

**2007 ANNUAL REPORT TO CONGRESS
ON THE *INDIVIDUALS WITH DISABILITIES
EDUCATION ACT, PART D***

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Prepared for:

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Office of Special Education Programs

by:

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Executive Administrator delegated the authority to perform the functions of Assistant Secretary

Office of Special Education Programs

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Acting Director

January 2009

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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 and media services activities to improve results for children with disabilities, as authorized under subpart 3 of *IDEA*, Part D (20 U.S.C. § 1470). A total of 644 grant awards, including both new awards and continuations, were funded in FY 2007 under subparts 2 and 3 of *IDEA*, Part D. This report includes an overview of the programs supported under subparts 2 and 3 and awards for FY 2007, along with abstracts of the 178 project applications that received new awards. This report also includes brief descriptions of the studies and evaluations supported under 20 U.S.C. 9567b § 177 of Part E, the National Center for Special Education Research. This report does not include information on other contracts awarded under subparts 2 or 3 of *IDEA*.

Additional information on new and continuation projects funded under Part D of *IDEA* can be found at the National Dissemination Center for Children with Disabilities directory for “Grants and Contracts Funded by OSEP” (<http://www.nichcy.org/directories/intro.asp> [accessed Oct. 29, 2008]).

¹ *Individuals with Disabilities Education Improvement Act of 2004*, P.L. 108-446, 108th Congress, Dec. 3, 2004. Available through <http://idea.ed.gov/explore/home> (accessed Oct. 29, 2008).

Overview of Programs, FY 2007

Authorized Program Descriptions and Appropriations

Below are the programs funded under subparts 2 and 3 of *IDEA*, Part D. The FY 2007 appropriation for each program is indicated in parentheses.

Special Education—Personnel Development to Improve Services and Results for Children with Disabilities (\$89,720,000). This program addresses state-identified needs for highly qualified special education, related services, early intervention, and regular education 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 (\$48,903,000). 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 (\$38,428,000). This program improves results for children with disabilities by promoting the development, demonstration, and utilization of technology; supporting educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and providing support for captioning and video descriptions that are appropriate for children with disabilities in the classroom setting.

Training and Information for Parents of Children with Disabilities (\$25,704,000). This program helps ensure that parents of children with disabilities receive training and information to help them improve results for their children.

Special Education—Studies and Evaluations (\$9,900,000). The purpose of this program is to assess progress in implementing *IDEA*, including state and local efforts to provide: (a) free appropriate public education to children with disabilities; and (b) early intervention services to infants and toddlers with disabilities. In the December 2004 reauthorization of *IDEA*, Congress instructed the secretary of education to delegate to the director of the Institute of Education Sciences responsibility to carry out the Studies and Evaluations program authorized in Section 664, with the exception of subsections (d) and (f), which required the annual report to Congress and a study of new Part C provisions, respectively.

FY 2007 New Grant Awards by Program and Competition Area

The dollar figures in parentheses next to the titles represent the amounts awarded in FY 2007. To view the full announcements of the FY 2007 grant competitions, visit <http://www.ed.gov/news/fedregister/announce/index.html> (accessed Oct. 30, 2008).

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 (\$4,738,829, 24 new awards in 2007)
Projects are funded to conduct the following preparation activities for leadership personnel:
(a) 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 (b) preparing personnel at the advanced levels (master's and specialist) in special education administration and supervision. In FY 2007, \$2,369,340 was used to forward-fund 12 grants in this competition.

CFDA #84.325G Professional Development Center: Children with Autism Spectrum Disorders (\$1,000,000, 1 new award in 2007)

The project is funded to: (a) expand the types and levels of services provided to children with Autism Spectrum Disorders (ASD) and their families; (b) develop and enhance the specialization or expertise of providers who work with children with ASD; and (c) provide information to professionals and families on the effectiveness of services for children with ASD.

CFDA #84.325J National Center to Enhance the Training of Personnel Who Share Responsibility for Improving Outcomes for Young Children with Disabilities (National Early Childhood Training Enhancement Center) (\$599,774, 1 new award in 2007)

The project is funded to support a center that will identify, develop, and disseminate evidence-based training modules for use by higher education faculty and professional development providers who provide ongoing training to the targeted constituent group. The center must provide technical assistance to programs providing preservice preparation and professional development and ensure the use of evidence-based resources in these programs.

CFDA #84.325K Combined Priority for Personnel Preparation (\$12,359,485, 63 new awards in 2007)

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 personnel in early intervention at the associate, bachelor's, master's, and specialist levels. In FY 2007, \$2,395,929 was used toward the out-year costs of 12 grants in this competition.

CFDA #84.325Q National Center to Inform Policy and Practice in Special Education Professional Development (\$500,000, 1 new award in 2007)

The project is funded to support a center that will: (a) inform special education teacher preparation policy and practice by examining and recommending to institutions of higher

education, state education agencies (SEAs), and local education agencies (LEAs) those policies and practices that improve retention of beginning special education teachers, such as high-quality induction, mentoring, and collaborative teaching experiences; and (b) recommend implementation strategies for policies and practices that provide beginning special education and regular education teachers with the knowledge and skills to effectively support students with disabilities in different classroom settings, including collaborative practices in regular classroom settings.

CFDA #84.325T Special Education Preservice Training Improvement Grants (\$2,149,452, 22 new awards in 2007)

Projects are funded to improve the quality of K-12 special education teacher preparation programs to ensure that preparation program graduates are able to meet the highly qualified teachers' requirements under sections 602(10) and 612(14) of *IDEA* and are well prepared to serve children with high-incidence disabilities. In FY 2007, \$983,687 was used toward the out-year costs of 10 grants in this competition.

CFDA #84.325U Unsolicited Proposals: (\$503,237, 2 new awards in 2007)

One unsolicited proposal was funded for a project to conduct a needs assessment to determine the capacity of universities to prepare sufficient numbers of highly qualified teachers in light of a shortage of faculty in special education training programs. Another proposal was funded to prepare leaders to educate students who are deaf or hard of hearing.

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 or At Risk of Disabilities (\$700,000, 1 new award in 2007)

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. One of the center's main concerns 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 #84.326E Center on Response to Intervention (RTI) (\$2,829,978, 1 new award in 2007)

This project is funded to support a center that will (a) identify, adapt, evaluate, and scale-up RTI models for identifying and serving children with disabilities, particularly specific learning disabilities; (b) provide technical assistance and disseminate information to state education agencies and local education agencies (LEAs) to implement comprehensive RTI programs in LEAs and schools; and (c) disseminate information on RTI to parents, service providers,

policymakers, and others. The center will also support states in developing their capacity to provide technical assistance to LEAs.

CFDA #84.326K Building State Capacity to Improve the Achievement of Students with Disabilities Under *NCLB* and *IDEA* (\$999,490, 1 new award in 2007)

This project is funded to ensure that the implementation of evidence-based practices that improve the achievement of students with disabilities is sustained and brought to scale for grades K-12. The center will work with six states to help them: (a) identify available technical assistance (TA); (b) create an infrastructure to provide TA across regular and special education; (c) implement evidence-based practices at both the state education agency and district levels; and (d) use effective methods to scale-up the use of evidence-based practices.

CFDA #84.326M Model Demonstration Centers on Early Childhood Language Intervention (\$1,199,277, 3 new awards in 2007)

There are three centers funded to evaluate models that incorporate scientifically based research related to language interventions for children from birth through age 5 with significant language disorders served across the Part C and Part B preschool programs under *IDEA*. These centers will work with sites that involve both an early intervention component and a preschool component so that critical elements of the language intervention models are consistent as children transition from *IDEA*, Part C to Part B services.

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

CFDA #84.327A Steppingstones of Technology Innovation for Students with Disabilities (\$2,594,312, 12 new awards in 2007)

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. In FY 2007, \$821,131 was used toward the out-year costs of four grants in this competition.

CFDA #84.327C Television Access (\$2,499,730, 5 new awards in 2007)

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 #84.327K Bookshare for Education Project to Provide Free Educational Materials in Accessible Formats, and Supporting Assistive Technology to Students with Print Disabilities (\$6,515,185, 1 new award in 2007)

This project provides free access nationally to high-quality educational materials and supporting assistive technology (AT) to all qualified students who are visually impaired or print disabled. The project supports SEAs, LEAs, and postsecondary and graduate educational institutions in serving eligible students. It will do so through Bookshare.org, an Internet library that delivers thousands of books, magazines, and newspapers in accessible formats. These are produced in digital formats that can be converted into enlarged text, Braille, synthesized speech, or a

combination for a multi-sensory experience. It is anticipated that this project will deliver more than 100,000 new educational titles, more than 3 million book downloads, and the supporting AT to benefit hundreds of thousands of students with disabilities, which will have a dramatic impact on their lives.

CFDA #84.327S Educational Media Activities to Improve State Systems for Providing Educational Materials in Accessible Formats (\$6,300,000, 2 new awards in 2007)

These educational media activities are funded to establish or enhance state, including outlying areas (OAs) and freely associated states (FAS), systems or mechanisms for providing educational materials in accessible formats for students with disabilities who are eligible for services under *IDEA*, Part B.

CFDA #84.327X Using Assistive Technology (AT) to Support Development and Learning of Infants and Toddlers with Disabilities, Birth Through Age 2 (\$435,000, 1 new award in 2007)

This project is funded to identify and support the implementation of a range of evidence-based and promising AT practices in early intervention programs with a diverse group of infants and toddlers with disabilities, and their families, service providers, and caregivers, and to develop strategies to scale-up promising AT practices.

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

CFDA #84.328C Community Parent Resource Centers (\$997,994, 10 new awards in 2007)

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: (a) meet established developmental goals and challenging standards that have been established for all children; and (b) prepare to lead productive adult lives as independently as possible.

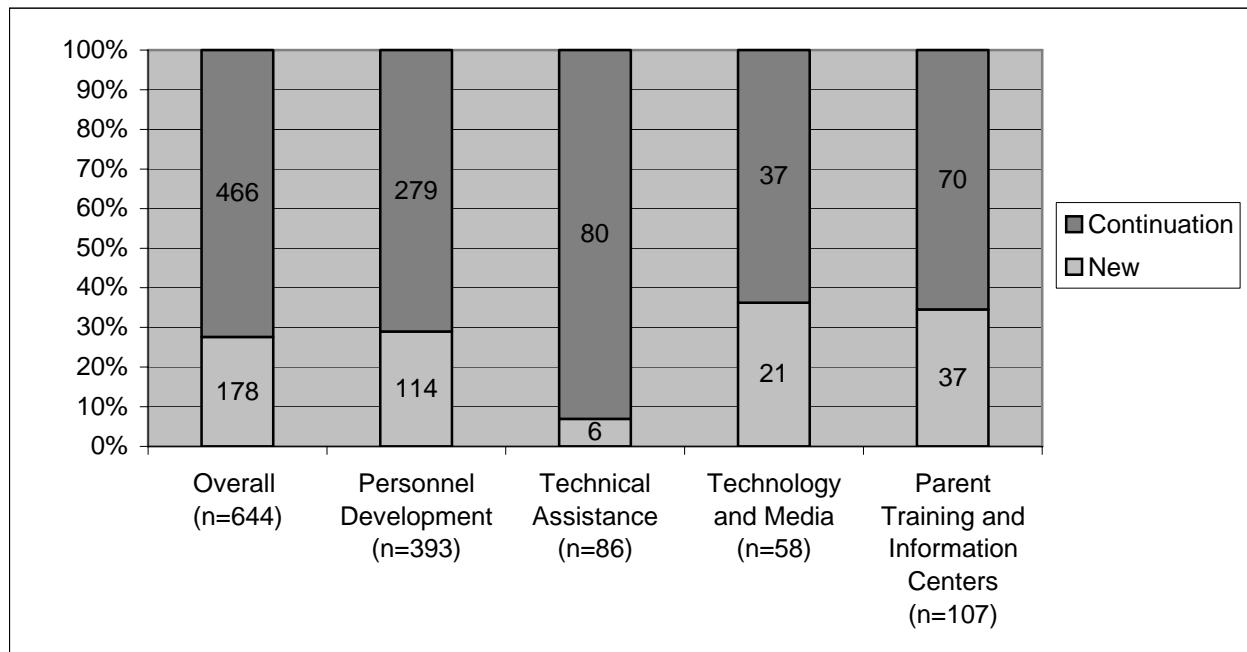
CFDA #84.328M Parent Training and Information Centers (PTI) (\$8,955,878, 27 new awards in 2007)

Projects are funded to: (a) provide training and information that meets the 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 disabilities; (b) assist parents to understand and make effective use of the procedural safeguards under *IDEA*, including alternative methods of dispute resolution, such as the mediation process described in *IDEA*; (c) serve the needs of parents of infants, toddlers, and children with the full range of disabilities; and (d) 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. In FY 2007, \$367,564 was used to forward-fund two grants in this competition.

Number and Dollar Amounts of FY 2007 Grant Awards

The two figures below provide information on the number of grants and cooperative agreements awarded in FY 2007 and the dollar allocation by program area. Figure 1 depicts the total number of such awards in FY 2007 and the percentages in each program area that were new versus continuation.

FIGURE 1: Number of grant awards, new and continuation, and percentage of each, by program: FY 2007



SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP), 2008. FY 2008 ED/OSEP unpublished program budget files.

Figure 2 depicts the total amount of money expended by program on new and continuation grant and cooperative agreement awards in FY 2007.

FIGURE 2: Dollar allocations for new and continuation grant awards, by program: FY 2007

Program	New	Continuations
Personnel Development (84.325)	\$27,599,733	\$59,945,617
Technical Assistance and Dissemination (84.326)	\$5,728,745	\$38,195,412
Technology and Media Services (84.327)	\$19,165,358	\$18,306,590
Parent Training and Information (84.328)	\$10,321,436	\$15,150,692

SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP), 2008. FY 2008 ED/OSEP unpublished program budget files.

Abstracts for New FY 2007 Awards

This final section includes basic information on: (a) grant-funded projects; and (b) studies and evaluations that received new FY 2007 awards.

Grant-Funded Projects

Below is basic descriptive information on each project funded with a new FY 2007 grant award under *IDEA*, Part D (subparts 2 and 3). Project descriptions are organized by each of the four programs and listed in order by grant number. Each description includes a project abstract derived from the grant application. Additional information on new and continuation grants can be found at the National Dissemination Center for Children with Disabilities directory for “Grants and Contracts Funded by OSEP” (<http://old.nichcy.org/directories/intro.asp> [accessed Oct. 29, 2008]).

Personnel Development to Improve Services and Results for Children with Disabilities Program (114 New Awards for FY 2007)

Grant/Contract #: H325D070002

Awardee: University of Colorado at Denver/Health Sciences Center-Downtown Denver

Title: Early Childhood Special Education Leadership (ECSEL)

Project Director(s): Smith, Barbara

FY 2007 Amount Awarded: \$190,883

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to provide knowledge and experiences to postdoctoral fellows that result in competencies to provide state and national leadership needed to address pressing policy and systems issues in the field of early intervention/early childhood special education (EI/ECSE). Two postdoctoral fellows per year will study a core program of national ECSE policy, advocacy, systems, and collaborative leadership related to young children with disabilities from birth to age 5 and their families. Fellows will apply these competencies to the following three specialized content areas that represent national areas of need: (a) young children with autism; (b) paraeducators and other non-degreed personnel; and (c) social and emotional development and challenging behavior.

Grant/Contract #: H325D070005

Awardee: Pennsylvania State University

Title: Preparing Outstanding Scholars for Special Education (POSSE)

Project Director(s): Ruhl, Kathy; Hughes, Charles

FY 2007 Amount Awarded: \$398,012

Beginning Date: 8/15/2007

Ending Date: 8/14/2011

Purpose: POSSE is designed to address the grave shortage of doctoral-level individuals available to fill the numerous vacancies in special education higher education programs. POSSE

adds to an existing and strong doctoral program to prepare enrolled doctoral students for success as leaders in academe.

Grant/Contract #: H325D070008

Awardee: George Mason University

Title: Comprehensive Doctoral Training in Special Education, Mild Disabilities

Project Director(s): Mastropieri, Margo

FY 2007 Amount Awarded: \$400,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The purpose of this project is to provide intensive, high-quality, comprehensive doctoral-level training in special education over a four-year period in a new cohort program for six recruited students. The project will develop new cohort seminars that will provide up-to-date, evidence-based content and collaborative mentorship opportunities in teaching and research.

Grant/Contract #: H325D070011

Awardee: University of North Carolina at Chapel Hill

Title: Preparing Speech-Language Pathologists, Occupational Therapists, Early Childhood Special Educators, and Developmental Psychologists for Leadership Roles in Teaching, Research, and Service Focused on Young Children with Autism and Their Families

Project Director(s): Crais, Elizabeth; Watson, Linda; Baranek, Grace

FY 2007 Amount Awarded: \$399,462

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This doctoral preparation program is designed to create a cadre of eight graduates to fulfill leadership roles in higher education with specific skills in generating, implementing, evaluating, and disseminating research-based practices for young children with autism and their families.

Grant/Contract #: H325D070021

Awardee: Florida State University

Title: Promoting Functional Language and Literacy Outcomes for Children with Disabilities

Project Director(s): Goldstein, Howard; Woods, Juliann

FY 2007 Amount Awarded: \$400,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: During the four years of this project, five or more doctoral students in communication disorders will acquire the expertise needed to develop research programs, educational programs, personnel preparation programs, and policies that will promote functional outcomes in language and literacy (and associated academic and social areas) among children with disabilities.

Grant/Contract #: H325D070023

Awardee: Florida State University

Title: Leadership in Family-Centered Early Intervention (LIFE) Personnel Preparation Program

Project Director(s): Hanline, Mary F.; Woods, Juliann

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: Project LIFE is a collaborative effort to support a cadre of up to eight leadership graduates in early intervention programs (birth to 3) at Florida State University and to equip them with the competencies needed to generate, implement, evaluate, and disseminate evidence-based practice and policy for infants and toddlers with or at risk for disabilities and their families.

Grant/Contract #: H325D070040

Awardee: University of Maryland, College Park.

Title: Doctorate in Special Education (Ed.D.) Designed for Professional Personnel in the Department of Defense Dependent Schools

Project Director(s): Burke, Philip J.

FY 2007 Amount Awarded: \$200,000

Beginning Date: 5/1/2007

Ending Date: 4/30/2011

Purpose: This leadership program will prepare 15 scholar-practitioners to assume significant roles in special education with a focus on the needs and challenges within the Department of Defense Dependents Schools (DoDDS). It provides support for professional personnel within DoDDS-Germany to pursue the Ed.D. degree in special education leadership and expands an existing program within the Department of Special Education at the University of Maryland.

Grant/Contract #: H325D070043

Awardee: University of South Florida

Title: Leadership Preparation in Special Education for School and District Administrators

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

FY 2007 Amount Awarded: \$199,984

Beginning Date: 1/1/2007

Ending Date: 12/31/2011

Purpose: This project addresses an infrastructure problem in the organization and management of public education—the preparation of building-level administrators who are knowledgeable of the requirements of *IDEA* and the *No Child Left Behind Act of 2001 (NCLB)* and of emerging best practices associated with aligning and implementing these laws in keeping with the principles of standards-based education, school unification, and the development and support of highly qualified special education personnel. This problem is particularly critical in Florida, where the education licensure system does not include specific licenses for special education directors and supervisors. The project addresses this infrastructure problem by developing a new leadership training program for Special Education Administration.

Grant/Contract #: H325D070044

Awardee: University of Oregon

Title: Project EARLY: Early Literacy, Social Competence, and Positive Behavior Support Leadership Training Program

Project Director(s): Horner, Rob; Squires, Jane; Merrell, Ken

FY 2007 Amount Awarded: \$398,836

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The goal of this project is to train doctoral-level professionals capable of providing needed national leadership related to young children with disabilities, particularly those with early literacy and social-emotional/ behavioral problems. Students will be trained to assume roles as instructor trainers, program developers, applied researchers, and policy analysts to provide needed expertise in areas where gaps or weaknesses have been documented.

Grant/Contract #: H325D070045

Awardee: Texas A&M Research Foundation

Title: Preparing Intervention Scientists in Special Education (ISSE)

Project Director(s): Parker, Richard

FY 2007 Amount Awarded: \$399,989

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: Project ISSE is a four-year leadership program to prepare 10 future special education faculty in prevention and intervention research in reading disabilities.

Grant/Contract #: H325D070046

Awardee: The Regents of the University of California

Title: Special Education Faculty for California and the Nation

Project Director(s): O'Connor, Rollanda

FY 2007 Amount Awarded: \$374,559

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: This doctoral training program is designed to prepare leaders who can conduct research and prepare teachers for students with a range of disabilities, with particular focus on preparation of doctoral students who aspire to faculty positions in special education. The training program emphasizes inquiry, problem solving, scholarship, and professionalism.

Grant/Contract #: H325D070051

Awardee: University of Florida Board of Trustees

Title: Project EXCEL: Expanding the Capacity of Educational Leaders for Driving Change and Using Data in Special Education Administration

Project Director(s): Crockett, Jean B.

FY 2007 Amount Awarded: \$399,016

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: Project EXCEL's integrated model of leadership preparation is intended to expand: (a) the influence of the University of Florida's special education doctoral program through interdisciplinary research and pedagogy related to driving change and using data to improve inclusive opportunities and positive results for students with disabilities in Florida and across the nation; (b) the supply of practicing special education administrators in Florida who can provide high-quality educational leadership in schools; and (c) the cadre of future scholars who develop national and international research agendas in special education administration and policy.

Grant/Contract #: H325D070052

Awardee: University of Hawaii

Title: Preparing Distance Education Leaders in Evidence-Based Practices

Project Director(s): Cook, Bryan; Noonan, Mary Jo

FY 2007 Amount Awarded: \$199,998

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: This project will produce six highly qualified scholars who will help alleviate persistent shortages of special education teachers in Hawaii and the Pacific Basin. These scholars will gain competencies in distance education, evidence-based practices, personnel training, and research. These competencies will enable them to serve effectively as teacher-educators in geographic areas with diverse populations and severe shortages of highly qualified special education teachers.

Grant/Contract #: H325D070061

Awardee: Board of Trustees of the University of Illinois

Title: Project FOCAL: Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities

Project Director(s): Johnson, Cynthia; DeThorne, Laura; Halle, James; Ostrosky, Michaelene; Richman, David; Watkins, Ruth

FY 2007 Amount Awarded: \$384,917

Beginning Date: 1/7/2007

Ending Date: 12/31/2010

Purpose: Project FOCAL is a newly integrated program to prepare six doctoral students and four postdoctoral fellows in the areas of assessment and the etiology of communication disorders in children with disabilities.

Grant/Contract #: H325D070064

Awardee: University of Kansas Center for Research, Inc.

Title: University of Kansas Teacher Educators for Early Childhood Special Education Leadership Personnel Preparation Project (KU-TEECH)

Project Director(s): Horn, Eva

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: This project will implement a doctoral leadership program that will focus on the critical knowledge and skills needed to become highly effective early childhood special education/early childhood (ECSE/ECE) teacher educators. The goal is to have effective teacher educators that: (a) have content knowledge of the discipline that includes the evidence-based strategies and procedures used to support positive outcomes for young children and their families; (b) have the knowledge to contribute to the generation of the discipline's evidence base and the skills to communicate these evidence-based procedures for implementation in the field; (c) have knowledge of key elements of teacher education reform and competence in strategies and approaches that have been documented as effective in preparation and continued learning of ECSE/ECE professionals; (d) possess skills and knowledge of current state and federal policies (e.g., *NCLB*, Head Start) that impact young children and their families and the skills to support the shaping of future policies; and (e) understand the activities and behaviors required to be successful in the culture of academics across a range of types of higher education institutions.

Grant/Contract #: H325D070066

Awardee: University of Florida Board of Trustees

Title: Project LITERACY: Literacy Intervention in Teacher Education for Reaching All Children and Youths

Project Director(s): Lane, Holly B.

FY 2007 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: Project LITERACY is a doctoral leadership project designed to prepare special education researchers and teacher educators for positions in higher education. The project's focus is literacy intervention research and practice for addressing the challenging instructional needs of students with learning disabilities. Participants will become experts in scientifically based reading research and in preparing teachers to use this research effectively in their classrooms.

Grant/Contract #: H325D070074

Awardee: West Virginia University Research Corp.

Title: Project FastTrack: An Intensive Special Education Doctoral Program to Prepare Teacher Educators for Rural Areas

Project Director(s): Ludlow, Barbara L.

FY 2007 Amount Awarded: \$399,954

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This project is designed to prepare 10 leadership personnel with rural school experience to earn doctoral degrees in special education and develop capability to assume faculty positions at institutions of higher education and implement best practice in teacher education and professional development in special education.

Grant/Contract #: H325D070075

Awardee: Vanderbilt University

Title: Doctoral Leadership Training Program

Project Director(s): Kaiser, Ann

FY 2007 Amount Awarded: \$199,999

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: This project will prepare 10 doctoral students in early childhood special education (ECSE) to become leaders in: (a) research; (b) translation of research to ECSE practice; and (c) preparing new personnel in ECSE.

Grant/Contract #: H325D070080

Awardee: Board of Trustees of the University of Illinois

Title: Preparation of Leadership Personnel in Special Education

Project Director(s): Hughes, Maria Tejero; Parker-Katz, Michelle

FY 2007 Amount Awarded: \$166,650

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The number of special education doctorates produced annually has decreased significantly in the last two decades. This shortage of special education faculty contributes to the

continuing shortage of special education teachers and limits the availability of professional development for regular education teachers. The project will address this shortage by preparing eight special education leaders through an evidence-based doctoral program that enables them to continue working while completing program requirements and transitioning to a future in the professoriate.

Grant/Contract #: H325D070081

Awardee: Regents of the University of Michigan

Title: Preparation of Leadership Personnel to Implement the Research-to-Practice Model of Adapted Physical Education and Physical Therapy

Project Director(s): Ulrich, Dale

FY 2007 Amount Awarded: \$395,948

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This leadership training project is designed to increase the supply of university faculty trained to conduct interdisciplinary research that leads to the creation of new scientific knowledge involving infants, children, or youths with disabilities, especially with respect to improving their functional motor behavior. This new knowledge will then be disseminated to parents, professionals, and policymakers, and will be used in preservice training programs for physical therapists and regular and adapted physical education teachers.

Grant/Contract #: H325D070082

Awardee: University of Maryland, College Park

Title: Preparation of Leadership Personnel in Learning Disabilities: Integrating Language, Literacy and Cognitive Neuroscience

Project Director(s): Speece, Deborah; Silverman, Rebecca

FY 2007 Amount Awarded: \$200,000

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: The purpose of this project is to prepare five students with exceptionally strong skills in research and teacher education to assume positions primarily in institutions of higher education but also in state agencies and the federal government. Students will earn a doctoral degree. Specific objectives include: (a) providing a comprehensive doctoral program in learning disabilities that prepares leaders who are responsive to the needs of children and families; (b) graduating doctoral students and helping them secure employment in leadership positions; and (c) evaluating the effectiveness of the program.

Grant/Contract #: H325D070083

Awardee: Vanderbilt University

Title: Leadership Training in Emotional Disturbance

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

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to train leadership personnel in the area of emotional disturbance (ED). Specifically this project will: (a) increase the capacity for conducting intervention research that improves student academic and social outcomes and bridges the

research-to-practice gap; (b) forge strong partnerships between colleges/universities and public schools; and (c) prepare leadership personnel to work effectively with mainstreamed students with ED and their teachers.

Grant/Contract #: H325D070086

Awardee: Florida State University

Title: Preparation of Leadership Personnel to Serve Infants, Toddlers, Children, and Youth with Autism

Project Director(s): Wetherby, Amy

FY 2007 Amount Awarded: \$199,962

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: This project will provide specialized training in autism with a rigorous doctoral program in communication disorders for at least 10 doctoral students. This will support leadership training of communication disorders specialists in the area of autism. The project further aims to address new guidelines of the American Speech-Language-Hearing Association expanding the role of speech-language pathologists in diagnosis, assessment, and treatment of autism across the life span.

Grant/Contract #: H325D070093

Awardee Michigan State University

Title: Interdisciplinary Leadership Training in the Transportability of Evidence-Based Interventions: Addressing Behavioral Problems in Early Childhood

Project Director(s): Carlson, John; Oka, Evelyn; Ferreri, Summer; Baker, Jean; Bolt, Sara

FY 2007 Amount Awarded: \$400,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will develop an interdisciplinary leadership training program to prepare eight doctoral students in school psychology and special education-emotional impairment for future faculty positions in their respective fields.

Grant/Contract #: H325G070004

Awardee: University of North Carolina at Chapel Hill

Title: The Professional Development Center: Children with Autism Spectrum Disorders

Project Director(s): Hatton, Deborah; Odom, Samuel; Tuchman-Ginsburg, Linda

FY 2007 Amount Awarded: \$1,000,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2012

Purpose: This is a national multi-site project that will promote the use of evidence-based practices (EBP) for: (a) early screening and diagnosis; (b) intervention and education that result in optimal child and family outcomes and span the age range from infancy to early adulthood (22 years of age); (c) intense, sustainable outcome-based training that leverages optimal use of existing resources; (d) technical assistance for the delivery of effective services, for establishment of model sites of EBP, and for a sustainable system of training and technical assistance; and (e) evaluation/measurement of child, practitioner, and system-levels outcomes.

Grant/Contract #: H325J070007

Awardee: University of North Carolina at Chapel Hill

Title: National Early Childhood Professional Development Enhancement Center

Project Director(s): Winton, Pamela

FY 2007 Amount Awarded: \$599,774

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project is designed to address the need for highly qualified personnel in special education, related services, early intervention, and regular education to work with young children with disabilities (ages 0 to 5) and their families. The aim is to develop, validate, disseminate, and ensure the use of evidence-based resources, including modules, by providers of professional development to the targeted constituent groups.

Grant/Contract #: H325K070101

Awardee: University of Toledo

Title: Personnel Training to Support Itinerant Early Childhood Special Education (ECSE)

Teachers Across Ohio

Project Director(s): McInerney, William; Dinnebeil, Laurie

FY 2007 Amount Awarded: \$200,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to prepare up to 50 early childhood special educators to serve as highly qualified itinerant ECSE teachers across Ohio. The project will use distance education to offer graduate-level, high-quality preservice training that reflects current research and pedagogy on participation and achievement of young children (ages 3-5) with a range of disabilities in: (a) the general education curriculum and improved outcomes for children with disabilities; (b) the provision of coordinated services in natural environments to improve outcomes for infants and toddlers with disabilities and their families; (c) integrated training and practice opportunities that will enhance collaborative competencies of all personnel who share responsibility for providing effective services for children with disabilities; and (d) knowledge about the provisions of *NCLB*, *IDEA* and other policies and laws that regulate special education service delivery.

Grant/Contract #: H325K070102

Awardee: University of Kansas Center for Research, Inc.

Title: Highly Qualified Early Childhood-Unified Educators Personnel Preparation—Focus Area A: Serving Infants, Toddlers, and Preschool-Age Children with Disabilities

Project Director(s): Thompson, Barbara; Horn, Eva

FY 2007 Amount Awarded: \$400,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The purpose of this project is to increase the number of highly qualified early intervention/early childhood special education (EI/ECSE) professionals who hold the new Early Childhood-Unified license and who can offer effective services to young children with disabilities and their families in natural environments and inclusive early childhood programs. The project will provide and refine: (a) a newly approved teacher education program in which individuals can acquire the competencies needed to obtain a new Kansas Early Childhood-

Unified (birth to 3) license; and (b) a program leading to a Master of Science in Education in the program area of early childhood special education in which individuals can acquire advanced EI/ECSE competencies.

Grant/Contract #: H325K070106

Awardee: Clemson University

Title: Supporting Expertise for Leaders in Early Childhood Teachers (SELECT) Master's Preparation Project

Project Director(s): Correa, Vivian; Goldberg-Hamblin, Sara

FY 2007 Amount Awarded: \$199,999

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: This project will use and expand the infrastructure of the current special education and early childhood programs at Clemson University to create a new emphasis on early childhood special education in the Master of Education (M.Ed.) program. Practitioners trained in the program will develop competencies in teaching, supporting, and collaborating with the young child (age 0 to 5) with disabilities and their family.

Grant/Contract #: H325K070108

Awardee: Fordham University

Title: Preparing Early Educators to Raise the Performance of Diverse Exceptional Learners (PEER)

Project Director(s): Zhang, Chun

FY 2007 Amount Awarded: \$199,951

Beginning Date: 1/1/2007

Ending Date: 12/30/2010

Purpose: The purpose of this project is to prepare 35 highly qualified early childhood special education (ECSE) teachers. At least 15 of these students will be bilingual early childhood special education teachers. The three main goals are to: (a) reduce the shortage of personnel by recruiting prospective ECSE teachers and preparing them to teach; (b) prepare highly qualified ECSE teachers who will have the knowledge, skills, and dispositions to work with young children with disabilities in inclusive settings; and (c) develop and implement a model for training qualified bilingual ECSE teachers to serve young children with disabilities from culturally and linguistically diverse backgrounds. Students will be provided 80 percent of their tuition to be trained as ECSE teachers (60 percent from the grant). An additional 40 ECSE students not funded by the project will have access to and participate in this project and will benefit.

Grant/Contract #: H325K070109

Awardee: University of Washington

Title: Project DATA (Developmentally Appropriate Treatment for Autism) for Teachers: Preparing Teachers for Toddlers and Preschoolers with Autism Spectrum Disorder

Project Director(s): Schwartz, Ilene; Sandall, Susan

FY 2007 Amount Awarded: \$199,997

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to augment an existing personnel development program to train early childhood special education teachers who are highly qualified to work with young children with autism spectrum disorder and their families. Students in this two-year program will earn their M.Ed. and special education certification.

Grant/Contract #: H325K070110

Awardee: University of Oregon

Title: Ready to Learn: Preparing Master's-Level Early Interventionists and Early Childhood Special Educators for the 21st Century

Project Director(s): Squires, Jane

FY 2007 Amount Awarded: \$195,863

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this program is to train early intervention/early childhood special education personnel who can deliver effective, comprehensive, family-centered services to diverse children from birth to 6 years with disabilities and their families.

Grant/Contract #: H325K070111

Awardee: Western Kentucky University.

Title: Project CHILDD: Communities Honoring Individuals of Cultural and Linguistic Diversity with Disabilities

Project Director(s): Stayton, Vicki; Dietrich, Sylvia

FY 2007 Amount Awarded: \$400,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to increase the number and quality of early intervention and preschool personnel who are fully certified to serve children with disabilities and their families. Specifically the project will: (a) recruit students, including students with disabilities; (b) develop and implement a mentoring program to facilitate retention of students; (c) integrate knowledge, skills, and dispositions based on national and state standards into an interdisciplinary graduate program with an emphasis on providing family-centered services for children and families; (d) develop partnerships with community program personnel and families who will assist with program implementation and evaluation (e.g., guest presenters, field placements); (e) implement intensive field experiences in rural and high-poverty settings; (f) disseminate the preservice model implemented through this project to other institutions of higher education, both within the state and nationally; and (g) evaluate the impact of the program on students and overall project effectiveness.

Grant/Contract #: H325K070114

Awardee: University of Maryland, College Park

Title: A Master's Program in Early Childhood Special Education and Early Intervention

Project Director(s): Lieber, Joan

FY 2007 Amount Awarded: \$200,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to increase the number of highly qualified professionals serving as special educators in Maryland. Specifically, the project aims to: (a) recruit qualified

post-baccalaureate candidates for graduate training; (b) promote retention in and completion of the program by offering academic supports; (c) provide a program of coursework that meets both the University of Maryland Graduate school requirements for the M.Ed. degree, and the Maryland State Department of Education approval for special education licensure; (d) offer integrated training and practice opportunities in demographically diverse and high-poverty schools serving young children with disabilities and their families; and (e) evaluate and make continuous improvements in the program through partnerships with the state education agencies and with local education agencies facing critical shortages of special educators in the state of Maryland and the region.

Grant/Contract #: H325K070118

Awardee: University of New Hampshire

Title: Preparing Excellent Teachers of All Young Children: A Community-University Partnership Model

Project Director(s): Couse, Leslie

FY 2007 Amount Awarded: \$199,022

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to: (a) address New Hampshire's identified need for highly qualified personnel in early childhood special education (ECSE) by preparing 40 New Hampshire certified ECSE teachers (0 through 8 years); (b) ensure the two-year M.Ed. program produces teachers who are skilled, knowledgeable, and experienced in current, evidence-based practices that meet the needs of young children with disabilities and their families; and (c) develop a model teacher education program that could be replicated across the country.

Grant/Contract #: H325K070120

Awardee: University of Maine

Title: Training Opportunities for Personnel (TOP): Birth to 5 Project

Project Director(s): Zeph, Lucille

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: This project aims to increase the number and quality of personnel who are fully credentialed to serve young children with disabilities ages birth to 5 years and their families. The project will provide financial support and flexible training opportunities to 80 students throughout the state. Courses will emphasize interdisciplinary, inclusive, family-centered, evidence-based competencies and practices, including evidence-based cultural competencies.

Grant/Contract #: H325K070121

Awardee: University of San Diego

Title: Preparing Teachers for Early Intervention and Early Childhood Settings with Deaf and Hard of Hearing Children and their Parents, Including English Language Learners

Project Director(s): Hecht, Barbara

FY 2007 Amount Awarded: \$186,300

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The project will provide tuition stipends to 32 graduate-level teacher candidates over a four-year period at the University of San Diego, John Tracy Clinic. The program will address a critical need in California for fully qualified teachers of young, ethnically diverse, deaf, and hard of hearing children and their families, including English language learners.

Grant/Contract #: H325K070123

Awardee: Lehigh Carbon Community College

Title: Project Set Sail for Preparation of Early Childhood Education/Early Intervention Personnel

Project Director(s): Wursta, Melanie

FY 2007 Amount Awarded: \$200,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This project will enroll cohorts of students in an Early Childhood Education/Early Intervention (ECE/EI) Associate of Applied Science degree program and provide financial assistance, a mentoring program, and college-funded support services to help them persist in completion. The program will prepare these students for employment as ECE/EI paraprofessionals serving as assistant teachers, group supervisors, or other types of paraeducators who work with infants, toddlers, and preschool children ages 0 to 5 with disabilities or developmental delays, and their families.

Grant/Contract #: H325K070124

Awardee: University of Georgia

Title: REED: Responsive Early Education for Diversity

Project Director(s): Vail, Cynthia

FY 2007 Amount Awarded: \$195,274

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: The purpose of this project is to implement a new undergraduate program to prepare responsive, early childhood educators and care providers ready to meet requirements for the new birth-to-age-5 teaching certification now available in Georgia. This program is a joint effort between the departments of Communication Sciences and Child and Family Development at the University of Georgia, Clarke County School's Programs for Young Children (urban), and Madison County School's preschool special education programs (rural). A total of 60 beginning professionals will be prepared to work with infants, toddlers, and young children and their families. These graduates will be eligible for the new birth-to-age-5 certification that is based on the standards developed by the Division for Early Childhood of the Council for Exceptional Children and endorsed by the National Association for the Education of Young Children. The program will target the following focus areas: (a) meeting the needs of young learners and families who live in poverty; (b) meeting the needs of English language learners, specifically the growing Latino population; (c) early literacy for diverse learners; and (d) positive behavior support.

Grant/Contract #: H325K070126

Awardee: Curators of the University of Missouri

Title: BeLL: Behavior Language Literacy

Project Director(s): McCathren, Rebecca; Stormont, Melissa

FY 2007 Amount Awarded: \$399,687

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The purpose of this project is to prepare 32 master's-level students from education and related fields to work with young children with disabilities and their families in the areas of behavior, language, and/or literacy.

Grant/Contract #: H325K070130

Awardee: George Mason University

Title: SEEDS: Special Educators Entering a Diverse Society

Project Director(s): Thorp, Eva; Burns, Susan; Kidd, Julie

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/25/2007

Ending Date: 8/24/2011

Purpose: The purpose of this program is to, each year of the program, recruit 26 students for an M.Ed. program that will, upon completion, qualify them for licensure in early childhood special education (ECSE). The major goals of this project are to: (a) recruit program applicants from underrepresented groups; (b) prepare ECSE practitioners able to provide culturally competent services to young children with disabilities and their families; (c) provide the training and support needed by all early childhood special educators to serve as leaders and advocates for young children with disabilities and their families; (d) create an ongoing support mechanism for participants; and (e) document the efficacy of research-based approaches to the preparation of ECSE professionals to work collaboratively with families and colleagues.

Grant/Contract #: H325K070203

Awardee: University of Kansas Center for Research, Inc.

Title: Personnel Preparation to Improve Services and Results for Children with Disabilities—Focus Area B: Training Personnel to Serve School-Age Children with Low-Incidence Disabilities, Master's Training Program Emphasizing Assistive/Instructional Technology (A/IT)

Project Director(s): Smith, Sean

FY 2007 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to recruit and prepare 36 graduate-level students for: (a) endorsement by the state of Kansas to work with students with functional (low-incidence) disabilities; and (b) readiness to provide expert A/IT support to the classroom.

Grant/Contract #: H325K070204

Awardee: Texas A & M Research Foundation

Title: Master's Training Program for Instructional Specialists in Low-Incidence Disabilities (LID)

Project Director(s): Stough, Laura; Zhang, Dalun

FY 2007 Amount Awarded: \$199,929

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to increase the quality and quantity of qualified teachers who teach school-aged students with LID. The project will produce master teachers with

specialized training that will prepare them to be instructional leaders at the school, district, and regional levels.

Grant/Contract #: H325K070205

Awardee: University of Oregon

Title: Project SLIP: Serving Low-Incidence Populations

Project Director(s): Flannery, Brigid

FY 2007 Amount Awarded: \$198,165

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: Oregon is experiencing tremendous shortages in special education teachers serving populations with low-incidence disabilities (LID). Project SLIP is designed to meet critical needs in Oregon's education system by providing additional specialized training in assessment, instruction, and intervention and thereby increasing the number of school professionals who work with LID populations.

Grant/Contract #: H325K070207

Awardee: San Francisco State University (SFSU)

Title: The Moderate-Severe Disabilities Credential Program at SFSU: Establishing a Partnership with California Deaf-Blind Service to More Effectively Prepare Teachers to Serve Students with Deaf-Blindness

Project Director(s): Hunt, Pam

FY 2007 Amount Awarded: \$200,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2011

Purpose: This project will prepare highly qualified teachers using evidence-based curricula and pedagogy to provide services to students with deaf-blindness in urban education settings and to work effectively with their families. The aim is to address the critical need to increase the number of highly qualified teachers serving students with deaf-blindness through aggressive recruitment activities; engagement in coursework that represents the most current research and best-practices literature in the provision of services to this population of students; and participation in extensive, supervised fieldwork experiences to ensure that teacher candidates are able to apply the knowledge and skills acquired through coursework to the instruction of students with deaf-blindness in inclusive urban education settings.

Grant/Contract #: H325K070208

Awardee: West Virginia University Research Corporation

Title: Project STARS: Specialized Training in Autism for Rural Schools

Project Director(s): Ludlow, Barbara

FY 2007 Amount Awarded: \$199,980

Beginning Date: 7/1/2007

Ending Date: 6/30/2008

Purpose: The purpose of this project is to: (a) develop a new personnel development program to prepare autism specialists to provide effective education interventions for students with Autism Spectrum Disorders (ASD); (b) develop and field-test a unique online distance education model for rural personnel development combining desktop videoconferencing and online supervision of

practica; and (c) prepare 60 educators to become fully certified and highly qualified in Autism and to implement evidence-based practices for ASD in rural schools and agencies.

Grant/Contract #: H325K070209

Awardee: Vanderbilt University

Title: Training Personnel to Serve School-Age Children with Low-Incidence Disabilities

Project Director(s): Corn, Anne

FY 2007 Amount Awarded: \$199,998

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to fund an on-campus, traditional M.Ed. Program that will support master's-level training of teachers serving visually impaired (low vision and blind) students, including those with multiple disabilities, ages 3-22 (preschool through secondary) in local education agencies and special schools. Students will be prepared to serve children and youths who have all levels of visual disabilities, and the full range of additional disabilities which may occur with the visual impairment (mild, moderate, severe). The project will add a new faculty member and prepare a minimum of 18 master's-level teachers of students with visual impairments.

Grant/Contract #: H325K070210

Awardee: Florida State University

Title: The Preparation of Personnel to Teach Students with Visual Impairment: The Florida-Georgia Partnership

Project Director(s): Lewis, Sandra

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The goal of this project is to improve competencies of and increase the number of teachers with unique and specialized skills necessary to support the access of Florida's and Georgia's students with visual impairments to the general education curriculum.

Grant/Contract #: H325K070212

Awardee: University of New Hampshire (UNH)

Title: Preparation of Personnel to Serve School-Age Children with Low-Incidence Disabilities (LID): Focus on High-Quality Instruction in Core Academic Area in the Least Restrictive Environment

Project Director(s): Jorgensen, Cheryl

FY 2007 Amount Awarded: \$197,584

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to support the preparation and certification of 40 teachers who are prepared to collaborate with families, general educators, related service providers, and other school personnel to assure that students ages 6-21 with LID, such as mental retardation (significant cognitive disability) and autism, learn core academic content from the general education curriculum and achieve their individualized education program goals. Specifically this project will support: (a) tuition waivers and other support for scholars (65-66 percent of the budget); (b) coordination of the program with other graduate and undergraduate programs at

UNH, and with personnel development efforts throughout the state; (c) high-quality project administration and evaluation; and (d) national dissemination of project results.

Grant/Contract #: H325K070215

Awardee: University of North Carolina at Greensboro

Title: Project Connect: Preparing Highly Qualified Educational Interpreters

Project Director(s): Compton, Mary

FY 2007 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will increase the number and quality of related services personnel to provide educational interpreting services for students with hearing loss. The project will: (a) enhance the existing bachelor's degree interpreting track in the Education of Deaf Children program at the University of North Carolina at Greensboro to reflect the recently adopted state of North Carolina requirements for employment as an educational interpreter; (b) extend coursework and practica to individuals currently employed as educational interpreters who do not hold bachelor's degrees; and (c) extend training opportunities to currently employed educational interpreters whose postsecondary preparation is in disciplines other than interpreting.

Grant/Contract #: H325K070218

Awardee: Arizona Board of Regents University of Arizona

Title: Project SCoPE: Supported Community Partnerships in Education: Preparing Highly Qualified Teachers to Educate Students with Low-Incidence Disabilities

Project Director(s): MacFarland, Stephanie; Erin, Jane

FY 2007 Amount Awarded: \$399,992

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: In Arizona, there is a critical shortage of highly qualified personnel to teach students with severe/multiple disabilities, especially in regular education settings. The primary purposes of this project are to increase the supply of highly qualified teachers for students with severe/multiple disabilities and to expand and improve the content of the existing personnel preparation program.

Grant/Contract #: H325K070221

Awardee: Trustees of Boston University

Title: Increasing Access and Opportunities in Preparing Personnel in the Education of the Deaf

Project Director(s): Hoffmeister, Robert; Kuntze, Marlon

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 9/1/2007

Purpose: The purpose of this project is to provide tuition support to 12 graduate students at \$10,000 per student, representing 60 percent of the total project directed toward student support, leading to a master's degree in Deaf Education. Specifically, the project will further: (a) improve the program by inviting instructors in the New England area to teach selected program courses; (b) enhance the opportunities for students to enroll in the prerequisite coursework; (c) enhance the opportunities for students to enroll in selected core coursework; and (d) enhance the

instruction of American Sign Language as a second language and thereby contribute to an increase in enrollment in the Education of the Deaf graduate program.

Grant/Contract #: H325K070222

Awardee: Touro University

Title: Training Teachers to Provide Quality Transition and Employment Services for Youths with Low-Incidence Disabilities (LID)

Project Director(s): Storey, Keith

FY 2007 Amount Awarded: \$190,462

Beginning Date: 10/1/2007

Ending Date: 9/30/2011

Purpose: The purpose of this project is to prepare personnel in the San Francisco Bay Area (and state of California) to provide transition and employment services to youths with LID, many of whom come from diverse ethnic, cultural, or racial backgrounds. Students will be allowed to: (a) earn a specialist's certificate in Transition and Employment by completing a nine-credit-hour basic core sequence of competency-based coursework and practica; and (b) earn both a master's degree and/or teaching credential along with a specialist certificate in Transition and Employment by completing a competency-based coursework and practica sequence to gain the advanced expertise needed to provide quality transition and employment services for youths with LID and to function as a change agent within a school system.

Grant/Contract #: H325K070223

Awardee: Arizona Board of Regents University of Arizona

Title: Educational Interpreter Emphasis

Project Director(s): Volk, Cindy

FY 2007 Amount Awarded: \$399,988

Beginning Date: 10/1/2007

Ending Date: 9/30/2011

Purpose: This project will provide professional preparation at the baccalaureate level for high-quality education interpreters for children who are deaf and hard of hearing in PK-12 rural and urban settings.

Grant/Contract #: H325K070224

Awardee: Kent State University

Title: Preparation for Transition and Secondary Teachers of Students with Low-Incidence Disabilities (LID)

Project Director(s): Flexer, Robert; McMahan, Rachel

FY 2007 Amount Awarded: \$399,995

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: According to the *26th Annual Report to Congress on the Implementation of IDEA*, transition-aged students with LID comprise three of the fastest growing disability categories (autism, traumatic brain injury, and other health impairments) and two of the fastest growing age categories (ages 12-17 and 18-21). This dramatic growth will require substantial increases in the number of transition teachers able to address the needs of a population that continues to lack access to vocational services, postsecondary education, and transition services. This project will addresses the current need by providing an 18-semester credit-hour transition-endorsement

program to 54 graduate students in high school transition positions serving students with LID in rural and urban areas.

Grant/Contract #: H325K070233

Awardee: University of Hawaii

Title: Project Manawa Kupono (Opportunity): Preparing Educators to Improve Outcomes for Students with Autism

Project Director(s): Wells, Jenny; Noonan, Mary Jo

FY 2007 Amount Awarded: \$199,763

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to add a new autism emphasis to the severe disabilities track of the established Master's of Education in Special Education at the University of Hawaii at Manoa. The primary goals are to: (a) prepare special educators who are trained to improve education outcomes and quality of life for students with Autism Spectrum Disorders (ASD) and to support students with ASD in inclusive environments; (b) establish an autism/ASD emphasis in the Master's of Education, low-incidence teacher training program and recruit for application to the program candidates from underrepresented groups and with disabilities to serve culturally and linguistically diverse students with autism in Hawaii; (c) collaborate with school and community partners and prepare highly qualified educators in evidence-based knowledge, skills, and professional dispositions through a coordinated program of coursework and field experiences each semester to meet the multifaceted needs of students with autism and their families; and (d) retain project scholars in this high-quality training program through financial support and faculty mentoring.

Grant/Contract #: H325K070234

Awardee: University of Massachusetts Boston

Title: Six-State Higher Education Collaborative to Prepare Highly Qualified Teachers of Students with Visual Impairments Through Distance Education

Project Director(s): Bozeman, Laura Ann

FY 2007 Amount Awarded: \$200,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This project continues a collaborative program for preparing highly qualified state-licensed teachers of students with visual impairments through a distance education model of accredited Web-based curriculum, enhanced by state-funded and locally coordinated field experiences. Project partners include the New England state departments of education and the Perkins School for the Blind. Initial project funding served to establish the Northeast Regional Center for Vision Education as an administrative support for the project and led to the integration of the University of Massachusetts Boston's academic resources with professional community resources and the graduate curriculum.

Grant/Contract #: H325K070242

Awardee: George Washington University

Title: Education and Service Coordination for Students with Brain Injury: A New Master's Degree and Mentorship Program

Project Director(s): Ruoff, Janis

FY 2007 Amount Awarded: \$199,954

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to prepare 23 highly qualified teachers for initial licensure in special education with skills in service coordination (case management) and unique training to address the needs of students with traumatic brain injury and their families through an updated, validated, and nationally recognized curriculum, specialized internships in service coordination, and a new peer mentorship program for first year graduates.

Grant/Contract #: H325K070248

Awardee: Arizona Board of Regents for Northern Arizona University

Title: PBS-CARES (Positive Behavior Support-Collaboration, Affiliation, Resources, Education, and Support)

Project Director(s): Carroll, Richard

FY 2007 Amount Awarded: \$200,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to increase the number of certified and qualified special educators teaching students with low-incidence disabilities (LID) (moderate to severe) and behavior challenges in Arizona. The project will focus on its goal with two major objectives in mind: (a) increasing the number of certified special education teachers entering the field prepared to serve students with LID and challenging behavior; and (b) increasing retention rates among certified special education teachers prepared to serve students with LID and challenging behavior.

Grant/Contract #: H325K070302

Awardee: Alfred University

Title: Training School Psychologists to Implement Response to Intervention (RTI) in Schools

Project Director(s): O'Connell, Lynn

FY 2007 Amount Awarded: \$135,882

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: This grant will support the training of 12 specialist-level (Master of Arts/Certificate of Advanced Studies) school psychologists to be facilitators of RTI processes in schools.

Grant/Contract #: H325K070303

Awardee: Lehigh University

Title: Training School Psychologists as Specialists in the Inclusion of Students with Autism

Project Director(s): Cole, Christine

FY 2007 Amount Awarded: \$199,065

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to increase the number of well-trained school psychologists who have expertise in facilitating inclusion for students with Autism Spectrum Disorders. The project features a comprehensive preservice training program to provide didactic and experiential activities that will enable trainees to display competence in best practice functional assessment, intervention, and inclusion activities.

Grant/Contract #: H325K070305

Awardee: University of New Hampshire

Title: Training Speech-Language Personnel to Provide High-Quality Related Services in Augmentative and Alternative Communication (AAC) to Infants, Toddlers, Children, and Youths with Disabilities

Project Director(s): Sonnenmeier, Rae

FY 2007 Amount Awarded: \$400,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The project will prepare 40+ master's-level speech and language personnel to provide high-quality AAC services to children and youths with disabilities.

Grant/Contract #: H325K070307

Awardee: University of Cincinnati

Title: Enhancing Cultural Competence of Speech-Language Pathologists (SLPs) Through Preparation of Authentic Assessment

Project Director(s): Prendeville, Jo-Anne; Sotto, Carney

FY 2007 Amount Awarded: \$196,417

Beginning Date: 10/1/2006

Ending Date: 9/30/2010

Purpose: The purpose of this project is to increase the number and quality of SLPs trained to meet the speech, language, and hearing needs of children from culturally and linguistically diverse backgrounds and increase their academic achievement and functional performance. The program will: (a) develop a replicable curriculum to infuse authentic assessment, cultural competence, and family-centered practice into all program activities; (b) recruit for application to the program scholars for the Authentic Assessment Team through graduation and employment in areas of need; (c) provide a carefully structured program for scholars including training, field experiences, observation, and mentored placements in diverse schools in southwestern Ohio under the supervision of licensed SLPs, program staff, and mentors; and (d) widely disseminate program results and products.

Grant/Contract #: H325K070312

Awardee: University of Hawaii

Title: Adapted Physical Education Training of U.S. Pacific Islanders Using a Teacher-Consultant Model (Project APERT)

Project Director(s): Murata, Nathan

FY 2007 Amount Awarded: \$183,361

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This teacher/consultant model training program will increase the number of highly qualified personnel providing regular and adapted physical education services to PK-12 pupils with high- and low-incidence disabilities in American Samoa, Guam, Palau, and the rural areas of Hawaii.

Grant/Contract #: H325K070313

Awardee: Vanderbilt University Medical Center

Title: Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss

Project Director(s): Bess, Fred

FY 2007 Amount Awarded: \$400,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This project represents a personnel preparation program in early childhood audiology with a special focus on children 0 to 3 years of age and their families. Emphasis will be placed on children with multiple disabilities, their families, early intervention (including amplification), family dynamics, and a multidisciplinary/interdisciplinary approach to the management of very young children with hearing loss.

Grant/Contract #: H325K070314

Awardee: University of Oregon

Title: Teaching Early Advanced Master's Specialists (TEAMS)

Project Director(s): Squires, Jane; Roberts, Kathleen

FY 2007 Amount Awarded: \$194,798

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: Project TEAMS will train speech-language pathologists to work with young children from birth to age 6 with communication, reading, and associated behavior delays and disabilities.

Grant/Contract #: H325K070316

Awardee: Michigan State University

Title: School Psychologists with Accommodation and Remediation Knowledge to Promote Literacy Everywhere (Project SPARKLE)

Project Director(s): Bolt, Sara; Carlson, Jean; Baker, Jean; Oka, Evelyn

FY 2007 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to recruit and train 30 Ed.D.-level school psychologists, in a K-12 literacy remediation and accommodation specialization in order to coordinate their work with literacy initiatives in Michigan. These psychologists will use this training to promote literacy and learning of students with disabilities, particularly those with mild, high-incidence disabilities.

Grant/Contract #: H325K070317

Awardee: Thomas Jefferson University

Title: Preparing Occupational and Physical Therapists in Careers in Early Intervention and School-Based Practice

Project Director(s): Campbell, Philippa; Kroll, Penny

FY 2007 Amount Awarded: \$199,497

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: This project is designed to address the quantity and quality of occupational therapists (OTs) and physical therapists (PTs) available to work in early intervention and school-based settings, and who pursue therapy careers and select to work with children. A total of 12 OTs and 12 PTs will be prepared to practice in these settings by completing a three-year specialty content emphasis in conjunction with their preservice requirements.

Grant/Contract #: H325K070319

Awardee: University of Akron

Title: Training Speech-Language Pathology Specialists to Provide Quality Services to Children Who are Deaf or Hard of Hearing

Project Director(s): Wray, Denise; Flexer, Carol; Sommers, Ron

FY 2007 Amount Awarded: \$172,264

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: The purpose of this project is to provide preservice training of speech-language pathologists (SLPs) in a combined specialty-training program conducted by two major universities in Ohio. The project also aims to demonstrate to other universities who educate SLPs the possibility of modifying their two-year SLP programs to help meet the national need for highly qualified SLPs.

Grant/Contract #: H325K070321

Awardee: San Jose State University Foundation

Title: Project Arco Iris

Project Director(s): Weddington, Gloria

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The purpose of this project is to support 20 bilingual (Spanish/English) graduate students in speech-language pathology to participate in an intensive educational program that provides specialized service delivery to Spanish-speaking communicatively impaired children and youths. Two cohorts of students would receive a master's degree in speech-language pathology within a 20-month period and become highly qualified related-service personnel.

Grant/Contract #: H325K070323

Awardee: University of Utah

Title: Project Adapted Physical Education (Adapted PE)

Project Director(s): Henderson, Hester

FY 2007 Amount Awarded: \$389,766

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: Project Adapted PE is designed to significantly improve the existing master's-level Adapted PE Teacher Training Program at the University of Utah to ensure that graduates possess the competencies of a highly qualified teacher, as required by *NCLB* and *IDEA*. Trainees will be prepared to provide physical education to children and youths with mild, moderate, and severe disabilities, ages 3-22 in rural, suburban, and urban settings.

Grant/Contract #: H325K070330

Awardee: University of North Carolina at Greensboro

Title: Therapeutic Recreation and Inclusive Networks (TRAIN)

Project Director(s): Schleien, Stuart

FY 2007 Amount Awarded: \$188,827

Beginning Date: 9/1/2007

Ending Date: 8/30/2011

Purpose: The purpose of this project is to fund eight graduate- and 25 undergraduate-level students in extensive preservice and experiential training to become Certified Therapeutic Recreation Specialists with expertise in meeting the need for inclusive community recreation and physical activity for transition-age youths (ages 14 to 26) with developmental disabilities. The specific objectives are as follows: (a) student trainees will complete core therapeutic recreation curriculum requirements and be prepared for and obtain the credential of Certified Therapeutic Recreation Specialist; (b) student trainees will be trained in evidence-based therapeutic recreation services and best practices that result in improved outcomes for transition-age youths with significant disabilities in inclusive community recreation and physical activity; (c) student trainees will apply education and gain experience in the use of evidence-based therapeutic recreation services and best practices that result in improved outcomes for transition-age youths with developmental disabilities within exemplary agencies; (d) student trainees will be prepared to address the specialized needs of children, youths, and young adults with disabilities from diverse cultural backgrounds; and (e) the university's Department of Recreation, Tourism, and Hospitality Management will complete a network of exemplary agencies and practitioners across the U.S. and the coursework necessary to continue preparing students to serve transition-age youths with developmental disabilities in inclusive community recreation and physical activity settings.

Grant/Contract #: H325K070331

Awardee: Florida State University

Title: Traineeship in Interdisciplinary Early Intervention in Severe Disabilities (TIES) with a Focus on High-Poverty, Culturally, and Linguistically Diverse Populations

Project Director(s): Jackson, Carla

FY 2007 Amount Awarded: \$200,000

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: This project will prepare graduate students in speech-language pathology with specialized knowledge and skills in evidence-based practice for infants and toddlers with severe disabilities and their families from diverse cultural, linguistic, and socioeconomic backgrounds.

Grant/Contract #: H325K070332

Awardee: Board of Regents of the University of Oklahoma Health Science Center

Title: Preparation of Occupational Therapists and Physical Therapists for Service Provision in Early Intervention and Related Services

Project Director(s): Arnold, Sandra; DeGrace, Elizabeth

FY 2007 Amount Awarded: \$196,727

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: This project will increase the number of occupational therapy and physical therapy graduates who are highly qualified, through evidence-based practice and research, to provide service in the area of early intervention and related services for children with disabilities.

Grant/Contract #: H325K070409

Awardee: San Diego State University Research Foundation

Title: Project DARE: Special Education Certification in Diverse and Rural Environments

Project Director(s): Alvarado, Jose Luis

FY 2007 Amount Awarded: \$400,000

Beginning Date: 6/1/2007

Ending Date: 5/31/2011

Purpose: The focus of this project is on meeting the pressing need for fully certified special education teachers in Imperial County, California, a large, rural desert region characterized by cultural and linguistic diversity, as well as high levels of poverty.

Grant/Contract #: H325K070411

Awardee: Chestnut Hill College

Title: Highly Qualified Special Education Teachers: Highly Successful Students (HQSET: HSS)

Project Director(s): Pate, Carol

FY 2007 Amount Awarded: \$399,884

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The project intends to reduce the high number of uncertified special education teachers in the Philadelphia School District by providing a certification program that also ensures highly qualified status under *IDEA* and *NCLB*. The project will also expand the certification program to include extensive training and experience in culturally relevant teaching practices to competently assist students with disabilities, including students from limited English-language backgrounds, to meet state learning standards.

Grant/Contract #: H325K070412

Awardee: Florida International University Board of Trustees

Title: Project IMPRESS (Integrated Middle-Grade Preparation Reaching Exceptional Secondary Students)

Project Director(s): Cramer, Elizabeth; Barbetta, P.

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to produce novice special educators highly qualified to teach culturally and linguistically diverse (CLD) special education students completing curricula with grade-level equivalents of 5-9. The specific objectives include: (a) recruiting for application to the program prospective novice secondary school special education teachers including those from typically underrepresented groups (e.g., CLD, individuals with disabilities); (b) preparing 54 special educators who are highly qualified to teach specific secondary school content areas to CLD learners at the middle-grades level; (c) ensuring each program participant's successful completion of a master's degree in special education and supporting the retention of graduates as content-area special educators; (d) evaluating the program itself; and (e) disseminating findings and information about the programs and coursework nationwide.

Grant/Contract #: H325K070416

Awardee: National University

Title: Paraeducator to Special Educator Pipeline (PSEP)

Project Director(s): Johnston, Gloria; Kutaka-Kennedy, Joy

FY 2007 Amount Awarded: \$195,355

Beginning Date: 1/1/2007

Ending Date: 12/31/2011

Purpose: This program will increase the number of highly qualified special educators by recruiting local paraeducators to earn their bachelor's degrees and university internship credentials and supporting them in their efforts. Hence, this project will: (a) recruit highly qualified paraeducators to earn their bachelor's degrees and university internship credentials; (b) provide financial support while scholars complete their studies; (c) offer scholars academic mentoring and support; (d) conduct a comprehensive evaluation of project activities and scholar performance; and (e) disseminate information on project model, implementation, evaluation, and outcomes.

Grant/Contract #: H325K070418

Awardee: California State University, Fresno Foundation

Title: Culturally Competent Practice in School Psychology: Preparation of Personnel in Minority Institutions

Project Director(s): Wilson, Marilyn

FY 2007 Amount Awarded: \$175,461

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to improve preservice training of school psychologists to serve children from culturally and linguistically diverse backgrounds. The project will have a dual focus: to enhance recruitment, retention, and the continued empowerment of students from underrepresented groups and to prepare all students in the school psychology training program to utilize data-based problem solving and responsiveness to intervention with at-risk learners. The aim is to produce practitioners who have cutting-edge knowledge of problem-solving interventions, skills in behavioral and systems consultation, and expertise in working with multilingual, ethnically diverse children.

Grant/Contract #: H325K070423

Awardee: Research Foundation of CUNY on Behalf of Medgar Evers College

Title: Preparing a New Cadre of Special Educators (PANCOSE)

Project Director(s): Paul, Sheilah

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: The purpose of this project is to provide partial scholarships to prepare candidates in the pre-professional and professional levels of study leading up to the dual-certificate baccalaureate (BA) degree in either Early Childhood Education and Special Education (Birth-Grade Two) or Childhood Education and Special Education (K-6). Specifically the project will: (a) recruit, prepare, and graduate 80 certified special education teachers to address New York City's shortage of highly qualified teachers; (b) increase the retention of education majors in the dual-certificate BA degree programs; and (c) improve candidates' expertise in critical content areas (i.e., mathematics, language arts, and science) to improve education outcomes and meet the mandates of *NCLB* for children with disabilities in minority over-represented, urban schools in central Brooklyn.

Grant/Contract #: H325K070428

Awardee: Dominican University of California, School of Education

Title: Project SAGE: A Dual Certification Model of Professional Preparation for Special Education Teachers

Project Director(s): Webster, Rande

FY 2007 Amount Awarded: \$400,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: Project SAGE is designed to address the critical need for highly qualified teachers in high-incidence special education classrooms. The project will train special education teachers in a multidisciplinary, dual-certification program with field-based experiences in both special education and regular education settings.

Grant/Contract #: H325K070431

Awardee: University of the District of Columbia

Title: Training School-Based Speech-Language Pathologists (SLPs)

Project Director(s): Wiggins, M. Eugene

FY 2007 Amount Awarded: \$197,582

Beginning Date: 1/31/2007

Ending Date: 1/30/2011

Purpose: The purpose of this project is to: (a) provide specialized training to 16 graduate students that will allow them to provide competent screening, assessment, and treatment services to children and adolescents who attend public school in the District of Columbia, and who have communicative disabilities, and their families; (b) increase the number of SLPs professionals in the District of Columbia Public Schools who will provide service to the target population; and (c) address the shortage of SLPs and the adverse effect such shortages have on the community.

Grant/Contract #: H325K070440

Awardee: North Carolina Central University

Title: Expanding the Re-ED Model: Preparing Teacher-Counselors for Tier III Students from Diverse Communities

Project Director(s): Bacon, Ellen

FY 2007 Amount Awarded: \$199,787

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: This project will prepare highly qualified teachers to use the Re-ED ecological model to serve Tier III students with emotional disturbance from diverse communities. The specific goals are to: (a) prepare teacher-counselors to implement evidence-based practices of the Re-ED model for Tier III students; (b) prepare teacher-counselors to use the strength-based, ecological model in collaborating and communicating with families from and community services for diverse and low-literacy populations; (c) increase the number of highly qualified exceptional education teachers; and (d) collaborate with the Re-ED program in the community and the public schools in preparing teachers and support personnel for Tier III students.

Grant/Contract #: H325K070448

Awardee: St. John's University

Title: Project Upgrade: Preparing Teachers to Work with Culturally and Linguistically Different Exceptional (CLDE) Children

Project Director(s): Gregory, James

FY 2007 Amount Awarded: \$175,504

Beginning Date: 10/1/2007

Ending Date: 12/31/2010

Purpose: The purpose of this project is to prepare special education teachers with bilingual education or TESOL (Teacher(s) of English to Speakers of Other Languages) training and thereby address the shortage of qualified special education teachers with ancillary bilingual education or TESOL training. These educators will then be qualified to work with CLDE children in the schools of New York City.

Grant/Contract #: H325K070450

Awardee: The University of Alabama at Birmingham

Title: Project ESEPP: Evidence-Based Special Education Preparation Program

Project Director(s): Goldman, Renitta

FY 2007 Amount Awarded: \$200,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: Project ESEPP will alleviate personnel shortages of special educators to meet the needs of K-6 students with mild/moderate disabilities in inclusive settings. The project will train 35 certified regular educators to receive a master's degree in special education.

Grant/Contract #: H325K070451

Awardee: Chicago State University (CSU)

Title: Training Occupational Therapists to Practice in Schools (TOPS)

Project Director(s): Balogun, Joseph

FY 2007 Amount Awarded: \$199,934

Beginning Date: 1/1/2007

Ending Date: 12/31/2011

Purpose: The purpose of this project is to increase the number of registered and licensed occupational therapists (OTs) to meet the needs of children with low-incidence disabilities. The project will: (a) recruit and enroll 65 qualified students into the Master of Occupational Therapy (MOT) program at CSU; (b) recruit, financially support, and train 18 MOT students to participate in a value-added instructional curriculum above the requirements for entry-level professional practice; (c) develop and implement a value-added curriculum for selected OT students with a focus on a school-based practice; and (d) provide specialized fieldwork experience in the school system for 18 selected students.

Grant/Contract #: H325K070454

Awardee: Regents of the University of California (UC)

Title: Preparing Teachers of Students with Severe Disabilities at UC Santa Barbara, a Minority Institution

Project Director(s): Singer, George

FY 2007 Amount Awarded: \$198,773

Beginning Date: 7/1/2007

Ending Date: 6/30/2011

Purpose: The purpose of this project is to recruit, retain, and train new highly qualified and fully credentialed teachers of children and youths ages 6-21 with low-incidence severe disabilities, including children with severe intellectual disabilities.

Grant/Contract #: H325K070458

Awardee: Santa Clara University

Title: Preparing Special Educators to be Leaders in the Implementation of Effective Techniques for Supporting Children and Youths with Autism Spectrum Disorders (ASD)

Project Director(s): Cook, Ruth

FY 2007 Amount Awarded: \$195,504

Beginning Date: 9/16/2007

Ending Date: 9/15/2011

Purpose: The purpose of this program is to meet the needs in special education personnel development by training a diverse population of students to become highly qualified educators capable of meeting the needs of a wide variety of children with mild/moderate disabilities (K-12), including children with ASD.

Grant/Contract #: H325K070460

Awardee: University of South Florida

Title: Project PRECISE (Preparation of Regular Educators for Certification in Special Education)

Project Director(s): McHatton, Patricia

FY 2007 Amount Awarded: \$199,123

Beginning Date: 1/1/2007

Ending Date: 12/31/2010

Purpose: Project PRECISE is designed to train 50 secondary school regular education teachers and prepare them to attain certifications in secondary education and special education, the master's degree in special education, and designation as highly qualified.

Grant/Contract #: H325Q070002

Awardee: University of Florida

Title: National Center to Inform Policy and Practice in Special Education Professional Development

Project Director(s): Brownell, Mary; Sindelar, Paul

FY 2007 Amount Awarded: \$500,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This center will: (a) inform special education teacher preparation policy and practice by examining and recommending to institutions of higher education, state education agencies, and local education agencies the policies and practices that improve retention of beginning special education teachers; and (b) recommend implementation strategies for policies and practices that provide beginning special education and regular education teachers with the knowledge and skills to effectively support students with disabilities in different classroom settings, including collaborative practices in regular classroom settings. The project will emphasize induction and mentoring, with a particular focus on high-needs urban and rural schools.

Grant/Contract #: H325T070001

Awardee: University of Cincinnati

Title: Capturing the Future: The Cincinnati Model for Highly Qualified Teachers and Evidence-Based Intervention Services Preparation

Project Director(s): Kroeger, Stephen

FY 2007 Amount Awarded: \$88,349

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to revise the K-12 preservice special education teacher preparation program at the University of Cincinnati. Graduates will be prepared to address content knowledge, standards, and assessments; use evidence-based practices, regardless of classroom setting; and provide effective educational services to students with high-incidence disabilities.

Grant/Contract #: H325T070005

Awardee: University of Oregon

Title: Project SOLVE

Project Director(s): Chard, David

FY 2007 Amount Awarded: \$196,712

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project will review and redesign the teacher preparation program at the University of Oregon so that it reflects converging research findings on effective practices for organizing schools and delivering special education and related services.

Grant/Contract #: H325T070007

Awardee: Saginaw Valley State University (SVSU)

Title: SVSU Special Education Preservice Reform and Induction

Project Director(s): Kumar, Poonam

FY 2007 Amount Awarded: \$190,096

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project will ensure that SVSU special education graduate teachers are able to meet the highly qualified teacher requirements of *NCLB* and *IDEA* and to use evidence-based instruction across the content areas and improve the achievement of K-12 students with disabilities.

Grant/Contract #: H325T070008

Awardee: San Jose State University Foundation

Title: Restructuring Preservice Personnel Preparation for Highly Qualified Teachers (HQTs) to Serve High-Incidence Disabilities

Project Director(s): Guerin, Gilbert

FY 2007 Amount Awarded: \$100,000

Beginning Date: 8/15/2007

Ending Date: 8/14/2012

Purpose: The goal of this project is to restructure an approved preservice special education teacher preparation program in mild/moderate disabilities so that it produces HQTs sufficient in number to have an impact on the teacher shortage.

Grant/Contract #: H325T070009

Awardee: Arizona State University

Title: Arizona's Urban Professional Learning Schools Initiative: The Power of Transformative Education

Project Director(s): Mathur, Sarup; McCoy, Kathleen

FY 2007 Amount Awarded: \$199,332

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: This project will redesign Arizona State University's graduate program in special education to better prepare graduates for professional lives serving students with disabilities and support their retention in the neediest areas of Arizona. The intellectual capital of professional development schools and professional learning communities will be merged into urban professional learning schools that prepare both special educators and elementary teachers.

Grant/Contract #: H325T070013

Awardee: Indiana University (IU), School of Education at IU-Purdue University, Indianapolis (IUPUI)

Title: A Comprehensive Program Review and Revision to Better Prepare Highly Qualified, Dually Certified Regular and Special Education Teachers for K-12 Youths with High-Incidence Disabilities

Project Director(s): Rogan, Patricia; Fisher, Mary

FY 2007 Amount Awarded: \$99,742

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: This project will revamp and improve the dual-license program in the School of Education at IUPUI in order to address Indiana's need for highly qualified teachers of school-age (K-12) children with disabilities.

Grant/Contract #: H325T070015

Awardee: San Francisco State University

Title: Restructuring the Level I Credential Program to Prepare Highly Qualified Teachers (HQTs) to Teach Students with High-Incidence Disabilities in Culturally Diverse Urban Public Schools

Project Director(s): Courey, Sue; LePage, Pam

FY 2007 Amount Awarded: \$97,543

Beginning Date: 9/1/2007

Ending Date: 8/31/2012

Purpose: The purpose of this project is to restructure and redesign the Level I Credential program at San Francisco State University to more effectively prepare, supply, and retain HQTs who are ready to meet the individual needs of kindergarten through high school students with high-incidence disabilities.

Grant/Contract #: H325T070017

Awardee: Trustees of Indiana University

Title: Special Education for Indiana's Schools Today (SPEDFIST)

Project Director(s): Butera, Gretchen

FY 2007 Amount Awarded: \$198,903

Beginning Date: 9/1/2007

Ending Date: 8/31/2012

Purpose: The purpose of this project is to redesign the existing graduate-level certification and master's program in Special Education at Indiana University. A redesigned curriculum in the current master's program at Indiana University will result in highly qualified graduates capable of improving outcomes for students with high-incidence disabilities.

Grant/Contract #: H325T070021

Awardee: Florida International University

Title: Project CREATE

Project Director(s): Cramer, Elizabeth; Blanton, Linda; Valle-Riestra, Diana

FY 2007 Amount Awarded: \$199,932

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to redesign a teacher preparation program for special education teachers serving K-12 students to assure that graduates meet the highly qualified requirements of *NCLB* and *IDEA*, and gain the knowledge, skills, and dispositions needed to improve outcomes for students with high-incidence disabilities.

Grant/Contract #: H325T070022

Awardee: University of South Florida

Title: Special Education Preservice Training Improvement Grant

Project Director(s): McHatton, Patricia Alvarez; Allsopp, David

FY 2007 Amount Awarded: \$100,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to enhance the initial certification programs at the University of South Florida in special education high-incidence disabilities, one at the undergraduate and one at the graduate-level, Master of Arts in Teaching (MAT). These programs prepare teachers who meet the highly qualified requirements as defined by *NCLB* to teach students with high-incidence disabilities in K-12 schools. Specifically, the project will: (a) engage key stakeholders in planning and programming design; (b) review roles and responsibilities of special educators in the context of *NCLB*, including the identification of specialized knowledge and skills related to requirements for highly qualified teachers (HQTs); (c) review and revise the special education curriculum to address HQT requirements; (d) create structures that facilitate ongoing professional development for university faculty and school personnel related to HQT requirements; (e) implement and evaluate the revised program; and (f) submit the revised program and implementation plan to the Office of Special Education Programs for review and disseminate the program design at the state level and nationally.

Grant/Contract #: H325T070024

Awardee: University of North Carolina at Greensboro

Title: Project CREATE: Collaboration, Reflection, and Excellence—Accountable Teacher Education

Project Director(s): Kurtts, Stephanie; Miller, Sam

FY 2007 Amount Awarded: \$94,548

Beginning Date: 1/1/2008

Ending Date: 12/31/2012

Purpose: The purpose of this project is the continued development, implementation, and improvement (with evaluation) of a model licensure program for teachers of students with high-incidence disabilities. The program is designed, through enhanced and improved teacher education activities, to recruit, retain, and support a pool of highly qualified special education teachers who will receive licensure in special education: general education curriculum and general elementary education (K-6).

Grant/Contract #: H325T070027

Awardee: East Carolina University

Title: East Carolina University TIP: Training Improvement Grant

Project Director(s): Warren, Sandra Hopfengardner

FY 2007 Amount Awarded: \$99,999

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project will refine the existing special education teacher education program at East Carolina University. The program will be redesigned to prepare educators for either the initial (undergraduate or add-on license) or the initial and advanced license (MAT in special education) for students with high-incidence disabilities.

Grant/Contract #: H325T070028

Awardee: Regents of the University of Colorado

Title: Achieving Special Education Equity Through Diversity

Project Director(s): Blanchett, Wanda; Sobel, Donna

FY 2007 Amount Awarded: \$199,402

Beginning Date: 11/1/2007

Ending Date: 10/31/2012

Purpose: This project will revise and improve the special education teacher preparation program in the School of Education and Human Development at the University of Colorado at Denver and Health Sciences Center by integrating content and learning experiences that support the needs of children with high-incidence disabilities who are culturally and linguistically diverse.

Grant/Contract #: H325T070029

Awardee: University of Washington

Title: Standing on the Shoulders of Giants: Renewing the UW Special Education Program to Insure High-Quality Special Education Teachers

Project Director(s): Hudson, Roxanne; West, Elizabeth; Davis, Carol

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to renew and restructure the existing special education program at the University of Washington to better meet the need for highly qualified teachers to serve children with high-incidence disabilities in elementary, suburban, and urban settings.

Grant/Contract #: H325T070032

Awardee: Vanderbilt University

Title: Restructuring the Special Education Teacher Preparation Program at Peabody

Project Director(s): Paulson, Kimberly

FY 2007 Amount Awarded: \$200,000

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: This project will prepare highly qualified special education teachers trained in effective, empirically based instructional methods and provide them with opportunities to use those methods while being closely monitored in university field-based experiences within their first three years of teaching.

Grant/Contract #: H325T070033

Awardee: Granite State College

Title: Improving the Quality of K-12 Special Education Teacher Preparation Programs

Project Director(s): Ford, Mary

FY 2007 Amount Awarded: \$94,650

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to improve the quality of education services to students with high-incidence disabilities by improving the preparation of certification candidates in special education in the state of New Hampshire, and to assure that graduates meet the highly qualified teachers requirements.

Grant/Contract #: H325T070034

Awardee: University of Northern Iowa

Title: Iowa Exceptional Teacher Project

Project Director(s): Kohler, Frank; Staples, Amy

FY 2007 Amount Awarded: \$86,736

Beginning Date: 8/1/2007

Ending Date: 7/31/2011

Purpose: The overall goal of this project is to improve the quality of the K-12 special education program at the University of Northern Iowa to ensure that graduates are able to meet the highly qualified teachers requirements of *IDEA* and prepared to serve children with high-incidence disabilities. Specific goals include: (a) increasing the number and preparedness of novice special educators to teach students with high-incidence disabilities; and (b) supporting the induction and retention of new special educators who are responsible for children with high-incidence disabilities.

Grant/Contract #: H325T070035

Awardee: University of Texas at Austin

Title: Project RISE: Restructuring Instruction in Special Education

Project Director(s): Rieth, Herbert

FY 2007 Amount Awarded: \$198,551

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: This project will create a five-year plan to improve the quality of the High-Incidence Undergraduate Teacher Preparation program in the Department of Special Education at the University of Texas at Austin.

Grant/Contract #: H325T070036

Awardee: Portland State University

Title: Highly Qualified Special Educators Program Improvement Project (HI-Q SPED)

Project Director(s): Fullerton, Ann; Falco, Ruth

FY 2007 Amount Awarded: \$99,980

Beginning Date: 9/16/2007

Ending Date: 9/15/2012

Purpose: The goal of this project is to increase the number of graduates who meet standards for highly qualified special education teachers at both the elementary and secondary levels. Program graduates will receive the master's-level special education teaching licensure to improve outcomes for children with high-incidence disabilities.

Grant/Contract #: H325T070037

Awardee: California State University

Title: Integrated Special Education Teacher Education Program (ISTEP)

Project Director(s): Cook, Lynne; Davis, John

FY 2007 Amount Awarded: \$99,986

Beginning Date: 7/1/2007

Ending Date: 6/30/2012

Purpose: The goal of this project is to improve the quality and effectiveness of the K-12 special education teacher preparation programs at California State University, Dominguez Hills, so that graduates meet highly qualified teachers requirements and are competent to provide educational services of high-quality to students with high-incidence or mild/moderate disabilities.

Grant/Contract #: H325T070038

Awardee: University of Toledo

Title: Project EC-NET

Project Director(s): Welsch, Richard; Pindiprolu, Sekhar

FY 2007 Amount Awarded: \$100,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2012

Purpose: This project will prepare high-incidence special education teachers in the Northwest Ohio region by: (a) revising and restructuring the current K-12 special education teacher preparation program in mild/moderate disabilities; (b) recruiting and training content area specialists to provide professional development and mentoring; and (c) undertaking formative and summative evaluations of the redesigned components with emphasis on student-teacher performance and pupil learning.

Grant/Contract #: H325T070039

Awardee: Utah State University

Title: Preparing Teachers of Students with Mild/Moderate Disabilities for Content-Area Instruction Across Diverse Settings

Project Director(s): Glomb, Nancy

FY 2007 Amount Awarded: \$188,678

Beginning Date: 8/1/2007

Ending Date: 7/31/2012

Purpose: The purpose of this project is to restructure the on-campus and distance mild/moderate special education teacher training program at Utah State University to ensure that program graduates have evidence-based knowledge and skills to teach children and youths (K-12) with mild to moderate (high-incidence) disabilities, including providing instruction in core content areas. Specific goals include: (a) restructuring the mild/moderate curricula to create an integrated, hybrid, learning program emphasizing evidence-based practices, core content instruction, culturally responsive teaching, and comprehensive mentoring and support services; (b) evaluating the restructured program's efficacy; and (c) disseminating information to other personnel preparation programs in the U.S.

Grant/Contract #: H325U070001

Awardee: Claremont Graduate University

Title: Assessing Trends in Leadership Development: Special Education's Capacity to Produce a Highly Qualified Workforce

Project Director(s): Smith, Deborah

FY 2007 Amount Awarded: \$403,765

Beginning Date: 8/1/2007

Ending Date: 7/31/2010

Purpose: This project is a needs assessment to provide information and guidance to policymakers in making decisions on the best use of resources in meeting the requirements of *NCLB* and *IDEA*, especially in preparing special education teachers and faculty to meet the requirement that teachers be highly qualified. The needs assessment will provide information on universities' capacity to prepare sufficient numbers of highly qualified teachers in light of continuing questions about a shortage of faculty in special education training programs.

Grant/Contract #: H325U070002

Awardee: Michigan State University

Title: Excellence Through Collaboration: A Doctoral Preparation Planning Grant Proposal for Deaf or Hard of Hearing (D/HH) Education

Project Director(s): Antia, Shirin; Johnson, Harold

FY 2007 Amount Awarded: \$99,472

Beginning Date: 8/1/2007

Ending Date: 7/31/2008

Purpose: This project will take preparatory steps to build a collaborative infrastructure to effectively prepare leaders in the education of students who are D/HH.

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program (6 New Awards for FY 2007)

Grant/Contract #: H326B070002

Awardee: University of South Florida

Title: Technical Assistance Center on Social-Emotional Intervention for Young Children

Project Director(s): Fox, Lise; Dunlap, Glen

FY 2007 Amount Awarded: \$700,000

Beginning Date: 1/1/2008

Ending Date: 12/31/2012

Purpose: This project will identify, disseminate, and assist in the implementation of the most successful, evidence-based practices available to improve the social, emotional, and behavioral functioning of young children with or at risk of disabilities.

Grant/Contract #: H326E070004

Awardee: American Institutes for Research

Title: National Technical Assistance and Dissemination Center on Response to Intervention (RTI)

Project Director(s): McInerney, Maurice; Woodruff, Darren

FY 2007 Amount Awarded: \$2,829,978

Beginning Date: 08/1/2007

Ending Date: 07/31/2012

Purpose: This center will provide technical assistance and dissemination about proven and promising models for RTI and early intervention services to state and local educators, families, and other interested and appropriate stakeholders nationally.

Grant/Contract #: H326K070002

Awardee: University of South Florida

Title: OSEP Technical Assistance (TA) Center on Implementation and Scaling Up of Evidence-Based Practices

Project Director(s): Fixsen, Dean; Blasé, Karen

FY 2007 Amount Awarded: \$999,490

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This priority will support a National Center to Build State Capacity to Provide TA to Districts to ensure that the implementation of evidence-based practices that improve the achievement of students with disabilities is sustained and brought to scale for grades K–12.

Grant/Contract #: H326M070001

Awardee: Orelena Hawks Puckett Institute

Title: Model-Demonstration Center on Contextually Mediated Everyday Child Language Intervention Practices

Project Director(s): Dunst, Carl

FY 2007 Amount Awarded: \$400,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2011

Purpose: This project will evaluate an intervention model, assessment, and intervention procedures, and intervention materials for using everyday, informal learning opportunities to promote the communication and language skills of young children with disabilities and delays, with a focus on children with communication and language disorders and deficits.

Grant/Contract #: H326M070004

Awardee: Vanderbilt University

Title: KIDTALK TACTICS—Model Demonstration Center on Early Childhood Language Intervention

Project Director(s): Kaiser, Ann; Hancock, Terry; Woods, Juliann

FY 2007 Amount Awarded: \$399,400

Beginning Date: 1/1/2008

Ending Date: 12/31/2011

Purpose: This project will use a community-based, early-communication intervention model to address the special needs of toddlers and preschoolers with significant communication and language disorders. The model is designed to engage their parents, teachers, speech-language pathologists, and other service providers in a collaborative, sustained intervention process.

Grant/Contract #: H326M070005

Awardee: University of Kansas Center for Research, Inc.

Title: Center for Promoting Language and Literacy Readiness in Early Childhood

Project Director(s): Walker, Dale; Warren, Steve

FY 2007 Amount Awarded: \$399,877

Beginning Date: 1/1/2008

Ending Date: 12/31/2011

Purpose: This project's goal is to improve the early language learning and readiness opportunities provided to infants and young children with disabilities served in early childhood Part C and Part B programs of *IDEA*.

Technology and Media Services for Individuals with Disabilities Program (21 New Awards for FY 2007)

Grant/Contract #: H327A070023

Awardee: University of Hawaii

Title: Multimedia for Literacy in English Language Learners with Disabilities

Project Director(s): Dowrick, Peter

FY 2007 Amount Awarded: \$600,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2009

Purpose: This project will examine the development of literacy in adolescents with disabilities, based in communities with key characteristics that challenge typical approaches to the teaching and learning of reading and writing.

Grant/Contract #: H327A070031

Awardee: University of Oregon

Title: Electronic Transition Portfolio (ETP) System: Using E-Portfolios to Support Transition from School to Post-School Environments

Project Director(s): Doren, Bonnie

FY 2007 Amount Awarded: \$199,938

Beginning Date: 7/1/2007

Ending Date: 6/30/2009

Purpose: The ETP system is designed to improve high school education and post-school transition outcomes for students with disabilities. The system will provide students and teachers with an interactive technology-based tool designed to achieve three purposes: to collect a systematic body of evidence to demonstrate state standards for high school graduation; to promote self-directed learning and reflection; and to provide tools for career and transition planning.

Grant/Contract #: H327A070039

Awardee: Teach Town, Inc.

Title: TeachTown: Skill Builder—A Computer-Assisted Instruction Program for Teaching School-Age Children with Autism Spectrum Disorders (ASD)

Project Director(s): Whalen, Christina

FY 2007 Amount Awarded: \$199,272

Beginning Date: 1/1/2007

Ending Date: 12/31/2008

Purpose: This project will develop a software program "TeachTown: Skill Builder" that will teach children with ASD how to be more successful in a mainstream classroom. The tool will assist teachers, parents, and clinical providers in teaching difficult skills to children in a manner that is easily accessible, motivating, and efficient. The program will also include a self-management component where children can learn to organize their own lives, follow to-do lists, and develop classroom strategies for learning in situations that are often difficult for children with ASD. The program will use knowledge from applied behavior analysis and education to develop a scientifically based software-based system designed to increase the children's knowledge and independence. The software curriculum will be based on common target

behaviors for children with ASD in second through fifth grades (ages 6-11). In addition, software will measure each child's abilities and tailor the program to target the areas where the child needs the most help.

Grant/Contract #: H327A070047

Awardee: Oregon Health and Science University

Title: Online Communication Assessment to Improve Outcomes for Children with Severe Disabilities

Project Director(s): Rowland, Charity

FY 2007 Amount Awarded: \$400,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2009

Purpose: This project will develop, adapt, refine, and evaluate an innovative technological approach designed to provide appropriate assessment of communication skills in children with severe disabilities.

Grant/Contract #: H327A070048

Awardee: Massachusetts Department of Education

Title: Improving Writing Proficiency for Middle School Students with Disabilities Through the Use of Technology

Project Director(s): Hargrave, Susan

FY 2007 Amount Awarded: \$329,682

Beginning Date: 6/1/2007

Ending Date: 9/30/2009

Purpose: The goal of this project is to provide Massachusetts middle school students (including those with and without disabilities) and their teachers with an online tool that will help improve students' writing.

Grant/Contract #: H327A070051

Awardee: University of Kansas Center for Research, Inc.

Title: Animated Visual Supports for Social Skills (AViSSS)

Project Director(s): Smith, Sean; Knowlton, Earl; Myles, Brenda Smith; Miller, James

FY 2007 Amount Awarded: \$200,000

Beginning Date: 1/1/2007

Ending Date: 12/31/2008

Purpose: The goal of this project is to develop a virtual reality technology in the form of computer-assisted, photorealistically animated simulations to augment social skills interventions for school-age children and youths with mild to severe Autism Spectrum Disorders.

Grant/Contract #: H327A070057

Awardee: Utah State University

Title: Improving the Outcomes of Students with Cognitive and Learning Disabilities: Phase I Development for a Web Accessibility Tool

Project Director(s): Rowland, Cyndi

FY 2007 Amount Awarded: \$199,293

Beginning Date: 1/1/2007

Ending Date: 12/31/2008

Purpose: This project will: (a) develop a tool for designing educational Web-based content that improves academic performance of students with cognitive disabilities; (b) test that tool for usability and feasibility; and (c) disseminate information on project activities and outcomes. The aim is to provide content developers (faculty, publishers, and other students) with the tools they need to improve the ease with which students with cognitive and learning disabilities make use of academic Web-based content. (Phase 2, not proposed at this time, would scientifically test the use of the tool to improve outcomes for students with disabilities). The overall goal is to improve the education outcomes of students with cognitive and learning disabilities by improving their access to educational Web-based materials, typically part of the general education curricula.

Grant/Contract #: H327A070063

Awardee: University of Kansas Center for Research, Inc.

Title: Making Ecobehavioral Assessment Tools Web-Based in Support of Response to Intervention (RTI)

Project Director(s): Utley, Cheryl

FY 2007 Amount Awarded: \$199,948

Beginning Date: 7/1/2007

Ending Date: 6/30/2009

Purpose: Federal special education policies present school districts with the opportunity to use a student's RTI as a means of making special education eligibility determinations and differentiating instructional intervention practices. Students' RTI is the focus of Ecobehavioral Assessment Tools, first developed in the 1990s and available in the software known as EBASS (Ecobehavioral Assessment Systems Software). The technology that supported the use of such classroom assessment tools, however, is now obsolete. The purpose of this project is to advance the components of existing technology in order to increase access to and usability of eco-behavioral assessment tools. The technology approach will be to combine advances in hardware (PDA computers), software (Pocket Windows), and dynamic Web pages with on-demand data processing and reporting tools available to school psychologists and special educators.

Grant/Contract #: H327A070069

Awardee: Portland State University

Title: Technology for Early Childhood Braille Literacy (TEC-BL)

Project Director(s): Bickford, James

FY 2007 Amount Awarded: \$388,773

Beginning Date: 7/1/2008

Ending Date: 6/30/2009

Purpose: To answer the question of how to make Braille literacy more accessible, this project will investigate the efficacy of the new electronic note takers and Braille displays in early literacy instruction, and their potential for facilitating early literacy for blind children.

Grant/Contract #: H327A070085

Awardee: Rochester Institute of Technology

Title: Evaluation of the Use of Tablet PCs and C-Print to Support Deaf and Hard-of-Hearing Students

Project Director(s): Stinson, Michael; Foster, Susan; Marschark, Marc; Elliot, Lisa

FY 2007 Amount Awarded: \$300,000

Beginning Date: 9/1/2007

Ending Date: 8/31/2011

Purpose: This project will evaluate two options for using tablet PCs to provide support services for deaf and hard-of-hearing students. Option 1 uses the tablet to provide real-time notetaking support; Option 2 provides graphic information along with real-time display of text. The project will: (a) determine the effectiveness of the two tablet options in supporting students; (b) monitor and evaluate the fidelity of implementation of procedures for using the two options; (c) examine additional factors that may contribute to the effectiveness of the options; and (d) provide materials and guidance for implementation.

Grant/Contract #: H327A070090

Awardee: University of Kentucky Research Foundation

Title: Supported Math Accessibility Reading Tool (SMART)

Project Director(s): Lewis, Preston; Bauder, Debra

FY 2007 Amount Awarded: \$199,997

Beginning Date: 10/1/2007

Ending Date: 9/30/2009

Purpose: This project will examine the potentially positive student outcomes of creating accessible math content by using the DAISY Math ML modular extension, an accessible math technology within the assistive technology industry. The goal is to advance the availability of advanced math content (such as algebra) beyond the elementary school level.

Grant/Contract #: H327A070094

Awardee: Utah State University

Title: Project SEED (Strategies for Early Emotional Development)

Project Director(s): Rowan, Lori

FY 2007 Amount Awarded: \$198,540

Beginning Date: 5/1/2007

Ending Date: 4/30/2009

Purpose: This project will develop an innovative technology-based approach to understanding and supporting infant mental health in order to improve the results of early intervention for children with mild to severe disabilities from birth to age 3 in rural, suburban, and urban areas. The technology-based approach will combine the use of new technology; materials, including a DVD on infant mental health; and methodologies to improve the early intervention results for children with disabilities.

Grant/Contract #: H327C070002

Awardee: CaptionMax, Inc.

Title: Television Access—2007

Project Director(s): Duckler, Max

FY 2007 Amount Awarded: \$500,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project adds video description to television programs that further the education and informational needs of students with sensory disabilities. The aim is to bridge the academic and social gap between blind and sighted children in the classroom and the world at large.

Grant/Contract #: H327C070003

Awardee: Narrative Television Network

Title: Described and Captioned Classroom-Appropriate Programming

Project Director(s): Stovall, Jim

FY 2007 Amount Awarded: \$500,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project will provide video description and captioning for children with disabilities that range from mild to severe forms of hearing or visual impairments. The aim is to increase the comprehension of children who are blind and visually impaired and improve reading scores and comprehension of children who are deaf and hard of hearing. Additionally, emotional and social outcomes for children with disabilities will be improved through inclusion and improved access. Secondary populations will also gain from this increased accessibility, including those with learning disabilities and students learning English as a second language.

Grant/Contract #: H327C070006

Awardee: Narrative Television Network

Title: Accessible Educational TV and Video Programming for Children

Project Director(s): Stovall, Jim

FY 2007 Amount Awarded: \$500,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project will develop captioned and described programming that will be distributed to schools and libraries across the country for children who are blind or deaf. The goal is to allow children (K-12) with visual or aural disabilities to engage in age-appropriate educational activities as they strive to maintain an equal education footing with their peers.

Grant/Contract #: H327C070007

Awardee: Closed Caption Latina Corp

Title: Providing Equal Access Through Closed Captions and Video Descriptions

Project Director(s): Diaz, Victoria

FY 2007 Amount Awarded: \$499,730

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The goal of this project is to assist children with sensory disabilities (deafness, hearing impairment, blindness, or low vision) by increasing their access to educational programming through the service of captioning and video description.

Grant/Contract #: H327C070009

Awardee: WGBH Educational Foundation

Title: Descriptive Video Service

Project Director(s): Miller, Ira

FY 2007 Amount Awarded: \$500,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project will create video description for television programming of high educational merit for the benefit of children who are blind or visually impaired and the millions of adults who are blind or visually impaired and who share and enjoy television viewing with their children.

Grant/Contract #: H327K070001

Awardee: Beneficent Technology, Inc.

Title: Benetech Bookshare.org for Education: Project to Provide Free Educational Materials in Accessible Formats, and Supporting Assistive Technology (AT) to Students with Print Disabilities

Project Director(s): Fruchterman, James

FY 2007 Amount Awarded: \$6,515,185

Beginning Date: 1/1/2008

Ending Date: 12/31/2012

Purpose: This project will provide free access nationally to high-quality educational materials and supporting AT to all qualified students who are visually impaired or print disabled.

Grant/Contract #: H327S070003

Awardee: CAST, Inc.

Title: Accessible Instructional Materials Consortium (AIM)

Project Director(s): Rose, David; Hitchcock, Charles

FY 2007 Amount Awarded: \$4,895,932

Beginning Date: 10/1/2007

Ending Date: 3/31/2009

Purpose: AIM is a consortium of 15 state members: Delaware, Georgia, Iowa, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, New York, Pennsylvania, Utah, Vermont, Wisconsin, and Wyoming. The three main goals of AIM are to: (a) facilitate the development or refinement of state systems for increasing the awareness and timely provision of accessible instructional materials via the National Instructional Materials Accessibility Standard/the National Instructional Materials Access Center for qualifying students and other means for non-qualifying students; (b) ensure that State systems for the identification, acquisition, and use of accessible instructional materials employ high-quality procedures and practices; and (c) produce related products and services that are scalable and made available to all students with print disabilities.

Grant/Contract #: H327S070011

Awardee: University of Guam

Title: The Pacific Consortium for Instructional Materials Accessibility Project (Pacific CIMAP)

Project Director(s): San Nicolas, Heidi; De Leon, June

FY 2007 Amount Awarded: \$1,404,068

Beginning Date: 10/1/2007

Ending Date: 3/31/2009

Purpose: The Pacific CIMAP is a consortium established to address the common and unique needs of Pacific jurisdictions in implementing a system that meets the National Instructional Materials Accessibility Standard for making print instructional materials available in accessible formats to children with disabilities who need them. The consortium is composed of the six Pacific Basin entities: American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the three Freely Associated States (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). The majority population of these U.S.-affiliated jurisdictions are Asian/Pacific Islanders who live in geographically remote and rural island communities.

Grant/Contract #: H327X070003

Awardee: Thomas Jefferson University

Title: Tots N Tech: Using Assistive Technology (AT) with Infants and Toddlers

Project Director(s): Campbell, Phillipa

FY 2007 Amount Awarded: \$435,000

Beginning Date: 7/1/2007

Ending Date: 6/30/2012

Purpose: The purpose of this project is to integrate AT into early intervention programs and services so that children's learning and participation in everyday routines and activities are enhanced.

Training and Information for Parents of Children with Disabilities Program (37 New Awards for FY 2007)

Grant/Contract #: H328C070010

Awardee: Abrazos Family Support Services

Title: Education for Parents of Children with Special Needs in the Four Corners

Project Director(s): Trancosa, Jeanette

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide parent training and information to parents living in the Four Corners region of New Mexico whose children have disabilities, including low-income parents, parents of limited English proficient children, and parents with their own disabilities. The goal is to empower these parents with information and skills that enable them to fully participate in their child's education system at all levels, and to facilitate their child's success in school in a manner that promotes and prepares them to lead productive, independent lives to the maximum extent possible.

Grant/Contract #: H328C070012

Awardee: Family Support Network/HOPE

Title: Agenda for Children/Pyramid Parent Training

Project Director(s): Markey, Ursula; Markey, D.J.

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide family-centered information and training in special education law prepared in a culturally competent manner and designed to support the efforts of underserved families as they strive for improved educational outcomes for their children with disabilities.

Grant/Contract #: H328C070014

Awardee: Advocates for Justice and Education, Inc.

Title: Bilingual Community Parent Resource Center

Project Director(s): Jones, Yvette

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to support community-based parent training, parent support, and leadership development for non-English speaking parents of special needs children. Its specific goals are to: (a) increase the availability of no-cost parent support services and support to non-English speaking families; (b) encourage and empower non-English speaking families through training and information dissemination to become informed decision-makers on behalf of their children with special needs in the public schools; (c) improve local responsiveness to non-English speaking parents and their children in need of special supports; and (d) improve community supports, especially the comprehensive resource center and network for information on education and special education advocacy established to serve non-English speaking families.

Grant/Contract #: H328C070016

Awardee: Philadelphia HUNE, Inc.

Title: Philadelphia HUNE, Inc.

Project Director(s): Hernandez, Luz

FY 2007 Amount Awarded: \$98,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project aims to ensure that inner-city Philadelphia parents of infants, toddlers, children, and youths (0-26 years of age) who are either at risk of or have mild to severe disabilities obtain the best possible public education for their children.

Grant/Contract #: H328C070019

Awardee: Fiesta Educativa, Inc.

Title: Reaching Limited-English Speaking Families in Los Angeles

Project Director(s): Martinez, Irene

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The goal of this project is to serve families in Los Angeles with toddlers and school-age children with disabilities by providing outreach and support programs to: (a) meet the educational training and information needs of parents; (b) assist parents in understanding and appropriately using their procedural safeguards at school; and (c) increase their ability to understand their children's individual needs and effectively participate in their individualized education programs.

Grant/Contract #: H328C070024

Awardee: F.I.R.S.T.

Title: Community Parent Resource Center Focusing on Rural and Latino Families in Buncombe and Surrounding Counties

Project Director(s): Price-Ferrell, Janet

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to train and educate underserved rural families in Buncombe and surrounding counties of North Carolina. The overall goal is to educate families, build collaborations, and improve educational access with a focus on serving the underserved, especially rural families who rarely trust people they do not know, families facing language barriers, and families who have inadequate written information available to them.

Grant/Contract #: H328C070028

Awardee: Family Information Network on Disabilities of Louisville, Inc.

Title: Family Information Network on Disabilities (FIND) of Louisville, Inc.

Project Director(s): Duverge, Sandra

FY 2007 Amount Awarded: \$99,997

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide information, support, and training that assists parents and family members of children with disabilities to understand the state and federal laws pertaining to the education of exceptional children, and supports parents and family members in advocating for educational services for their children within the public school system. Overall, the project has four broad goals: (a) to enhance knowledge and skills of parents of children with the full range of disabilities, ages 0 through 26; (b) to enhance knowledge and skills of students with disabilities; (c) to build one-on-one parent relationships and support community networking of parents for ongoing support and advocacy; and (d) to build on the capacity of existing organizations and agencies to address issues of disability in their work with families.

Grant/Contract #: H328C070029

Awardee: Parent to Parent of Miami, Inc.

Title: Parent to Parent of Miami, Inc.

Project Director(s): Garcia, Isabel

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: This project will empower and support a network of parents of children, youths, and adults with disabilities with the knowledge and resources they need to help unlock the potential of their children.

Grant/Contract #: H328C070030

Awardee: Urban PRIDE

Title: Advancing Cultural Competence to engage and Support Students and Families with Disabilities (ACCESS for Families and Youths with Disabilities)

Project Director(s): Spinkston, Charlotte

FY 2007 Amount Awarded: \$100,000

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to serve parents of infants, toddlers, children, and adults with disabilities (ages 22 to 26) who reside in the Empowerment Zone and the inner city neighborhoods of Roxbury, North Dorchester, and Mattapan, Mass. Specific goals include: (a) providing education and training to parents of children, youth, and young adults with disabilities; (b) establishing collaborative relationships with community and neighborhood agencies; and (c) providing them with support and capacity building.

Grant/Contract #: H328C070032

Awardee: The Mentor Parent Program, Inc.

Title: The Mentor Parent Program

Project Director(s): Walker, Gail

FY 2007 Amount Awarded: \$99,997

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to serve parents and families who have children and young adults with developmental disabilities ages birth through 26, through special education information, training and support for traditionally underserved, geographically isolated rural families of children with disabilities in the Appalachian region of Pennsylvania. Specifically, the

project will: (a) provide information and training to parents of children with disabilities so that they better understand their children's education, developmental, and transitional needs, enabling them to participate more fully and effectively with professionals in meeting those needs; (b) to provide training to parents of children with disabilities who will, in turn, act as mentor parents in the delivery of services for this program; and (c) provide in-service training and/or information to educators and service providers about the needs and rights of parents of children with disabilities.

Grant/Contract #: H328M070001

Awardee: Families Together, Inc.

Title: Families Together, Inc.

Project Director(s): Zienkewicz, Constance

FY 2007 Amount Awarded: \$413,449

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to ensure that families understand the special education process. The aim is to provide opportunities for parents to gain support and knowledge concerning disabilities, legal rights, resources, communication strategies, education, life-long planning, and other information through workshops, conferences, and individual parent assistance. The project also will train parents as *parent trainers* throughout Kansas.

Grant/Contract #: H328M070002

Awardee: Family Resource Center on Disabilities

Title: The Parent to Parent Training Project—Region 1

Project Director(s): Des Jardins, Charlotte

FY 2007 Amount Awarded: \$548,612

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide information, training, and assistance to parents, consumers, and professionals, in collaboration with seven collaborating parent organizations. Thus the project will provide information dissemination; referrals and linkages; training seminars on special education rights and *NCLB*; and individualized assistance.

Grant/Contract #: H328M070005

Awardee: Family Matters Parent Training and Information

Title: Family Matters—Region 2

Project Director(s): Einhorn, Debbie

FY 2007 Amount Awarded: \$281,878

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide workshops, conferences, and trainings throughout the 94 county regions of Illinois to educate participants about special education and early intervention.

Grant/Contract #: H328M070006

Awardee: Family Network on Disabilities of Florida, Inc.

Title: Family Network on Disabilities—Region 3

Project Director(s): Hawke, Wilbur

FY 2007 Amount Awarded: \$190,150

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide training, information, and support to parents of children with disabilities ages birth through 26 and to young adults who are self-advocates. The project aims to serve families, particularly those in underserved groups, utilizing an existing network of trainers and volunteers.

Grant/Contract #: H328M070007

Awardee: Statewide Parent Advocacy Network of New Jersey

Title: SPAN: Statewide Parent Advocacy Network

Project Director(s): Autin, Diane

FY 2007 Amount Awarded: \$454,176

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The goals of this project are to: (a) promote informed, effective family participation in the education of children with disabilities, through information, training, technical assistance (TA), and support tailored to meet the unique and diverse needs of families of children with disabilities; and (b) promote collaborations and family-friendly service delivery among agencies and organizations that support children with disabilities and their families, through training, information, and TA to professionals and child and family-serving agencies.

Grant/Contract #: H328M070008

Awardee: Parents Reaching Out to Help

Title: Parents Reaching Out to Help

Project Director(s): Fuller, Larry

FY 2007 Amount Awarded: \$277,918

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to help parents and families of children with disabilities, including low-income parents, parents of limited English proficient children, and parents with disabilities. The project will help these parents and families obtain the training and information they need to enable them to participate effectively in helping their children with disabilities to: (a) meet developmental, functional, and challenging academic achievement goals; and (b) be prepared to lead productive, independent adult lives, to the maximum extent possible. The project will work in collaboration with a wide variety of state of New Mexico departments, institutions of higher education, local education agencies, school districts, and parent groups, to help children with disabilities and their families.

Grant/Contract #: H328M070009

Awardee: Alabama Parent Education Center

Title: Alabama Parent Education Center

Project Director(s): Winter, Jeana

FY 2007 Amount Awarded: \$273,570

Beginning Date: 10/1/2007

Ending Date: 9/30/2011

Purpose: The purpose of this project is to facilitate better education outcomes for youths with disabilities (ages birth through 26) in all rural, suburban, and urban areas of Alabama, regardless of the type or severity of their disabilities.

Grant/Contract #: H328M070010

Awardee: Parents, Let's Unite for Kids

Title: Parents, Let's Unite for Kids

Project Director(s): Holt, Roger

FY 2007 Amount Awarded: \$227,965

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide parents of children with disabilities with information about provisions of *IDEA* that will help them participate more effectively in the early intervention services, education, and transition services provided to their children.

Grant/Contract #: H328M070011

Awardee: Parents Helping Parents, Inc.

Title: Parents Helping Parents, Inc.—Region 4

Project Director(s): Peterson, Mary Ellen

FY 2007 Amount Awarded: \$462,011

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide parents of children with the full range of disabilities, ages birth through 26, with the training, information, and resources that will enable them to effectively participate in: (a) helping their children with disabilities meet developmental, functional, and academic goals, and lead productive, independent lives to the extent possible; and (b) planning and decision-making related to their children's education services (including early intervention and transition services).

Grant/Contract #: H328M070012

Awardee: Ohio Coalition for the Education of Children with Disabilities

Title: Ohio Coalition for the Education of Children with Disabilities (OCECD)—Region 1

Project Director(s): Derugen, Lee Ann

FY 2007 Amount Awarded: \$220,569

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project will provide training and information services for parents and families of infants, toddlers, children, and young adults with disabilities; inform professionals who serve them; and promote awareness of disability issues to the general public. It is designed to address the Southwestern region of the state, designated as Region 1 and encompassing 23 counties.

Grant/Contract #: H328M070014

Awardee: Ohio Coalition for the Education of Children with Disabilities

Title: Ohio Coalition for the Education of Children with Disabilities (OCECD)—Region 2

Project Director(s): Burley, Margaret

FY 2007 Amount Awarded: \$427,224

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: This project will provide parent training and information services for parents and families of infants, toddlers, children, and young adults with disabilities; inform professionals who serve them; and promote awareness of disability issues to the general public. It is designed to address the majority of the state, designated as Region 2 and encompassing 65 counties.

Grant/Contract #: H328M070015

Awardee: Team of Advocates for Special Kids (TASK)

Title: TASK Parent Training and Information Center Project—Region 1

Project Director(s): Anchondo, Marta

FY 2007 Amount Awarded: \$633,165

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to improve services for individuals ages birth through 26, with the full range of disabilities, by helping their families and professionals who serve them improve their understanding of *IDEA*, Parts B and C, including assistive technology solutions. Further, the project aims to address the documented need for continued and increased parent participation in the special education process in Los Angeles, Ventura, Santa Barbara, and San Luis Obispo counties, including outreach to underserved populations, such as Spanish-speaking and other limited-English proficient, African-American, Native American, Asian, low-income, and military families, as well as families in which parents have disabilities. The project also will explore new outreach methods and distance learning to help increase parent participation in the education process in underserved communities.

Grant/Contract #: H328M070016

Awardee: Citizens Alliance to Uphold Special Education

Title: Citizens Alliance to Uphold Special Education: CAUSE Tri-County Partnership—Region 1

Project Director(s): Hilvers, Debra

FY 2007 Amount Awarded: \$239,170

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The project will serve parents, professionals, and community members to improve the delivery of special education services to students with disabilities, ages birth through 26, with the full range of disabilities in Wayne, Oakland, and Macomb counties, in collaboration with the statewide parent training center, CAUSE.

Grant/Contract #: H328M070017

Awardee: Parents Reaching Out to Parents (PRO-Parents)

Title: Parents Reaching Out to Parents of South Carolina, Inc.

Project Director(s): Eaddy, Mary S.

FY 2007 Amount Awarded: \$287,179

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: PRO-Parents is a statewide parent training and information center committed to enhancing the ability of families to assist children and young adults with disabilities in obtaining services and capitalizing on opportunities that will help them succeed as adults.

Grant/Contract #: H328M070018

Awardee: Rowell Family Empowerment of Northern California

Title: Rowell Family Empowerment: Parent Training and Information Center—Region 5

Project Director(s): Lowrance, Kathleen

FY 2007 Amount Awarded: \$176,732

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide parent training and information to families of children with disabilities, ages birth through 26. Project staff works collaboratively with professionals towards the goal of enhancing the developmental and education experience of children with disabilities, assisting them as they become productive, independent adult lives and respected, valued members of their communities.

Grant/Contract #: H328M070019

Awardee: Citizens Alliance to Uphold Special Education (CAUSE)

Title: Citizens Alliance to Uphold Special Education: CAUSE Tri-County Partnership—Region 2

Project Director(s): Suurmeyer, Mary

FY 2007 Amount Awarded: \$403,970

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to enable all students to maximize their options in the world community. Specifically, the project works towards: (a) increasing the number of parents and others who have current, accurate, and relevant information about special education laws, that will help families resolve conflicts and increase quality services for their children; (b) providing training to parents of children with disabilities about parental rights and responsibilities under *IDEA* and *NCLB*; (c) developing and implementing outreach to typically underserved parents of children with disabilities; (d) continuing and expanding a parent training program and implementing a parent mentoring program; and (e) using local, regional, and statewide media to promote greater awareness among the general public about the need for services for children with disabilities and to inform parents of children with unidentified disabilities about the availability of services and their rights.

Grant/Contract #: H328M070020

Awardee: Team of Advocates for Special Kids (TASK)

Title: TASK Parent and Information Center Project—Region 2

Project Director(s): Smith, Brenda; Anchondo, Marta

FY 2007 Amount Awarded: \$519,072

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide information, training, referral, and resources to parents of children with disabilities, including low-income parents, parents of limited-English proficient children, and parents with disabilities, and professionals. The project aims to address the documented need for continued and increased parent participation in the special education process, including outreach to underserved populations, such as Spanish-speaking and other limited-English proficient, African-American, Native American, Asian, low-income, and military families, as well as families in which parents have disabilities. The project also will

explore new outreach methods and distance learning to help increase parent participation in the education process in underserved communities.

Grant/Contract #: H328M070021

Awardee: Arkansas Disability Coalition

Title: Arkansas Disability Coalition

Project Director(s): Stovall, Wanda

FY 2007 Amount Awarded: \$258,634

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide information to parents of children with the full range of disabilities ages birth through 26 years, including low-income parents and parents of limited-English proficient children, with the training, information, and support they need to enable them to participate effectively in helping their children with disabilities meet established goals and be prepared for independent living to the maximum extent possible. Specifically the project will: (a) identify training needs of parents of children with disabilities, as well as those of personnel working with children with disabilities; (b) disseminate information relative to parental rights, responsibilities, and protections under *IDEA*; and (c) provide support to individual families.

Grant/Contract #: H328M070022

Awardee: Partners Resource Network, Inc.

Title: PEN Project—Region 3

Project Director(s): Howell, Jon

FY 2007 Amount Awarded: \$238,015

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to help parents (especially parents who feel isolated and have few resources) and professionals work together to enable children with disabilities to achieve their potential and grow up to be productive, independent adults. Project goals will address: (a) services for parents and professionals; (b) outreach to traditionally underserved parents; and (c) administrative capacity and continuous improvement.

Grant/Contract #: H328M070023

Awardee: Partners Resource Network, Inc.

Title: PATH Project—Region 1

Project Director(s): Robertson, Alice

FY 2007 Amount Awarded: \$421,347

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to assist parents of children with disabilities to gain the knowledge, skills, and support they need to help their children achieve their potential to grow up and be productive, independent adults. Specifically, the project will provide: (a) programs, activities, and services for parents and professionals; (b) outreach and accessibility of services; and (c) capacity building and continuous improvement of the project.

Grant/Contract #: H328M070024

Awardee: Partners Resource Network, Inc.

Title: TEAM Project—Region 2

Project Director(s): Alexander, Jeanetta

FY 2007 Amount Awarded: \$421,347

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to serve Region 2 of Texas in increasing the effective involvement of parents and children with disabilities in their children's education and in school activities that benefit their children. Major objectives include: (a) establishment of the Texas Resource Center for Parent Involvement; (b) 240 workshops and presentations to parents and professionals (English and Spanish); (c) 10,000 units of information to parents, young adults, and professionals; (d) 1,800 units of technical assistance to parents; (e) an accessible Web site; (f) 10,000 quarterly newsletters in English and Spanish; (g) a DVD on procedural safeguards to 287 local education agencies, 20 ECI programs and five education service centers; (h) 7,500 printed fact sheets in English and Spanish; (i) a network of 40 parent leaders; and (j) five collaborative community events.

Grant/Contract #: H328M070027

Awardee: Exceptional Parents Unlimited, Inc.

Title: Exceptional Parents Unlimited

Project Director(s): Coulbourne, Bobbie

FY 2007 Amount Awarded: \$176,732

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide parent-to-parent support, information, training, and advocacy assistance.

Grant/Contract #: H328M070030

Awardee: Oklahoma Parents Center, Inc.

Title: Oklahoma Parent and Information Center

Project Director(s): House, Sharon

FY 2007 Amount Awarded: \$249,215

Beginning Date: 10/1/2007

Ending Date: 9/30/2010

Purpose: The purpose of this project is to improve education outcomes and services for children and youths with mild, moderate, and severe disabilities. Specifically, it will provide parent information and training services for parents and families of infants, toddlers, children, and young adults with disabilities; inform professionals who serve them; and promote awareness of disability issues to the general public. This project will provide services throughout the entire state, with six service regions identified to better serve underserved families.

Grant/Contract #: H328M060037

Awardee: Parent to Parent of Georgia, Inc.

Title: Navigation to Connections to Improve Student Outcomes (N2C)

Project Director(s): Tucker, Debra

FY 2007 Amount Awarded: \$469,482

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to improve the ability of Georgia families to access education, advocacy, and community supports so they can better learn and implement strategies to control essential resources that meet their children's needs. Specifically, the project will create opportunities for: (a) families to increase their knowledge and build their capacity through activities, such as community coaching groups for families; (b) inter-family mentorship; and (c) building parent/professional partnerships to increase capacity and involvement at a state and national level, while identifying needs and influencing policy issues that impact parents and families of individuals with disabilities.

Grant/Contract #: H328M070034

Awardee: Connecticut Parent Advocacy Center, Inc.

Title: Informed Effective Parents: Success for All Children

Project Director(s): Prescott, Nancy

FY 2007 Amount Awarded: \$276,016

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to increase the number of parents throughout the state of Connecticut who are trained to participate effectively in the education decisions for their children with disabilities and thereby help prepare their children to lead independent and productive adult lives.

Grant/Contract #: H328M070035

Awardee: Utah Parent Center

Title: Utah Parent Center

Project Director(s): Post, Helen

FY 2007 Amount Awarded: \$492,296

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide parents of children, youths, and young adults (ages birth through 26) with all disabilities with the training and information they need to: (a) participate effectively in helping their children to meet developmental and functional goals and challenging academic achievement goals that have been established for all children; and (b) in doing so, prepare their children to lead productive, independent adult lives, to the maximum extent possible.

Grant/Contract #: H328M070036

Awardee: Oregon Parent Training and Information Center

Title: Oregon Parent Training and Information Center

Project Director(s): Richards, Janice

FY 2007 Amount Awarded: \$283,548

Beginning Date: 10/1/2007

Ending Date: 9/30/2012

Purpose: The purpose of this project is to provide training and information, disseminate materials, conduct outreach, and maximize resources through interagency collaboration for parents of children with disabilities.

Studies and Evaluations

Below is basic descriptive information on each study or evaluation supported under 20 U.S.C. 9567b § 177 of Part E, the National Center for Special Education Research. Included is an abstract derived from the proposal submitted to the Department and subsequently funded with a new FY 2007 award. Additional information can be found at the National Dissemination Center for Children with Disabilities directory for “Grants and Contracts Funded by OSEP” (<http://old.nichcy.org/directories/intro.asp> [accessed Oct. 29, 2008]).

National Longitudinal Transition Study-2 (NLTS2). This study is intended to provide a national picture of the experiences and achievements of students during high school and as they transition from high school to adult life. NLTS2 involves a nationally representative sample of 11,276 students who were 13 to 16 years old and receiving special education services in December 2000, when the study began. The activities of NLTS2 are currently scheduled for completion in 2010.

Pre-Elementary Education Longitudinal Study (PEELS). This is a six-year study that examines the experiences and services of a nationally representative sample of 3,100 preschool children with disabilities receiving special education services and follows them through the early elementary school years. PEELS project activities are currently scheduled for completion in 2010.

An Evaluation of States’ Monitoring and Improvement Practices Under the Individuals with Disabilities Education Improvement Act. This project is a five-year study intended to: (a) describe the nature and extent of the various monitoring activities implemented by states for Parts B and C of IDEA; (b) assess the quality of states’ monitoring and improvement efforts; and (c) develop recommendations. The evaluation activities of this project are scheduled for completion by September 2009.

National Study on Alternate Assessments (NSAA). This project is a four-year congressionally-mandated study of alternate assessments based on alternate achievement standards. Its twofold purpose is to: (a) develop state and national profiles on the implementation of alternate assessments; and (b) conduct case studies to explore the implementation processes at state and local levels. The project is currently scheduled for completion in 2009.

Design Task for an Evaluation of the Special Education—Personnel Development to Improve Services and Results for Children with Disabilities program. The purpose of the project was 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 authorized under Part D of IDEA. The project team reviewed grantee information and key studies and obtained guidance from an expert panel to inform the design of the evaluation project. The design task was completed in spring 2007.

Evaluation of the Special Education—Personnel Development to Improve Services and Results for Children with Disabilities program. This project includes two studies, each focusing on different recipients of funding under the Special Education—Personnel Development to Improve Services and Results for Children with Disabilities program. The first study will evaluate the national centers that are funded under this program and are designed to provide a variety of national capacity-building and scientifically based products and services to a

range of audiences, including researchers, trainers, and education services providers. The national centers will be evaluated by a panel of experts who will rate the quality of products and services provided. The second study will use a regression-discontinuity design to rigorously compare special education personnel preparation programs funded through this grant program with those that applied but just missed being funded by this program. The outcomes will be program quality and the number of personnel prepared. A report on findings from both studies is scheduled to be released in fall 2011.

Design of the National Assessment of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

This project informed the design of the national assessment of *IDEA* that was mandated in the 2004 reauthorization of *IDEA*. The project team convened a technical working group, reviewed and documented extant data, determined needs for new data collections, and described design options for studying the implementation and impacts of programs and services supported under *IDEA*. The findings from this project informed the design of the following two projects, which are analyzing extant data and studying program implementation, and will inform the design of future research on impact.

IDEA National Assessment Analytic Support. This three-year project is supporting the analysis of extant data to address research questions related to the national assessment of *IDEA* mentioned above. The first two studies focus on academic and developmental outcomes for children with disabilities, and the identification of children for early intervention or special education. Additional topics to be studied under this contract are early intervention and special education services, and early intervention and special education staffing. Reports on findings from these studies are scheduled to be released in fall 2008, fall 2009, and summer 2010.

IDEA National Assessment Implementation Study. This 30-month study is addressing implementation questions also related to the national assessment of *IDEA*. Information will be gathered from state agencies and local school districts on: (a) the identification of children for early intervention and special education; (b) the nature of *IDEA*-supported services, including Part C services and services designed to address significant disproportionalities in identification of children for special education; (c) the incidence of disputes between special education personnel and parents/guardians over identification of children for special education and related services; and (d) state and district efforts to ensure that services are provided by highly qualified personnel. A report on findings from this study is scheduled to be released in fall 2009.

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