's degree level to deliver high-quality academic and instructional interventions to students with high-incidence disabilities.

Grant/Contract #: H325K060323

Awardee: Portland State University

Title: Inclusive Elementary Educators Project (IE(2)P)

Project Director(s): Stanovich, Paula

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will provide advanced training to prepare educators at the master's degree level to work with students with high-incidence disabilities. The goals include: (1) develop cohorts of highly qualified dual-licensed educators in Oregon and Washington who are prepared to serve students with high-incidence disabilities; (2) improve the quality of teacher preparation programs with an intensive two-year master's degree program founded on research-based best practice and focusing on assessment and remediation, effective instruction of students, and teaming and collaboration for effective instruction; (3) improve educator quality by developing teachers who are comfortable with standards-based reforms and who are prepared to be educational change agents and leaders; and (4) disseminate information about the project model, regionally and nationally.

Grant/Contract #: H325K060325

Awardee: University of Washington

Title: Preparation of Personnel to Service Children with High-Incidence Disabilities

Project Director(s): Jenkins, Joseph

FY 2006 Amount Awarded: \$399,991

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: The project will prepare 55 highly qualified teachers of students with high-incidence disabilities. Specifically, this project will: (1) increase the number of highly qualified special education teachers to teach children with high-incidence disabilities; (2) prepare special education teachers who are confident and capable of taking a leadership role in meeting the needs of those children and adolescents who, because of their learning and behavior challenges, do not respond satisfactorily in general education classrooms; and (3) strengthen and expand the university's high-incidence special education preparation programming.

Grant/Contract #: H325K060330

Awardee: California State University

Title: Project PHISSET (Preparing High-Incidence Special Education Teachers)

Project Director(s): Beard, Kelli

FY 2006 Amount Awarded: \$199,956

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will provide field-based, tuition-supported preparation for individuals to become highly qualified special education elementary school teachers working with students with high-incidence disabilities (termed mild/moderate, or M/M, in California). Project PHISSET will address the critical shortage of teachers who are trained to meet the needs of culturally and linguistically diverse school children with M/M disabilities—such as mental retardation, emotional disturbance, specific learning disabilities, AD/HD, and developmental disabilities.

Grant/Contract #: H325K060335

Awardee: Regents of the University of Colorado

Title: Rural Special Education Double Endorsement Project

Project Director(s): Baca, Leonard

FY 2006 Amount Awarded: \$196,047

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will increase the number of highly qualified special education teachers addressing a defined need in rural communities in the state of Colorado, with limited access to high-quality graduate-level programs. Specifically, this project will prepare teachers to meet the combined special education and linguistic diverse needs of students in selected rural, mountain schools in the state of Colorado. The project has four primary outcomes for participants: (1) double endorsement and master's degree in special and linguistically diverse education; (2) preparation for work with high-incidence needs; (3) preparation and experience in training other teachers (trainer of trainers); and (4) placement and follow-up support for participants once they complete their endorsements and degree.

Grant/Contract #: H325K060336

Awardee: Western Michigan University

Title: Intensive Recruitment, Preparation, and Retention Revised (IRPR2) Program

Project Director(s): Summy, Sarah; Whitten, Elizabeth

FY 2006 Amount Awarded: \$192,794

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: Western Michigan University's special education Intensive Recruitment, Preparation, and Retention Revised (IRPR2) program is designed to fully credential special educators currently working on temporary approvals and practicing general educators pursuing endorsements in special education. This master's degree project will significantly increase the number of highly qualified special educators in Michigan as well as provide a support structure

that promotes recruitment for application to the program of teachers from underrepresented populations and persons with disabilities.

Grant/Contract #: H325K060337

Awardee: University of North Carolina at Greensboro

Title: Project RESTART: Recruitment and Retention—Students on Alternative Routes to Teacher Training

Project Director(s): Kurtts, Stephanie

FY 2006 Amount Awarded: \$199,760

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will expand the development and implementation, with evaluation, of a current model teacher preparation program, including both preservice and in-service components, that is designed to recruit for application to the program a pool of highly qualified special education teachers with an emphasis on those from underrepresented teacher candidate groups.

Grant/Contract #: H325K060345

Awardee: University of Wisconsin-Milwaukee

Title: UWM-MPS Internship Program

Project Director(s): Winn, Judith; Ford, Alison; Rice, Nancy

FY 2006 Amount Awarded: \$196,836

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project will address the shortage of certified special education teachers working in Milwaukee Public Schools (MPS) by recruiting for application to the program, special education teachers who are from groups that have traditionally been underrepresented in the special education teaching force.

Grant/Contract #: H325K060347

Awardee: University of Florida

Title: Preparing Teachers for the Critical Shortage Area of Emotional or Behavioral Disorders: Training of High-Incidence Personnel (Project EBD Prep)

Project Director(s): Smith, Stephen; Corbett, Nancy

FY 2006 Amount Awarded: \$196,040

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will recruit and prepare new special education teachers, as well as enhance the knowledge of currently practicing special or general education teachers, particularly those from rural communities, who wish to pursue a master's degree in special education and who will serve students in the high-incidence area of emotional/behavioral disorders (EBD). The specific goals include: (1) prepare special education master's-level students to work collaboratively with general educators and school guidance counselors in school-based settings; (2) train 37 master's-level preservice and in-service special education teachers to work with

children and youths with EBD; (3) guide students in developing, implementing, evaluating, and disseminating a cross-disciplinary intervention for children and youths with EBD; and (4) successfully graduate, evaluate, place, and track the job performance of program graduates.

Grant/Contract #: H325K060356

Awardee: San Diego State University Research Foundation

Title: Project Achieve

Project Director(s): Graves, Anne; Johnson, John

FY 2006 Amount Awarded: \$199,959

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will: (1) recruit, prepare, and graduate highly qualified teachers of students with mild to moderate disabilities; (2) implement evidence-based practices with a focus on teaching reading and writing in a response to intervention (RTI) framework through school-based practica in diverse settings; (3) collaborate with the San Diego Unified School District to incorporate general education partners in preservice preparation in elementary and middle schools with continued support through the first two years of teaching; and (4) evaluate the success of the project by reporting candidate data, monitoring strategy implementation in practica experiences, and presenting triangulated analysis of general education and special education partnerships through data collection and interviews.

Grant/Contract #: H325K060403

Awardee: Vanderbilt University Medical Center

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

Project Director(s): Golper, LeeAnn; Hale, Sue

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

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

Grant/Contract #: H325K060410

Awardee: University of South Carolina Research Foundation

Title: Preparing Personnel to Fill Speech-Language Pathology Vacancies in South Carolina: A Partnership with School Districts

Project Director(s): McDade, Hiram

FY 2006 Amount Awarded: \$196,920

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will provide a graduate education in speech-language pathology via distance learning, specifically targeting individuals living in rural parts of the state where the

number of position vacancies and lack of qualified personnel are the greatest concern. The project will recruit and train nonspeech pathologists, living in rural communities, hence bringing new personnel into the profession and filling vacancies.

Grant/Contract #: H325K060416

Awardee: Ohio State University Research Foundation

Title: Preparing School Speech-Language Pathologists for New Instructional Leadership Roles in Language and Literacy

Project Director(s): Secord, Wayne

FY 2006 Amount Awarded: \$194,755

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This four-year project will prepare 60 entry-level professionals to address the urgent state and national shortage of school speech-language pathologists qualified to enhance services for children with language, learning, and literacy disabilities.

Grant/Contract #: H325K060424

Awardee: Research Foundation of The State University of New York on behalf of SUNY

Title: Professional Preparation in Adapted Physical Education

Project Director(s): Winnick, Joseph

FY 2006 Amount Awarded: \$197,412

Beginning Date: 8/28/2006

Ending Date: 8/27/2010

Purpose: This project will prepare adapted physical education teachers at the master's degree-level, through an M.S. degree in Education or Special Education, with a concentration in adapted physical education. It will enhance the development of knowledge and skills of adapted physical educators to teach children and youth with disabilities. It will also enhance their ability to provide direct services, serve as a resource, and work collaboratively with regular physical educators in regular classroom settings.

Grant/Contract #: H325K060427

Awardee: Wichita State University

Title: Recruiting, Supporting, Retaining, and Preparing Three Special Groups of Trainees Who Will Serve Children With Speech-Language and Hearing Disabilities in Rural, Often Remote Communities of Kansas and Eastern Colorado: A Cost-Sharing Approach

Project Director(s): Hull, Raymond

FY 2006 Amount Awarded: \$199,914

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will enhance accessibility, provide financial assistance, mentor, retain, and enhance the preparation of three groups of graduate trainees who will serve children who have speech-language-hearing impairments, particularly in rural communities of Kansas and eastern Colorado.

Grant/Contract #: H325K060429

Awardee: Board of Regents, University of Nebraska-Lincoln

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

Project Director(s): Scheffler, Marilyn; Hux, Karen

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

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: (1) the frequency with which mild, moderate, and severe TBI occur; (2) the acute and long-term effects of TBI on speech, language, cognitive, physical, behavioral, emotional, and social functioning; (3) the recovery process following TBI; (4) the impact of TBI on family, school, and community systems; (5) the similarities and differences among medical, rehabilitation, and educational settings; (6) the impact of service fragmentation on the overall quality of education programs; and (7) TBI and limited awareness of the contributions SLPs can make to promoting achievement among student survivors.

Grant/Contract #: H325K060431

Awardee: Nazareth College of Rochester

Title: Specialty Personnel Preparation for Speech-Language Pathologists to Serve Children with Cochlear Implants

Project Director(s): Brown, Paula; Quenin, Cathy

FY 2006 Amount Awarded: \$199,999

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will develop a specialty concentration at the graduate-level that will increase the quality and quantity of speech-language pathologists who are prepared to work with children who are deaf and hard of hearing, especially those with cochlear implants.

Grant/Contract #: H325K060440

Awardee: Gallaudet University

Title: A Combined Master of Arts Degree Program in School Counseling with Deaf Students and a Certificate in Cultural Diversity and Human Services: Summers Only Option

Project Director(s): Zieziula, Frank

FY 2006 Amount Awarded: \$168,187

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The project will develop a 68-graduate-hour combined master's degree-level school counseling training program and certificate program in cultural diversity that will graduate 10 professionals over the four years of the grant.

Grant/Contract #: H325K060441

Awardee: Florida State University

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

Project Director(s): Goldstein, Howard

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This program will prepare graduate students in communication sciences and disorders. Trainees will develop in-depth knowledge in: (1) language and literacy development and evidence-based practices for populations at high risk for and with disabilities; (2) the influences of the family, culture, linguistic diversity, and poverty on education and society; (3) evidence-based assessment and intervention methods appropriate for children from diverse cultural and linguistic backgrounds; and (4) interdisciplinary teamwork and collaborative consultation models for effective service delivery within natural environments.

Grant/Contract #: H325K060443

Awardee: Board of Regents of the University of Wisconsin

Title: Response to Intervention and School Reform: Training School Psychologists and Special Educators in the Wisconsin REACH Prevention Project

Project Director(s): Kratochwill, Thomas; Albers, Craig; Malmgren, Kimber; McGivern, Julie

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will improve the quality and supply of personnel who serve children with disabilities by training master's-level preservice special education and school psychology graduate students in skills needed to implement systematic intervention, school reform, and response to intervention as part of a Wisconsin Department of Public Instruction statewide initiative called the Responsive Education for All Children (REACH).

Grant/Contract #: H325K060445

Awardee: University of Wisconsin-La Crosse

Title: UW-L Preservice Personnel Preparation Grant in Adapted Physical Education

Project Director(s): DiRocco, Patrick

FY 2006 Amount Awarded: \$196,168

Beginning Date: 1/7/2007

Ending Date: 12/31/2011

Purpose: This program will prepare highly qualified state-certified adapted physical education teachers to enhance the health and physical well-being of children with disabilities.

Grant/Contract #: H325K060501

Awardee: University Corporation, California State University

Title: Technology Enhanced Culturally-Responsive (TEC) Intern Program for Secondary Special Educators in Urban Schools

Project Director(s): Burstein, Nancy

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will create an innovative and comprehensive on-the-job program designed to recruit for application to the program teachers from culturally and linguistically diverse backgrounds. Program curriculum will include preparing them to serve urban learners at the secondary-level with mild to moderate disabilities.

Grant/Contract #: H325K060503

Awardee: University of Alabama at Birmingham

Title: Preparing Special Educators for SUCCESS

Project Director(s): Voltz, Deborah

FY 2006 Amount Awarded: \$162,932

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will prepare teachers to teach students with disabilities in urban areas, where there are high concentrations of culturally and linguistically diverse students. The project will partner with three urban school districts in preparing and mentoring two cohorts of 20 special educators for a total of 40 graduates who: (1) have strong content preparation; (2) are prepared to teach to state standards; (3) are able to implement research-based pedagogy; and (4) meet the requirements for highly qualified special education teachers in the state of Alabama.

Grant/Contract #: H325K060505

Awardee: North Carolina Central University

Title: Deep and Wide: Preparing Culturally Responsive Highly Qualified Teachers

Project Director(s): Bacon, Ellen

FY 2006 Amount Awarded: \$194,444

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will prepare 30 students with initial or advanced licensure in special education to teach students with special needs as highly qualified teachers at the elementary, middle, or secondary-level. Specifically, the goals are: (1) to prepare teachers to use and demonstrate use of evidence-based practices with an emphasis on peer tutoring and differentiated instruction; (2) to prepare personnel to be knowledgeable of cultural identities and to use best practices in culturally responsive teaching; (3) to increase the number of highly qualified exceptional education teachers from underrepresented groups who apply to the program; and (4) to collaborate with local schools in providing professional development programs through annual conferences and seminars for regular and special education teachers and in providing internship programs in culturally diverse environments.

Grant/Contract #: H325K060512

Awardee: San Jose State University Foundation

Title: Project Seefu

Project Director(s): Weddington, Gloria

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will recruit bilingual students from culturally diverse groups 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 to: (1) recruit, retain, graduate, and provide specialized education to superior performing undergraduates and post-graduate students with an emphasis on those with backgrounds in speech-language pathology; (2) develop competencies of all speech-language pathology graduates to provide a high-quality of service to low-income, minority, and limited English speaking individuals; (3) 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; (4) increase the number of bilingual trainees who complete the master's degree, and acquire the necessary knowledge and skills to enter the profession of speech-language pathology; (5) ensure that the trainees achieve a passing score on the California Basic Educational Skills Test and the Praxis assessment in speech-language pathology; (6) ensure that trainees remain in the program through to completion of the master's degree; and (7) provide education and practice in conducting, presenting, and publishing research.

Grant/Contract #: H325K060517

Awardee: Florida International University Board of Trustees

Title: Project QUEST: Qualified Urban Elementary Special education Teachers

Project Director(s): Barbetta, Patricia; Cramer, Elizabeth

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will improve academic achievement of elementary special education students. The project will: (1) recruit prospective novice elementary special education teachers who currently teach at schools, including those from typically underrepresented groups, for application to the program; (2) prepare special educators who are highly qualified to teach specific elementary content areas to culturally and linguistically diverse learners at the elementary-level; (3) ensure successful completion of a master's degree in special education and retention of graduates as content area special educators; (4) evaluate the program and the project itself; and (5) disseminate findings and information about new programs or course work nationwide.

Grant/Contract #: H325K060518

Awardee: Research Foundation of the City University of New York

Title: Preparation of Teachers for Learners with Severe Disabilities including Deaf-blindness from High-Poverty, Culturally and Linguistically Diverse Urban Populations

Project Director(s): Silberman, Rosanne K.

FY 2006 Amount Awarded: \$400,000

Beginning Date: 9/1/2006

Ending Date: 8/31/2010

Purpose: The proposed project will prepare teachers for learners with severe disabilities, including deaf-blindness, including those from diverse cultural and language backgrounds and live in high-poverty settings in the New York metropolitan area.

Grant/Contract #: H325K060523

Awardee: San Diego State University Research Foundation

Title: Preparation and Retention of Special Education Teachers in a Rural Area

Project Director(s): Cegelka, Patricia; Alvarado, Jose Luis

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: The proposed project will recruit for application to the program culturally and linguistically diverse special education teachers for the rural, desert region of Imperial County, California, the state's poorest and fastest-growing county. The program will utilize the internship credential that the state has authorized for improving the quality of teachers who otherwise would be teaching without full certification.

Grant/Contract #: H325K060527

Awardee: National University

Title: Project PEBSE: Preparing Evidence-Based Special Educators

Project Director(s): Kutaka-Kennedy, Joy; Sebastian, Joan

FY 2006 Amount Awarded: \$194,318

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This project will prepare highly qualified teachers who will use evidence-based practices to serve students with mild to moderate and moderate to severe students from culturally and linguistically diverse backgrounds in high-need districts. Project goals include: (1) recruiting and preparing highly qualified individuals from the ranks of paraprofessionals and "career changers" with an emphasis on underrepresented populations for application to the program; (2) preparing participants to implement evidence-based practices using systematic procedures to measure and monitor K–12 student growth; (3) providing professional support to participants as they complete a special education teaching credential; (4) providing financial support to participants as they complete a special education teaching credential; (5) conducting a comprehensive evaluation of project activities, participant performance, and associated outcomes for K–12 students with disabilities; and (6) disseminating information on project model, implementation, evaluations, and outcomes.

Grant/Contract #: H325K060528

Awardee: University of Massachusetts Boston

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

Project Director(s): Freeman, Ann

FY 2006 Amount Awarded: \$198,106

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: This program will recruit for application to the program students from culturally and linguistically diverse populations to earn a bachelor's degree as well as dual licensure in early intervention and early childhood education.

Grant/Contract #: H325K060533

Awardee: Howard University

Title: Training Highly Qualified Personnel with Cultural Competence in
Speech-Language Pathology

Project Director(s): Payne, Kay

FY 2006 Amount Awarded: \$200,000

Beginning Date: 10/15/2006

Ending Date: 10/14/2010

Purpose: This project will recruit and retain 12 bachelor's degree-level speech-language pathology assistants and train them for master's degrees, full American Speech and Hearing Association (ASHA) certification and state licensure in speech pathology. It also will provide in-service training to 33 speech-language pathology professionals to enable them to gain course credits to update their knowledge and maintain certification and pass the Praxis examination in order to achieve ASHA certification and state licensure.

Grant/Contract #: H325K060537

Awardee: Regents of New Mexico State University

Title: Training School Psychology Practitioners to Work with Diverse Populations

Project Director(s): Arroyos-Jurado, Elsa

FY 2006 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

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 youths, and their families.

Grant/Contract #: H325L060002

Awardee: University of Maryland College Park

Title: Interdisciplinary Training in Analysis of Large-Scale Databases

Project Director(s): McLaughlin, Margaret

FY 2006 Amount Awarded: 499,926

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will support doctoral trainees in developing knowledge and skills in conducting interdisciplinary research utilizing large-scale data-bases to address critical policy and practice issues relating to children and youths with disabilities receiving special education and related services. The program has five objectives: (1) recruit, select, and retain doctoral students with diverse academic backgrounds and experience; (2) provide a comprehensive array of doctoral-level course work and experiences, including state-of-the art research methodologies related to the design, implementation, and analyses of large-scale data sets and in topical areas, such as special education law, special education, or education policy, including the *Elementary and Secondary Education Act of 1965*, as amended by *No Child Left Behind*; (3) provide, with the cooperation of collaborating entities, such as government agencies and nongovernmental organizations, research apprenticeships, and internships for doctoral student fellows so that recipients of fellowships have the opportunity to carry on their own research activities; (4) provide program recipients with individualized course work planning, mentoring, and career planning in the field of special education; and (5) provide opportunities for doctoral trainees from universities outside of UM to develop an awareness of and participate in research utilizing large-scale data-bases.

Grant/Contract #: H325P060012

Awardee: Arizona State University

Title: NIUSI (National Institute for Urban School Improvement) Principal Leadership Academies iNitiatives (NIUSI-PLAN)

Project Director(s): Kozleski, Elizabeth

FY 2006 Amount Awarded: \$285,000

Beginning Date: 11/1/2006

Ending Date: 10/31/2011

Purpose: The purpose of this project is to directly assist at least 400 principals across the country to develop and implement inclusive schools to ensure their students with and without disabilities meet or exceed academic standards set by their states and measured by state assessment systems.

Grant/Contract #: H325S060004

Awardee: University of North Carolina at Chapel Hill

Title: National Center on High-Quality Personnel in Inclusive Early Childhood Settings

Project Director(s): Winton, Pamela

FY 2006 Amount Awarded: \$474,433

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program (23 New Awards for FY 2006)

Grant/Contract #: H326B060010

Awardee: Orelena Hawks Puckett Institute

Title: Center for Early Literacy Learning (CELL)

Project Director(s): Dunst, Carl; Trivette, Carol

FY 2006 Amount Awarded: \$799,715

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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

Grant/Contract #: H326D060001

Awardee: Saint Paul College

Title: Midwest Center for Postsecondary Outreach

Project Director(s): Buchkoski, David

FY 2006 Amount Awarded: \$1,000,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will increase and improve postsecondary educational opportunities for individuals who are deaf in the following 13 Midwestern states: Iowa, Illinois, Indiana, Kansas, Minnesota, Michigan, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

Grant/Contract #: H326D060002

Awardee: University Corporation

Title: PEPnet West (Postsecondary Education Programs Network West)

Project Director(s): McLeod, Catherine

FY 2006 Amount Awarded: \$1,000,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will improve academic achievement and results for students who are deaf. Specifically, the project will: (1) promote academic achievement and improve results for deaf students by supporting technical assistance, model demonstration projects, dissemination of pertinent information, and evidence-based implementation activities; (2) address needs of personnel in special education, related services, early intervention, and regular education through knowledge and skill development activities; and (3) promote the use of technology to improve results for deaf individuals and to support media services of educational value in the classroom, including assistive technologies.

Grant/Contract #: H326D060003

Awardee: University of Tennessee

Title: PEPnet South (Postsecondary Education Programs Network South)

Project Director(s): Kolvitz, Marcia

FY 2006 Amount Awarded: \$1,000,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will help secondary and postsecondary institutions address the postsecondary, vocational, technical, continuing, and adult education needs of individuals who are deaf. Its goal is to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf. The project objectives include: (1) conducting training with secondary, postsecondary, vocational, and adult education professionals and support staff regarding transition and postsecondary educational services for students who are deaf; (2) establishing a technical assistance network for secondary, postsecondary, vocational, and adult education professional and support staff; and (3) demonstrating how technology can be used to provide access to and accommodations within programs for individuals who are deaf.

Grant/Contract #: H326D060004

Awardee: Rochester Institute of Technology

Title: Technology: Access 2001, A Pathway to Success (A Vision for the Northeast Regional Center)

Project Director(s): Brooks, Dianne

FY 2006 Amount Awarded: \$1,000,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will work with secondary and postsecondary programs to explore and expand the options for access to and support for students who are deaf or hard of hearing through the use of technology.

Grant/Contract #: H326H060005

Awardee: The University of North Carolina at Chapel Hill

Title: National Early Childhood Technical Assistance Center

Project Director(s): Trohanis, Pat

FY 2006 Amount Awarded: \$3,000,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will establish a National Early Childhood Technical Assistance Center. The center is intended to 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.

Grant/Contract #: H326M060006

Awardee: University of Oregon

Title: Intensive Positive Behavior Support

Project Director(s): Anderson, Cynthia; Lewis-Palmer, Teri

FY 2006 Amount Awarded: \$399,842

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to create a model development project to develop, implement, evaluate, and document a practical, evidence-based model of behavior support for those children with the most extreme behavior support needs.

Grant/Contract #: H326M060009

Awardee: University of Washington

Title: Scaling the Pyramid: Tertiary Intervention Model to Serve Students with Challenging Behavior

Project Director(s): Davis, Carol A.; Schwartz, Ilene

FY 2006 Amount Awarded: \$399,990

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to develop a model of technical assistance that: (1) influences student behavior to promote student learning and contributes to the quality of life; (2) institutes a system of staff development to sustain knowledge of evidence-based practices in the school and classroom; and (3) is cost-effective and efficient for school districts to implement and sustain.

Grant/Contract #: H326M060010

Awardee: University of Kansas Center for Research, Inc.

Title: Tertiary Intervention: The K–I

Project Director(s): Sailor, Wayne

FY 2006 Amount Awarded: \$399,999

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to fund a model demonstration center with schools and implementation in Kansas and Illinois. The aim is for the center to show: (1) how and when resources and systems are organized to ensure the success of all students in accordance with a response to intervention logic model and (2) how individual supports and interventions for students with complex needs can be more effectively and efficiently provided.

Grant/Contract #:H326T060002

Awardee: Teaching Research Institute, WOU

Title: National Technical Assistance Center (NTAC)

Project Director(s): Stremel, Kathleen

FY 2006 Amount Awarded: \$2,100,000

Beginning Date: 4/1/2006

Ending Date: 3/31/2011

Purpose: The purpose of this project is to promote academic achievement and results for children (birth through 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 skills and knowledge.

Grant/Contract #: H326X060003

Awardee: Wisconsin Department of Public Instruction

Title: Enhancing the Wisconsin Alternate Assessment: Evidence and Technology Innovations to Advance Reporting of the Achievements of Students with Significant Disabilities

Project Director(s): Stremel, Kathleen

FY 2006 Amount Awarded: \$306,325

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: This project is designed to significantly improve the Wisconsin Alternate Assessment for Students with Significant Disabilities (WAA-SwD), a comprehensive rating scale with items based on the state's Alternate Performance Indicators and aligned to the state's Model Academic Standards in reading/language arts, mathematics, science, and social studies. Although the WAA-SwD is one of the oldest and most researched alternate assessments in the country, it has not kept pace with some of the requirements of *No Child Left Behind* and has been cited by U.S. Department of Education, Office of Special Education Programs, peer reviewers as needing improvement in the areas of academic achievement standards, technical quality, and alignment.

Grant/Contract #: H326X060004

Awardee: University of Oregon

Title: Ensuring the Participation of Students with the Most Significant Disabilities in Statewide Large-Scale Assessment Using the Scaffolded Extended Assessment System (SEAS)

Project Director(s): Tindal, Gerald

FY 2006 Amount Awarded: \$307,363

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: This project is a direct response to the most recent outcome of a federal peer review of Oregon's assessment system. One of the findings of that review was that the life-skills component of Oregon's two-tiered alternate assessment system was no longer eligible to be included in the state's AYP participation data. Therefore, the purpose of this project is to develop and validate an alternate academic assessment for the students previously served by life-skills

assessment (known as Career and Life Role Assessment System, or CLRAS). The new assessment will be referred to as the Scaffolded Extended Assessment System, or SEAS.

Grant/Contract #: H326X060005

Awardee: Arizona Department of Education

Title: Refining AIMS-A: Innovations to Advance Assessment of Students with Significant Disabilities

Project Director(s): Croswell, Judith

FY 2006 Amount Awarded: \$290,173

Beginning Date: 11/1/2006

Ending Date: 10/31/2007

Purpose: In this project, the Arizona Department of Education will develop an innovative method for assessing student achievement in science and concurrently enhance the technical quality of its alternate assessment system for students with significant disabilities, the Arizona Instrument to Measure Standards-Alternate (AIMS-A). The current version of this assessment instrument combines comprehensive rating scales and structured performance events.

Grant/Contract #: H326X060007

Awardee: South Carolina Department of Education

Title: South Carolina Modifications, Accommodations, Reports, and Standards (MARS) Project

Project Director(s): Siskind, Teri

FY 2006 Amount Awarded: \$307,389

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The Office of Assessment and the Office of Exceptional Children within the South Carolina Department of Education will join forces to develop alternate achievement standards aligned with South Carolina's academic content standard; report on the participation and performance of students with disabilities on alternate assessments; and develop appropriate assessment accommodations that do not alter established reliability and validity of the assessment instrument. By addressing both alternate assessment and accommodation in assessment, this project will ensure that the majority of students with disabilities participate in statewide assessment.

Grant/Contract #: H326X060008

Awardee: Minnesota Department of Education

Title: Minnesota General Supervision Enhancement Grant

Project Director(s): Troolin, Barbara

FY 2006 Amount Awarded: \$307,500

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: This project will improve the effectiveness of testing accommodations by reevaluating state policies for consistency with best practices and federal guidelines, and by providing district-level training to ensure the consistent application of accommodations in the classroom and on statewide assessments. The intent of the project is to develop and implement effective

accommodations that do not alter the validity of the statewide assessment instrument by increasing the correlation between documented accommodations in the Individualized Education Program (IEP) and the application of accommodations chosen for students during statewide assessment.

Grant/Contract #: H326X060009

Awardee: Iowa Department of Education

Title: The SAAFE-Learning Project: Standards and Assessment Alignment for Equal Learning

Project Director(s): Ikeda, Martin

FY 2006 Amount Awarded: \$307,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2007

Purpose: The purpose of this project is to develop and validate: (1) alternate achievement standards aligned with grade-level content standards; (2) high-quality alternate assessments that measure the achievement of students, ages 6 through 21, with the most significant cognitive disabilities, based on the established alternate achievement standards; and (3) report on participation and performance of students with disabilities on alternate assessments.

Grant/Contract #: H326X060010

Awardee: University of New Hampshire

Title: Beyond Access to Assessment

Project Director(s): Jorgenson, Cheryl

FY 2006 Amount Awarded: \$307,468

Beginning Date: 11/1/2006

Ending Date: 10/31/2007

Purpose: This project will: (1) develop new accommodations for the New England Common Assessment Program (NECAP) that do not impact its validity and reliability, and that result in an increase in the percentage of students taking the NECAP with accommodations, a decrease in the percentage of students taking the New Hampshire Alternate Assessment, and an increase in the percentage of students with disabilities who access the depth, breadth, and complexity of the general curriculum and (2) enhance the state education agency's ability to provide guidance and supervision to the local education agencies relative to the participation of students with disabilities in statewide assessments.

Grant/Contract #: H326X060011

Awardee: University of Guam

Title: Pacific Assessment Consortium: American Samoa's Implementation

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$237,093

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of American Samoa to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase

(implementation) of American Samoa's participation in the Pacific Assessment Consortium (PAC6).

Grant/Contract #: H326X060012

Awardee: University of Guam

Title: Pacific Assessment Consortium: Guam's Implementation

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$188,103

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of the U.S. Territory of Guam to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase (implementation) of Guam's participation in the Pacific Assessment Consortium (PAC6).

Grant/Contract #: H326X060013

Awardee: University of Guam

Title: Pacific Assessment Consortium: Republic of the Marshall Islands Implementation

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$230,366

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of the Republic of the Marshall Islands (RMIs) to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase (implementation) of RMIs' participation in the Pacific Assessment Consortium (PAC6).

Grant/Contract #: H326X060014

Awardee: University of Guam

Title: Pacific Assessment Consortium: Federated States of Micronesia's Implementation

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$217,066

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of the Federated States of Micronesia (FSM) to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase (implementation) of FSM's participation in the Pacific Assessment Consortium (PAC6).

Grant/Contract #: H326X060015

Awardee: University of Guam

Title: Pacific Assessment Consortium: Republic of Palau

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$222,753

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of the Republic of Palau (ROP) to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase (implementation) of ROP's participation in the Pacific Assessment Consortium (PAC6).

Grant/Contract #: H326X060016

Awardee: University of Guam

Title: Pacific Assessment Consortium: Commonwealth of the Northern Mariana Islands
Implementation

Project Director(s): De Leon, June R.

FY 2006 Amount Awarded: \$203,099

Beginning Date: 1/1/2007

Ending Date: 12/31/2007

Purpose: The project provides technical support for the Pacific Basin entity of the Commonwealth of the Northern Mariana Islands (CNMIs) to improve capacity for accurately reporting on the performance and participation of students with disabilities in the statewide assessment system and represents the second phase (implementation) of CNMIs' participation in the Pacific Assessment Consortium (PAC6).

Technology and Media Services for Individuals with Disabilities Program (20 New Awards for FY 2006)

Grant/Contract #: H327A060011

Awardee: CAST, Inc.

Title: Phase II Science Writer: A Universally Designed Thinking Writer

Project Director(s): Murray, Elizabeth

FY 2006 Amount Awarded: \$599,871

Beginning Date: 4/1/2006

Ending Date: 3/31/2008

Purpose: Research on writing instruction for students with disabilities indicates that many students benefit from explicit writing strategy instruction, particularly when coupled with prompts for self-regulation. The purpose of this project is to conduct an experimental study of Science Writer, a technology-based writing approach developed by CAST to meet the challenge of supporting students with disabilities in writing science reports. Science Writer is based on the principles of universal design for learning, with research-based supports for the writing process, structured opportunities to practice writing, and systems for monitoring student progress that informs instruction and provides students with helpful feedback.

Grant/Contract #: H327A060014

Awardee: Regents of the University of Minnesota

Title: Computer-Based Assessment System (CBAS) of Early Reading Development to Inform and Evaluate Reading Interventions

Project Director(s): Christ, Theodore

FY 2006 Amount Awarded: \$345,998

Beginning Date: 9/1/2007

Ending Date: 8/31/2008

Purpose: This Phase I project will develop an automated computer-based assessment system (CBAS) to evaluate the level and rate of early reading development. The CBAS will integrate the Computer Adaptive Testing (CAT) and Adaptive Self-Referenced Assessment Test (ASRT) technology to facilitate an efficient and precise intervention-linked assessment system. It is intended that the application will have significant uses for students who are at risk or diagnosed with reading disabilities. The automation and psychometric features of the CBAS can enhance the potential for educators to use data to drive education-related decisions and provide effective interventions.

Grant/Contract #: H327A060026

Awardee: Technical Education Research Centers, Inc.

Title: The Signing Science Dictionary Project

Project Director(s): Vesel, Judy

FY 2006 Amount Awarded: \$168,845

Beginning Date: 8/1/2006

Ending Date: 7/31/2008

Purpose: The goal of this project is to develop an illustrated interactive 3-D dictionary of signed science terms, evaluate it for usability and feasibility, and add to the avatar lexicon of technical terms. The dictionary will be designed to serve the approximately 50,000 students in elementary and middle grades who are deaf or hard of hearing and whose first language is sign. Under *IDEA* and *No Child Left Behind*, these students are required to have access to the same content as students without disabilities. This first-of-its-kind tool will support access to and understanding of age-appropriate, standards-based science content among members of the target population.

Grant/Contract #: H327A060031

Awardee: George Mason University

Title: Kellar Instructional Handheld Data System (KIHD System)

Project Director(s): Behrmann, Michael

FY 2006 Amount Awarded: \$300,000

Beginning Date: 9/1/2006

Ending Date: 8/31/2008

Purpose: The fields of data collection and the influx of children with disabilities who need one-to-one training coupled with data interpretation of their individual progress have converged, so that development of an uncomplicated system of handling data only one time is highly desirable. The Kellar Handheld Instructional data (KIHD) system is intended to address that need. It is a universally accessible Internet (browser-based) personal digital assistant that can be used to collect data and a personal computer that will be used to mainly define and analyze the data collected. The KIHD System will allow educators and data collectors to have one-touch data collection and immediate analysis of that data in order to make evidence-based, education-related decisions. The purpose of this Phase II project, which uses the KIHD System, is to determine intervention efficacy of single-subject designs through randomized tests across a range of environments.

Grant/Contract #: H327A060051

Awardee: University of Kansas Center for Research, Inc.

Title: Effects of Progress Monitoring Supported by National Web-Based Technology on the Intervention Results of Infants and Toddlers With and Without Disabilities
Ages Birth to Three

Project Director(s): Greenwood, Charles; Buzhardt, Jay

FY 2006 Amount Awarded: \$598,823

Beginning Date: 11/1/2006

Ending Date: 10/31/2009

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 methods. This Steppingstones Phase II 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.

Grant/Contract #: H327A060054

Awardee: Michigan State University

Title: Project ACCElerate: Accelerating Expository Literacy in the Support of Students in the Middle School Curriculum

Project Director(s): Englert, Carol Sue; Okolo, Cindy; Mariage, Troy

FY 2006 Amount Awarded: \$300,000

Beginning Date: 8/16/2006

Ending Date: 8/15/2009

Purpose: In the face of challenging expository curricula, teachers need to be better equipped to bridge the gap between learners who are proficient in an array of strategies for understanding and composing expository text, and those learners who are not proficient. Effective interventions must be designed to not only provide access to the literacy strategies needed by students, but to increase teachers' competence in teaching expository strategies effectively. Project ACCElerate will address these needs by integrating evidence-based literacy strategies that can help students read and write expository texts in a Web-based learning environment.

Grant/Contract #: H327A060055

Awardee: University of Oregon

Title: Project DIVIDE in Mathematics: Dynamic Instruction Via Designed Environments
in Mathematics

Project Director(s): Ketterlin Geller, Leanne

FY 2006 Amount Awarded: \$199,328

Beginning Date: 9/1/2006

Ending Date: 8/31/2008

Purpose: Presently, teachers struggle to support the needs of students with disabilities in the general education curriculum due, in part, to the difficulty of implementing accommodations in instruction and assessment. Additionally, math instruction for students with disabilities is often

limited to rote memorization of computation facts with little attention to developing a conceptual framework for applying these skills or to using the skills in problem-solving tasks. Further, the use of technological supports is minimized. This Phase I project will address all of these issues by developing a stand-alone dynamic learning station that can deliver individualized supplemental instruction to support the needs of students with limited access skills and prerequisite skills.

Grant/Contract #: H327A060059

Awardee: University of Delaware

Title: Facilitating Language and Learning Through Customized Language Representations

Project Director(s): Mineo Mollica, Beth

FY 2006 Amount Awarded: \$268,724

Beginning Date: 1/1/2007

Ending Date: 12/31/2008

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 I 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 II project will carry that work to its next stage by investigating the effectiveness of this image customization.

Grant/Contract #: H327A060060

Awardee: Oregon Research Institute

Title: Investigating the Effects of Teaching Orientation and Mobility Skills to Children Who Are Blind or Visually Impaired in Virtual Reality: A Phase II Steppingstones Project

Project Director(s): Inman, Dean

FY 2006 Amount Awarded: \$298,411

Beginning Date: 10/1/2006

Ending Date: 9/30/2008

Purpose: The purpose of this project is to study the effectiveness of virtual reality orientation and mobility training for children who are blind or visually impaired. These children are taught how to use tactical and acoustical information to move safely within the real world. This is a difficult task that requires many hours of intense one-on-one training in a variety of settings over a period of many years. The study seeks to determine if training in virtual reality affects performance in actual reality. A preliminary pilot study indicates this technique works; however, there are questions that unknown or unmeasured factors could be responsible for improved performance as well.

Grant/Contract #: H327A060066

Awardee: Ohio State University Research Foundation

Title: Access Tomorrow: Using E-Mentoring, Web-Based, and Assistive Technologies for Increasing Achievement and Transition Outcomes

Project Director(s): Izzo, Margo

FY 2006 Amount Awarded: \$199,463

Beginning Date: 8/1/2006

Ending Date: 7/31/2008

Purpose: Despite the current emphasis on higher academic standards, many youths with disabilities are still leaving school without the academic and 21st-century skills needed to participate fully in employment and postsecondary education. To address this gap, mentoring programs have been established and appear to have significant positive outcomes for students. However, more research is needed to examine the relationship between mentoring and academic achievement, youth employment, and postsecondary education. This project will address that need through a three-tiered model called Access Tomorrow.

Grant/Contract #: H327A060072

Awardee: University of Oregon

Title: TeenMail: Using Electronic Communication to Connect Teens with Traumatic Brain Injury (TBI) to Their Peers

Project Director(s): Sohlberg, McKay; Fickas, Stephen

FY 2006 Amount Awarded: \$399,940

Beginning Date: 10/1/2006

Ending Date: 9/30/2008

Purpose: Adolescents with TBI present a unique profile of social, behavioral, cognitive, and academic challenges. These impairments lead to problems with social interaction and result in the loss of a peer network. The goal of this project is to produce a communication technology for youths with TBI with demonstrated usability and high potential to impact social connectedness with noninjured peers.

Grant/Contract #: H327A060075

Awardee: University of Hawaii

Title: Text-to-Speech Software as a Tool for Improving the Reading Comprehension and Overall Reading Skills of Students with Difficulty Reading

Project Director(s): Stodden, Robert

FY 2006 Amount Awarded: \$200,000

Beginning Date: 7/1/2006

Ending Date: 6/30/2008

Purpose: This project will determine if text-to-speech software is an effective tool for improving the reading comprehension, reading rate, and reading skills of 9th and 10th grade students identified as learning disabled and who read between the 1.0 and 5.0 grade levels. This research will investigate text-to-speech software and its effectiveness as a compensatory strategy for improving reading comprehension as well as its effectiveness as a tool for improving reading skills, thus influencing in-school behaviors. The research aims to contribute to the national

priorities of increasing the research base on the effectiveness of assistive technology, as expressed in the New Freedom Initiative and the *Assistive Technology Act*.

Grant/Contract #: H327C060012

Awardee: Narrative Television Network

Title: NTN's Multi-Technology Accessible Educational Project

Project Director(s): Stovall, Jim

FY 2006 Amount Awarded: \$376,650

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The goal of this project is to provide accessible educational television programming to children (K through 12) with aural or visual disabilities. It also aims to develop new ways to create and distribute videos, DVDs, CD-ROMs, and streamed videos for utilization in educational settings. The overarching goal is to help children with visual or aural disabilities engage in age-appropriate educational activities as they strive to maintain an equal educational footing with their peers. The project will work with its program partners and Captioning Coalition members to describe, or caption and describe, 700 hours of new, widely available educational programming for children with disabilities.

Grant/Contract #: H327C060013

Awardee: CaptionMax, Inc.

Title: Access to Emerging Technologies: History, Social Studies, and Civics in the Classroom

Project Director(s): Duckler, Max

FY 2006 Amount Awarded: \$376,650

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The purpose of this project is to provide fully accessible and enhanced multimedia educational programs for history, social studies, and civics classrooms and gain feedback from deaf, hard of hearing, blind, and low vision students and teachers about the value and ease of use of these access services in new technologies.

Grant/Contract #: H327C060014

Awardee: CaptionMax, Inc.

Title: Access to Emerging Technologies: Science in the Classroom

Project Director(s): Duckler, Max

FY 2006 Amount Awarded: \$376,650

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The purpose of this project is to create captions and video descriptions as well as enhanced captions and expanded video descriptions for curriculum-based science programs by taking advantage of the flexibility and interactivity of new media formats.

Grant/Contract #: H327E060001

Awardee: American Printing House for the Blind and Dyslexic, Inc.

Title: National Instructional Materials Access Center (NIMAC)

Project Director(s): Myers, Julia

FY 2006 Amount Awarded: \$920,500

Beginning Date: 6/1/2006

Ending Date: 5/31/2011

Purpose: Congress mandated in *IDEA*, Sec. 674(e), that the secretary establish and support, through the American Printing House for the Blind, a center to be known as the National Instructional Materials Access Center (NIMAC), not later than one year after the date of enactment of *IDEA of 2004*. The NIMAC shall receive and maintain a catalog of print instructional materials prepared in the National Instructional Materials Accessibility Standard (NIMAS), the standard established by the secretary to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats, made available to such center by the textbook publishing industry, state education agencies, and local education agencies.

Grant/Contract #: H327K060001

Awardee: Recording for the Blind & Dyslexic, Inc.

Title: Accessible Media for Students with Visual Impairment

Project Director(s): Smith, Peter

FY 2006 Amount Awarded: \$11,880,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2006

Purpose: Recording for the Blind & Dyslexic, Inc. (RFB&D) is a national provider of accessible audio textbooks for print-disabled students. The mission of RFB&D is to create educational opportunities for print-disabled students by providing and promoting the effective use of accessible educational materials.

Grant/Contract #: H327N060002

Awardee: National Association of the Deaf

Title: Described and Captioned Media Program

Project Director(s): Stark, Bill

FY 2006 Amount Awarded: \$1,499,460

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The purpose of this project is to ensure that elementary and secondary students with vision or hearing loss will benefit from the same educational media used to enrich the educational experiences of other students. Hence, educational media will be selected, captioned, described, and then distributed through a proposed Accessible Learning Center network as well as through digital technology mechanisms of streaming and downloading. A fully accessible Web site providing registration and media scheduling will support this activity. The project also will promote educational media accessibility through the development of an information clearinghouse.

Grant/Contract #: H327Q060001

Awardee: GWETA, Inc.

Title: Reading Rockets: A Multi-Media Literacy Project

Project Director(s): Gunther, Noel

FY 2006 Amount Awarded: \$1,535,000

Beginning Date: 7/1/2006

Ending Date: 6/30/2009

Purpose: The purpose of this project is to disseminate the best 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, child care providers, school administrators, and policy-makers. The project aims to: (1) operate and expand its Web sites; (2) produce a new half-hour TV program about nurturing literacy in young children as part of the “Launching Young Readers” PBS series; (3) present two new webcasts featuring leading reading researchers and practitioners; and (4) undertake ongoing outreach and promotion, coordinating efforts with national partners, like the National Association of Elementary School Principals, the American Language Association, and the American Speech Hearing Association.

Grant/Contract #: H327Z060003

Awardee: American Institutes for Research

Title: Center to Support Technology Innovation for Children with Disabilities

Project Director(s): Gray, Tracy

FY 2006 Amount Awarded: \$799,997

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The goal of this project is to serve as a change agent and information hub within the field of innovators and researchers, developing a collaborative network by working with leaders in the field and disseminating relevant and customized information through a variety of channels. The project aims to: (1) develop and implement a national collaborative network; (2) promote the distribution and use of technology-related products and approaches; (3) track technology innovation developments and needs; and (4) engage in communication and evaluation activities.

Training and Information for Parents of Children with Disabilities Program (29 New Awards for FY 2006)

Grant/Contract #: H328C060009

Awardee: LINKS Mat-Su Parent Resource Center

Title: LINKS Mat-Su Parent Resource Center

Project Director(s): Sprague, Teresa Kay

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

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 percent 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 also will address rapid shifts in the local culture and the increased demand for limited services.

Grant/Contract #: H328C060012

Awardee: Family Support Network/HOPE

Title: HOPE Parent Resource Center

Project Director(s): Dieter, Vicki

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: The purpose of this project is to provide training and information to families of children ages birth through 26 with all types and levels of disabilities. To respond to *No Child Left Behind*, the center focuses on diverse underserved or unserved community members, low-income parents, and parents with disabilities who are traditionally isolated and underserved in the rural Catawba Valley area of North Carolina.

Grant/Contract #: H328C060014

Awardee: Denver-Metro Community Parent Resource Center, Inc.

Title: Denver-Metro Community Parent Resource Center, Inc.

Project Director(s): Tramutt, Jacey

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

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-related information they need. The project also aims to support inclusive educational and

community opportunities for families in the Denver-Metro area, including those from low-income backgrounds with children, from ages birth through 26, with the full range of disabilities as described in *IDEA*.

Grant/Contract #: H328C060019

Awardee: Disability Rights Education and Defense Fund, Inc.

Title: DREDF Family Resource Center

Project Director(s): Byrnes, Wendy

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

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 percent 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 through 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, Calif.

Grant/Contract #: H328C060021

Awardee: Families Together of the Palouse-Northwest Region

Title: Reaching Out with Resources to Rural Families

Project Director(s): Scuderi, Peggy; Curry, Chris

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

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 four 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-on-one training, information and support in order to help their children meet developmental and functional goals, achieve the academic goals set for all children, and lead productive, independent adult lives.

Grant/Contract #: H328C060023

Awardee: Training and Information Centers for Parents of Children with Disabilities Program

Title: CDIC—Community Parent Resource Center

Project Director(s): Mata, Betty

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: The purpose of this project is to 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 it 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.

Grant/Contract #: H328C060027

Awardee: Center for Families of Individuals with Developmental Disabilities

Title: Community Parent Resource Center in American Samoa

Project Director(s): Najera-Suisala, Elda

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: The purpose of this project is to serve parents and families of infants, toddlers, and children, from ages birth through 26, with the full range of disabilities as described in *IDEA*. Hence, the projects goals are to: (1) provide training and information to meet the needs of parents, including their rights, responsibilities, and protections under *IDEA*; (2) provide a variety of direct services to meet their educational, social-emotional, and medical needs, their interaction with the local government and social service agencies, and other activities that promote inclusion in the community at large; (3) develop a comprehensive outreach program that ensures all parents and families, living on American Samoa, particularly isolated families, underserved parents, and parents of children who may be inappropriately identified as having disabilities when they do not have them, have access to information and resources otherwise unavailable; (4) 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 (5) 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 to respond appropriately and in a timely manner to the changing demands of the community.

Grant/Contract #: H328C060028

Awardee: Oregon Family Information Referral Services and Training

Title: Oregon Family Information Referral Services and Training

Project Director(s): Saraceno, Anne

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

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. The project will prepare and empower parents of children with disabilities to address the diverse needs of their children. 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 education results and help prepare their children to lead productive and independent adult lives.

Grant/Contract #: H328C060032

Awardee: Association for Special Children & Families Community Parent Resource Center

Title: Highlands Parent Center

Project Director(s): Abdul, Angela

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: The goal of this project is to assist underserved parents of children with disabilities living in five rural, wooded communities of New Jersey. These are parents who have disabilities, live in the domestic violence shelters, foster parents of children with behavioral disabilities, and those isolated from support due to geographic, attitudinal, and cultural barriers.

Grant/Contract #: H328C060040

Awardee: “Para I Famagu’on-ta” (For Our Children) Project

Title: Saipan, Tinian and Rota Parent Organization (STaRPO)

Project Director(s): Fejeran, Josephine Muna

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: The purpose of this project is to provide information, training, and support services to parents of children with disabilities. Specific project goals are to: (1) 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; (2) partner with the state education agency to assist parents of children with disabilities in understanding procedural safeguards under *IDEA* and mediation; (3) partner with parent organizations in the other Pacific jurisdictions (Commonwealth of the Northern Mariana Islands, Palau, Guam, Republic of the Marshall Islands, and American Samoa), and with mainland/U.S. parent training information centers and community parent resource centers; (4) 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 (5) collect, analyze, and report data on an annual basis to the U.S. Department of Education.

Grant/Contract #: H328M060003

Awardee: Stone Soup Group

Title: Alaska Parent Training and Information Center at Stone Soup Group

Project Director(s): Smart, Jayson

FY 2006 Amount Awarded: \$267,122

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The purpose of this project is to coordinate, manage, and provide training, information, and resource distribution, and other activities to develop the capacity of Alaska's parents and caregivers supporting infants, toddlers, youths and young adults with disabilities statewide.

Grant/Contract #: H328M060004

Awardee: Advocates for Children of New York

Title: Parent Training and Information Center: Training and Information for Parents of Children with Disabilities

Project Director(s): Espada, Ann

FY 2006 Amount Awarded: \$214,023

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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 when they do not have one, 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.

Grant/Contract #: H328M060006

Awardee: Sinergia, Inc.

Title: Metropolitan Parent Training and Information Center

Project Director(s): Somoza, Mary

FY 2006 Amount Awarded: \$214,023

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The purpose of this project is to provide outreach, information, training, advocacy, and assistance and referral to parents of children with the full range of disabilities, ages birth through 26, through the full passage of services from early intervention to postsecondary services.

Grant/Contract #: H328M060009

Awardee: The Advocacy Center

Title: Parent Training and Information Center

Project Director(s): Blackwell, Jason

FY 2006 Amount Awarded: \$532,867

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The goal of this project is to provide training on *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.

Grant/Contract #: H328M060010

Awardee: Coalition for Citizens with Disabilities

Title: Mississippi Parent Training and Information Center

Project Director(s): Jefferson-Acker, Celestine; Troupe, Mary

FY 2006 Amount Awarded: \$241,609

Beginning Date: 10/1/2006

Ending Date: 9/30/2009

Purpose: This project will provide parents of children with disabilities, ages birth through 26, with the information and training parents 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.

Grant/Contract #: H328M060011

Awardee: Pathfinder Services of North Dakota, Inc.

Title: Training and Information for Parents with Children with Disabilities

Project Director(s): Carter, Jim

FY 2006 Amount Awarded: \$208,068

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Grant/Contract #: H328M060012

Awardee: Wisconsin Family Assistance Center for Education, Training and Support, Inc.

Title: Wisconsin Parent Training and Information Center

Project Director(s): Serak, Jan; Salzar, Courtney

FY 2006 Amount Awarded: \$445,084

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Grant/Contract #: H328M060013

Awardee: Special Education Action Committee, Inc.

Title: SEAC Parent Assistance Center

Project Director(s): Wheat, Barbara

FY 2006 Amount Awarded: \$278,131

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Grant/Contract #: H328M060015

Awardee: KY-SPIN, Inc.

Title: Kentucky Special Parent Involvement Network (KY-SPIN)

Project Director(s): Logsdon, Paulette

FY 2006 Amount Awarded: \$251,222

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Grant/Contract #: H328M060019

Awardee: Maine Parent Federation

Title: SPIN: Statewide Parent Information Network

Project Director(s): LaChance, Janice

FY 2006 Amount Awarded: \$191,416

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The goal of this project is to serve all families in Maine with children with disabilities ages birth through 26 as identified by *IDEA*.

Grant/Contract #: H328M060023

Awardee: Resources for Children with Special Needs, Inc.

Title: A Parent Training and Information Center in New York City

Project Director(s): Schlesinger, Karen

FY 2006 Amount Awarded: \$214,023

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: Resources for Children with Special Needs, Inc. (RCSN) was established by parents to ensure that all NYC children from ages birth through 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.

Grant/Contract #: H328M060024

Awardee: PTI Nebraska

Title: Parent Training and Information Center in Nebraska

Project Director(s): Davis, Glenda

FY 2006 Amount Awarded: \$228,319

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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.

Grant/Contract #: H328M060025

Awardee: Central Parent Parent Center, Inc.

Title: Assistance with Achieving Results in Education (AWARE): Florida, Region 2

Project Director(s): Gilley, Eileen

FY 2006 Amount Awarded: \$287,100

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: AWARE will provide parents of children with disabilities, including low-income parents, those with children of limited English proficiency, 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 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.

Grant/Contract #: H328M060026

Awardee: Family Network on Disabilities of Florida, Inc.

Title: Parents of the Panhandle Information Network (POPIN)

Project Director(s): Ocampo, Ashley; La Belle, Richard

FY 2006 Amount Awarded: \$99,000

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: Family Network on Disabilities of Florida Inc. (FND) has been Florida's sole parent training information center (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).

Grant/Contract #: H328M060027

Awardee: Vermont Parent Information Center

Title: Families as Partners in Special Education

Project Director(s): Curtin, Constance

FY 2006 Amount Awarded: \$191,931

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: This project will assist parents of children with disabilities, ages birth through 26, to effectively participate in their children's education, development, and transition to adult life.

Grant/Contract #: H328M060028

Awardee: The Parents' Place of Maryland, Inc.

Title: The Parents' Place of Maryland, Inc.

Project Director(s): Thomas, Josie

FY 2006 Amount Awarded: \$294,911

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The mission of the Parents' Place is to enhance the ability of persons with disabilities (ages birth through 26) 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.

Grant/Contract #: H328M060029

Awardee: PEAK Parent Center, Inc.

Title: Colorado Parent Training and Information Center

Project Director(s): Buswell, Barbara

FY 2006 Amount Awarded: \$527,567

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: PEAK Parent Center will provide training and information to Colorado families of children ages birth through 26 with the full range of disabilities to enhance the parents' ability to participate actively in education 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.

Grant/Contract #: H328M060036

Awardee: APNI, Inc.

Title: Parent Training and Information Center Serving the Island of Puerto Rico

Project Director(s): Vila, Carmen Seles

FY 2006 Amount Awarded: \$276,091

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

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 help includes: (1) meeting the developmental and functional goals and challenging academic standards that have been established for all children; (2) preparing young adults to lead productive, independent adult lives to the maximum extent possible; and (3) ensuring that children with disabilities and their parents receive information and training on their rights, responsibilities, and protection under *IDEA*.

Grant/Contract #: H328M060037

Awardee: Nevada P.E.P., Inc.

Title: Parent Training and Information Center

Project Director(s): Taycher, Karen

FY 2006 Amount Awarded: \$208,177

Beginning Date: 10/1/2006

Ending Date: 9/30/2011

Purpose: The goal of this project is to provide training and information to families of children with disabilities, so that the families might help their children meet developmental and functional goals and the challenging academic goals that have been established for all children.

Appendix: Descriptions of Studies and Evaluations Conducted in FY 2006

Pre-Elementary Education Longitudinal Study (PEELS). This study examines the preschool and early elementary school experiences of children with disabilities and their performance over time. It focuses on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their performance over time on assessments of academic and adaptive skills (including social development and participation in the classroom and community) as realized by ages 8 through 10. For more information, see www.PEELS.org.

National Longitudinal Transition Study-2 (NLTS2). The purpose of the study is to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adults services and supports; and early adult outcomes in employment, education and training, independence, and social domains. These data are used to examine new issues facing youths in transition and to suggest directions for service provision, research, and policy. NLTS2 was designed with many of the same features of OSEP's original NLTS (1987–93) in order to identify the nature and extent of changes in the special education services provided to high school students and in their postschool achievements in the last two decades. For more information, see www.nlts2.org.

An Evaluation of States' Monitoring and Improvement Practices. In order to determine whether compliance with *IDEA* supports positive results for children with disabilities, OSEP designed and implemented a multifaceted monitoring process. The process is grounded in seven basic principles: (1) It is continuous; (2) It relies on data-based decisions; (3) It focuses on state-identified needs; (4) Results are made public; (5) The process includes technical assistance and partnerships with stakeholders; (6) It promotes state accountability; and (7) It is based on state self-assessment. OSEP has worked to refine and support states' implementation of this process since 2001. An evaluation at this juncture was developed to provide critical information to improve and support the monitoring process and thereby develop better data on which to base decisions about services. This, in turn, will lead to better results for children with disabilities and their families. The evaluation study has three primary objectives: (1) to describe the scope and nature of the various monitoring processes implemented by states or other entities for parts B and C of *IDEA*, including general characteristics of the process, staff responsibilities and training, and funding sources and levels; (2) to evaluate the effectiveness of states' parts B and C of *IDEA* monitoring processes identifying systemic causes of poor outcomes for children with disabilities so that they can be ameliorated; and (3) to provide recommendations to states regarding potential best practices in monitoring that should be more systematically investigated or widely disseminated, and elements of states' monitoring processes that could benefit from increased resource allocations.

Early Childhood Longitudinal Study—Kindergarten Cohort (ECLS-K) and Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). The Early Childhood Longitudinal Study (ECLS) program is conducted by the Department of Education's Institute of Education Science's National Center for Education Statistics. ECLS provides national data on children's

status at birth and at various points thereafter; children's transitions to non-parental care, early education programs, and school; and children's experiences and growth through the eighth grade. ECLS also provides data to test hypotheses about the effects of a wide range of family, school, community, and individual variables on children's development, early learning, and early performance in school. The birth cohort follows a sample of children from birth through kindergarten entry. The kindergarten cohort follows a sample of children from kindergarten through the eighth grade. For more information, see <http://nces.ed.gov/ecls>.

National Study on Alternate Assessments (NSAA). (This project did not receive funds in FY 2006, but it is continuing operation until 2009). The purpose of this study is to: determine the current status of alternate assessment development, policy and practice in the states; identify past and current trends and possible future directions in alternate assessment; describe how alternate assessment policies and practices are implemented for individual students with disabilities, their teachers, and families; and identify how variations in policy and practice relate to student experiences and selected outcomes. It will address these topics by a variety of activities that include a telephone survey of respondents in the 50 states and the District of Columbia, analysis of pertinent state documents, production of state and national profiles, in-depth case studies, and a quantitative analysis of data collected during the case studies.

Design of the National Assessment of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The purpose of this study is to inform the design of the Congressionally-mandated national assessment of *IDEA 2004*. The design contract includes the following activities: (a) convene a technical working group of early intervention, special education, and evaluation experts to consider implementation, outcomes, and impact questions for the national assessment; (b) review and document extant data that may be useful in answering these questions; (c) determine what evaluation questions require new data collection; and (d) describe design options for studying the implementation and impacts of programs and services supported under *IDEA 2004*. The final report for the design contract is due in July 2007, and will include options for analyses of extant data, new data collection, and experimental or quasi-experimental impact studies under the evaluation contract(s) that will be awarded in FY 2007.

Design Task for an Evaluation of the Special Education—Personnel Development to Improve Services and Results for Children with Disabilities program. The purpose of this design task is to develop design options for an evaluation of the implementation, outcomes, and impacts of the Special Education—Personnel Development to Improve Services and Results for Children with Disabilities program. A review of grantee information and a critical review of key studies will take place that investigates what personnel should know and be able to do and the effectiveness of special education personnel preparation programs on personnel's knowledge, skills, and practices on student achievement. This review will help to inform the evaluation questions and design options for an evaluation contract that will be awarded in FY 2007. An expert panel will offer guidance on evaluation questions and design options.



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