

U.S. DEPARTMENT OF EDUCATION

2005 ANNUAL REPORT TO CONGRESS
ON THE *INDIVIDUALS WITH DISABILITIES*
EDUCATION ACT,
PART D

**2005 ANNUAL REPORT TO CONGRESS ON THE
*INDIVIDUALS WITH DISABILITIES EDUCATION ACT, PART D***

Prepared by:

American Institutes for Research

For:

Office of Special Education Programs

Office of Special Education and Rehabilitative Services

U.S. Department of Education

This report was produced under U.S. Department of Education Contract No. ED04CO0025 with the American Institutes for Research. Renee Bradley served as the contracting officer's technical representative. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education

Margaret Spellings

Secretary

Office of Special Education and Rehabilitative Services

John H. Hager

Assistant Secretary

Office of Special Education Programs

Alexa Posny

Director

July 2007

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Introduction

The purpose of this report is to provide an overview of national activities to improve the education of children with disabilities funded in fiscal year (FY) 2005 under the *Individuals with Disabilities Education Act (IDEA)*, Part D, Subparts 2 and 3 (P.L. 108-446). As required in §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 (National Activities) 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 provides for supports, including parent training and technology supports, to improve results for children with disabilities as authorized under Subpart 3 of *IDEA*, Part D (20 U.S.C. § 1470). A total of 647 national centers and projects were funded in FY 2005, under Subparts 2 and 3 of *IDEA*, Part D. Included in this report are an overview of the programs and corresponding awards for FY 2005, along with abstracts of the 154 projects that were funded by new awards.

¹ *IDEA of 2004*, Public Law 108-446, 108th Congress, Dec. 3, 2004. Available through <http://idea.ed.gov/explore/home> (accessed Feb. 27, 2007).

Overall Program Picture in FY 2005

Authorized Programs and Appropriations

Below are the program areas for FY 2005 activities authorized under Subparts 2 and 3 of *IDEA*, Part D. The FY 2005 appropriation for each program is indicated in parentheses.

Personnel Preparation to Improve Services and Results for Children with Disabilities (\$90,626,144). This program addresses state-identified needs for highly qualified personnel to work with children with disabilities. It ensures that those personnel have the skills and knowledge—derived from practices that have been determined through research and experience to be successful—that are needed to serve those children.

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (\$52,396,448). 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 (\$38,815,968). This program promotes the development, demonstration and utilization of technology; supports educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and provides support for captioning and video descriptions deemed appropriate for children with disabilities in the classroom setting.

Training and Information for Parents of Children with Disabilities (\$25,963,616). This program was developed to ensure that parents of children with disabilities receive appropriate training and have the necessary knowledge and information they need to help improve results for their children.

Studies and Evaluations (\$0). This program is designed to assess progress in implementing *IDEA*, including state and local efforts to provide: (1) free and appropriate public education to children with disabilities, and (2) early intervention services to infants and toddlers with disabilities. The Office of Special Education and Rehabilitative Services (OSERS) administered the program until FY 2006, when it was moved organizationally to the Department's Institute of Education Sciences, as directed by the 2004 reauthorization of *IDEA*. Prior to FY 2005, the program was funded from funds set aside under the Special Education—Grants to States program (CFDA #84.027). Funds carried over from FY 2004 supported continuations in FY 2005, and a congressionally mandated study of students assessed against alternative achievement standards, which is being conducted under a four-year contract to SRI International. (See the appendix for descriptions of individual studies.)

FY 2005 Awards by Program Area

The dollar figures in parentheses next to the titles represent the amounts awarded in FY 2005. To view the full announcements of the FY 2005 grant competitions, visit <http://www.ed.gov/news/fedregister/announce/index.html> (accessed Apr. 26, 2007).

Personnel Preparation to Improve Services and Results for Children with Disabilities— *Catalog of Federal Domestic Assistance (CFDA) # 84.325*

CFDA # 84.325D Preparation of Leadership Personnel (\$5,863,888)

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

CFDA # 84.325K Combined Priority for Personnel Preparation (\$14,582,942)

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

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

CFDA # 84.326F State and Federal Policy Forum for Program Improvement (\$449,992)

This priority supports projects to facilitate communication between OSERS/OSEP and state and local administrators of *IDEA*, and to synthesize national program information that will improve the management, administration, delivery and effectiveness of programs and services provided under *IDEA*. The cooperative agreement funded under this priority will provide OSERS/OSEP with a mechanism and resources for analyzing policies and emerging issues that are of significant national concern.

CFDA # 84.326G National TA Center on Assessment for Children (\$999,921)

This supports one cooperative agreement for a center to provide national leadership in improving results for students with disabilities by improving their participation in assessment and accountability systems. The center must accomplish this mission through a combination of research, technical assistance, dissemination, collaboration and other functions.

CFDA # 84.326J Secondary Transition TA Center (\$799,706)

This priority supports a project to increase effective transition planning and improve transition outcomes for youth with disabilities through a cooperative agreement for a TA center focusing on support of effective systems that foster integrated approaches to transition planning and services. The center must engage in a variety of leadership and TA activities regarding research-based transition strategies and supports.

CFDA # 84.326M Model Demonstration Centers on Progress Monitoring (\$1,169,174)

This priority supports three centers to develop models that incorporate scientifically based research related to progress monitoring and that: (1) use classwide progress monitoring systems for all students, preschool (age 3 and above) through grade four, in regular and special education classrooms, in order to improve data for instructional decision-making; (2) use progress monitoring for accountability in special education, for example, by measuring a child's progress on achieving Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) goals; and (3) use progress monitoring as a component of a Response to Intervention (RTI) model for identifying children with learning disabilities. These progress monitoring models must apply and test research findings in typical settings where children with disabilities receive services to determine their usefulness, effectiveness and general applicability to these typical settings.

CFDA # 84.283B Office of Elementary and Secondary Education (OESE) and Office of Special Education Programs (OSEP) Comprehensive TA Centers (\$3,000,000)

IDEA, Part D TA funds were provided to OESE for a priority to support a new federal collaboration to help states raise student achievement, especially that of students with disabilities, and reach the goals of the *No Child Left Behind Act*. OSEP contributed \$1 million to three of the five OESE content centers. These centers are national in scope and work closely with the OSEP regional centers to provide focused expertise and assistance based on deep content knowledge to states on key school improvement issues, including instruction, teacher quality and high schools.

Technology and Media Services for Individuals with Disabilities—*CFDA # 84.327*

CFDA # 84.327A Steppingstones of Technology Innovation for Students with Disabilities (\$3,726,491)

This priority supports projects to develop and refine the use of technology-based approaches to improve the educational outcomes of preschool, elementary, middle school and high school children with disabilities. Projects funded were based on early intervention and RTI assessment techniques and focused on either (1) the evaluation of the suitability and feasibility of promising technology-based interventions for implementation within the field, or (2) the field-testing and rigorous scientific analysis of a technology-based approach to improve the outcomes of children with disabilities.

CFDA # 84.327B Technology and Standards-Based Reform (\$598,616)

This priority supports research projects to determine how technology can best be used to maximize the benefits of standards-based reform for children with disabilities. Technologies may include, but are not limited to, technology-based assessments, computerized curriculum-based measurement aligned with state academic content standards, technology-based instruction aligned with state content standards, and technology-based systems for managing and analyzing information. The research must address one or more of the areas identified above in order to improve the achievement of students with disabilities as discussed in the Background section of this priority (see the grant announcement at <http://www.ed.gov/news/fedregister/announce/index.html>).

CFDA # 84.327C Television Access (\$7,048,646)

This priority supports cooperative agreements, in which the awardee describes, or describes and captions, 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 levels.

CFDA # 84.327R Research on Technology Effectiveness and Implementation (\$600,000)

This priority supports a cooperative agreement for a center to conduct a systematic program of research on the use of electronic text to advance the principles of universal design (i.e. design of products to be usable by all people to the greatest extent possible, with minimal need for additional adaptations and accommodations) related to the development of curriculum and instructional materials that are accessible to all students with disabilities, in order to improve access to and progress in the general curriculum for students with disabilities.

Earmark Technology and Media Services for
Individuals with Disabilities (\$50,000)

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

Earmark Technology and Media Services for
Individuals with Disabilities (\$11,308,800)

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

Earmark Technology and Media Services for
Individuals with Disabilities (\$1,488,000)

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

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

CFDA # 84.328C Community Parent Resource Centers (\$999,981)

This priority supports community parent training and information centers in targeted communities that will help ensure that underserved parents of children with disabilities, including low-income parents, parents of children who are English language learners, and

parents with disabilities in a community, have the training and information they need to enable them to participate effectively in helping their children with disabilities to: (1) meet established developmental goals and challenging standards that have been established for all children; and (2) prepare to lead productive adult lives, as independently as possible.

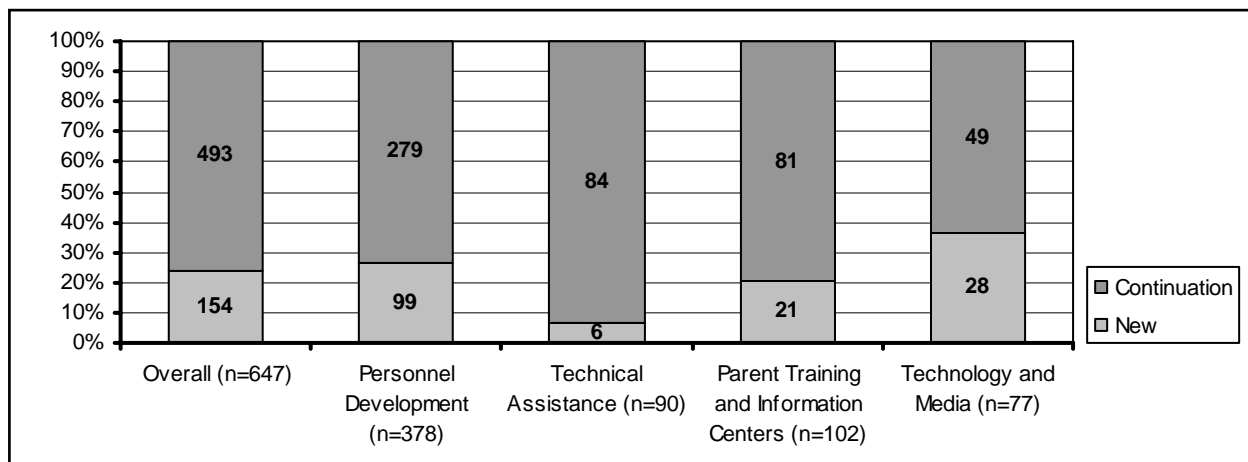
CFDA # 84.328M Parent Training and Information Centers (\$2,943,495)

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

Overall Numbers and Dollar Amounts for FY 2005 Awards

The two figures below provide information on the number of awards in FY 2005 and the dollar allocation by program area. Figure 1 depicts the total number of awards in FY 2005 and the percentages in each program area that were new versus continuation.

FIGURE 1: Number of awards, new and continuation, and percentage of each, by program: FY 2005



SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP). 2006. FY 2005 ED/OSEP budget documents. Unpublished program files.

Figure 2 depicts the total amount of money expended by program on new and continuation awards in FY 2005.

FIGURE 2: Dollar allocations for new and continuation awards, by program: FY 2005

Program	New	Continuations
Personnel Preparation	\$20,446,830	\$68,895,830
Technical Assistance and Dissemination	\$4,418,793	\$38,410,559
Parent Training and Information	\$4,060,476	\$21,654,541
Technology and Media Services	\$24,820,553	\$13,561,631

SOURCE: U.S. Department of Education (ED), Office of Special Education Programs (OSEP). 2006. FY 2005 ED/OSEP budget documents. Unpublished program files.

Project Abstracts for New FY 2005 Awards

The final section of this report includes basic information about and a brief abstract of each project funded under *IDEA*, Part D (Subparts 2 and 3) new awards made in FY 2005 by program. For a complete listing of all currently funded grants please go to <http://www.nichcy.org/directories/intro.asp> (accessed Apr. 30, 2007).

Personnel Preparation to Improve Services and Results for Children with Disabilities (99 New Awards for FY 2005)

Grant # H325D050002

Awardee: Kent State University

Title: Preparing Tomorrow's Early Childhood Intervention Leaders

Project Director(s): Pretti-Frontczak, Kristi

FY 2005 Amount Awarded: \$199,954

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

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

Grant #: H325D050012

Awardee: University of North Carolina at Charlotte

Title: UNC Charlotte's Ph.D. Program in Special Education

Project Director(s): Test, Paul

FY 2005 Amount Awarded: \$199,999

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to support the students in the UNC Charlotte Special Education doctoral program, a 59-credit program was developed that prepares all students to gain expertise as leaders, researchers, teachers and innovators in special education. A small portion of funding will support key personnel to further develop and evaluate the program, recruit diverse cohorts of students, and mentor faculty members as they teach and advise doctoral students.

Grant #: H325D050017

Awardee: Arizona State University

Title: A Dual University Interdisciplinary Program to Prepare Culturally Responsive Special Education Professors

Project Director(s): Artiles, Alfredo

FY 2005 Amount Awarded: \$400,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The goal of this project is to prepare six highly qualified professionals with a doctoral degree in special education who will (1) increase the amount and quality of interdisciplinary research on issues related to the placement and education of diverse students with learning

disabilities and emotional/behavioral disorders; (2) have expertise in quantitative and qualitative research methodologies; (3) use interdisciplinary theories about the cultural nature of human development to design and investigate assessment strategies, placement strategies and literacy instruction for culturally diverse students; and (4) be competent in personnel preparation for a diverse student population.

Grant #: H325D050020

Awardee: University of Missouri

Title: Preparing Special Education Leaders to Develop Research-Based Practices and Policies to Address Problem Behavior in Schools Through a Multi-Disciplinary Framework

Project Director(s): Lewis, Tim

FY 2005 Amount Awarded: \$196,774

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

Purpose: The purpose of this project is to prepare leadership personnel at the doctoral level who can conduct, disseminate and translate social behavior research into policy that will directly impact students, educators and families across multidisciplinary perspectives within the area of emotional/behavioral disorders.

Grant #: H325D050028

Awardee: University of Central Florida

Title: National Urban Special Education Leadership Institute: A Collaborative Model

Project Director(s): Martin, Suzanne

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to address the critical gaps between the traditional preparation of urban special education midlevel administrators and the skills, knowledge and dispositions needed for full implementation of the *IDEA of 2004*. The effort will provide leadership development, mentoring and focused networking opportunities for midlevel special education leaders in urban school districts.

Grant #: H325D050031

Awardee: University of Oklahoma

Title: Sooner Scholars: Preparing CLD Doctoral Students for Higher Education Positions with an Emphasis on Transition, Self-Determination and Applied Research

Project Director(s): Martin, James

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to recruit special education teachers for application to the program who are culturally and linguistically diverse (CLD) to address Oklahoma's severe shortage of higher education special education faculty, and to build Oklahoma's emerging transition infrastructure. Three needs will be addressed: (1) the need for faculty members to teach preservice special educators to develop and implement successful transition programs that include students who are CLD; (2) the need for faculty who can prepare special educators to develop and implement successful self-determination programs that improve the academic and

postschool outcomes of students who are CLD; and (3) the need for special education faculty members who can develop, conduct and disseminate transition and self-determination applied research with youth who are CLD. At least five Sooner Scholars will be prepared to assume roles as assistant professors.

Grant #: H325D050038

Awardee: University of San Francisco

Title: Project HELP: Preparing Higher Education Leadership Personnel for Careers in Special Education Teacher Education Research

Project Director(s): Evans, Susan

FY 2005 Amount Awarded: \$199,973

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The goals of this project are fourfold: (1) to recruit and prepare 14-16 qualified candidates from diverse backgrounds for leadership positions as teacher educators and researchers; (2) to provide candidates with instruction in research-based instructional practices, preservice teacher education pedagogy, data-based research skills and multimedia learning; (3) to prepare candidates to understand the impact of urban, multicultural influences on education and thereby develop a cadre of leaders in special education who can contribute to the research on effective practices for diverse learners; and (4) to provide the training and experiences for candidates to effectively disseminate their special education research on these issues.

Grant #: H325D050041

Awardee: University of Central Arkansas

Title: The Arkansas Consortium for Doctoral Education in Communication Sciences and Disorders

Project Director(s): Logan, Robert

FY 2005 Amount Awarded: \$199,381

Beginning Date: 1/1/2006

Ending Date: 12/31/2010

Purpose: The purpose of this project is to support 12 students through their entire program in Arkansas Consortium for Doctoral Education in Communication Sciences and Disorders.

Grant #: H325D050045

Awardee: University of North Carolina at Chapel Hill

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

Project Director(s): Crais, Elizabeth

FY 2005 Amount Awarded: \$398,592

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: This project intends to create a cadre of eight doctoral graduates to fulfill leadership roles in higher education with specific skills in generating, implementing, evaluating and disseminating evidence-based practices for young children with disabilities and their families from diverse cultural, linguistic and socioeconomic backgrounds. The project has five main objectives: (1) to recruit eight culturally and linguistically diverse students for application to the program in the field of early childhood special education and speech and hearing sciences; (2) to

offer interdisciplinary research seminars and courses focused on evidence-based practices in early childhood intervention; (3) to facilitate students' professional development through participation in interdisciplinary research projects and teaching graduate and undergraduate courses with an emphasis on evidence-based practice; (4) to facilitate students' leadership abilities by giving them skills in grant writing, professional publication and conference presentations related to evidence practice; and (5) to provide one-year postdoctoral experiences to two project graduates with a focus on research, teaching, mentorship and professional development in evidence-based practice.

Grant #: H325D050047

Awardee: Vanderbilt University Medical Center

Title: Preparation of Tomorrow's Leaders in Pediatric Audiology and Early Intervention

Project Director(s): Bess, Fred

FY 2005 Amount Awarded: \$273,615

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

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

Grant #: H325D050049

Awardee: University of Kansas Center for Research, Inc.

Title: The University of Kansas Secondary Special Education and Transition Leadership: Personnel Preparation Project

Project Director(s): Morningstar, Mary

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2005

Purpose: The goal of this project is to support doctoral training opportunities for preparing higher education faculty to provide teacher training and implement research specific to secondary special education and transition services for students with disabilities.

Grant #: H325D050052

Awardee: University of Texas at Austin

Title: Research to Practice: Leadership Preparation in Learning Disabilities

Project Director(s): Rieth, Herbert

FY 2005 Amount Awarded: \$199,819

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: Faculty in the Department of Special Education at The University of Texas at Austin (UT) have collaborated with the Texas Education Agency, the Vaughn Gross Center for Reading and Language Arts and the Austin Independent School District to develop and implement a research-to-practice leadership preparation model for doctoral students and thereby narrow the gap between research and practice. Students will participate in a program plan that includes coursework and professional experiences in five interlinking areas: school-based research, teacher preparation/professional development, technology application, diversity and system change/policy analysis.

Grant #: H325D050054

Awardee: Florida Atlantic University

Title: Project DELTA-HELPS: Preparing Doctoral Students in Diversity and Consulting with Low Performing Schools

Project Director(s): Taylor, Ronald

FY 2005 Amount Awarded: \$397,398

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: DELTA-HELPS stands for “Diversity Education in Leadership Training and Helping to Enhance Low-Performing Schools.” The main purpose of this project is to provide an innovative three-tiered doctoral level Exceptional Student Education leadership training program to a minimum of 18 participants. This program will emphasize the changing role of higher education faculty to provide direct service, such as professional development activities to the public schools, and the critical importance of cultural and linguistically diverse issues.

Grant #: H325D050056

Awardee: The Pennsylvania State University

Title: Specialization in Culture and Language Education (SCALE)

Project Director(s): DiPerna, James

FY 2005 Amount Awarded: \$199,989

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

Purpose: The goal of this project is to prepare eight doctoral-level school psychologists to provide services to at-risk English Language Learners (ELL). Graduates of the program will provide empirically supported practices to ELL students in both special and regular education, consult with teachers and parents of ELL students, and train other professionals to use best practices in service provision for ELL students and families.

Grant #: H325D050059

Awardee: University of North Carolina at Greensboro

Title: Project LEADS: Leadership Collaboration, Accountability, Diversity, Special Education

Project Director(s): Niemeyer, Judith; Bursuck, William

FY 2005 Amount Awarded: \$399,971

Beginning Date: 1/1/2006

Ending Date: 12/31/2010

Purpose: The purpose of this project is to produce doctoral-level special education leadership professionals who can generate new knowledge and prepare educators in order to address shortages of special education teachers as well as make other significant contributions to the field of special education during their careers.

Grant #: H325D050065

Awardee: University of Texas at Austin

Title: Multicultural Special Education Personnel Preparation Project

Project Director(s): Garcia, Shernaz

FY 2005 Amount Awarded: \$199,878

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to increase the number of individuals whose professional expertise and practice at the doctoral level reflect cross-cultural competence; effective communication skills with culturally and linguistically diverse (CLD) constituencies (including oral and written skills in language/dialects other than English); and the ability to develop and implement programs that are culturally and linguistically responsive. Specifically, this project aims to integrate and make major improvements to the University of Texas at Austin's existing program for "Preparation of Leadership Personnel for Careers in Special Education." The overall goal is to prepare leadership personnel who can truly function as interdisciplinary special education professionals and who have expertise in working with individuals across their lifespan in a pluralistic society.

Grant #: H325D050066

Awardee: University of Illinois at Urbana-Champaign

Title: Preparing Leaders in Access by Design (PLAD): University of Illinois' Doctoral Program Focusing on Access to the General Curriculum

Project Director(s): Renzaglia, Adelle

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of PLAD is to prepare knowledgeable, dynamic leaders in the field of special education with expertise in how to help students with disabilities access the general curriculum.

Grant #: H325D050072

Awardee: Texas A&M Research Foundation

Title: Preparation of Leadership Personnel: Doctoral Training Program in School Psychology/Special Education and the Hispanic Child with Disabilities

Project Director(s): Riccio, Cynthia; Gonzalez, Jorge

FY 2005 Amount Awarded: \$198,761

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to recruit and train doctoral-level bilingual educational leadership personnel in school psychology/special education with an emphasis on the Hispanic child with disabilities.

Grant #: H325D050087

Awardee: University of Kentucky Research Foundation

Title: Special Education Leadership Program in Distance Education Teacher Preparation

Project Director(s): Collins, Belva

FY 2005 Amount Awarded: \$199,810

Beginning Date: 11/1/2005

Ending Date: 10/31/2006

Purpose: The goal of this project is to integrate two focus options, distance education and special education teacher preparation, in the doctoral program in Special Education Rehabilitation Counseling at the University of Kentucky. Graduates will be qualified to assume leadership positions in special education in both high-incidence and low-incidence disabilities in the design of distance education programs, the development of instructional products for distance education programs, the evaluation of the effectiveness of distance education programs, and the implementation of research projects in distance education programs that deliver special education content.

Grant #: H325D050089

Awardee: University of Nevada, Reno

Title: Preparation of Leadership Personnel, Lead-RR Nevada Program, Doctoral Training Program

Project Director(s): Johnson, JoAnn

FY 2005 Amount Awarded: \$200,000

Beginning Date: 7/1/2005

Ending Date: 6/30/2009

Purpose: The purpose of the Lead–Research and Reflection (RR) Nevada project is to prepare eight (six federally funded and two state funded) future leaders for higher education and administrative positions within the state and local school systems. To this end, the University of Nevada, Reno, College of Education’s Department of Educational Specialties and Research and Educational Planning Center will conduct a doctoral-level leadership preparation program in special education.

Grant #: H325D050093

Awardee: Georgia State University Research Foundation, Inc.

Title: Preparing Researchers in Delinquency and Exceptionalities (PRIDE)

Project Director(s): Houchins, David; Jolivette, Kristine

FY 2005 Amount Awarded: \$199,996

Beginning Date: 8/30/2005

Ending Date: 8/29/2009

Purpose: The aim of the PRIDE project is to prepare a cadre of highly qualified doctoral-level professionals who will provide effective leadership in juvenile justice special education through research, service and teaching. The ultimate goal is to improve the education of court-involved youths with disabilities. Emphasis is on preparing leaders who are culturally and linguistically competent who will use, develop and implement scientifically based research in juvenile justice special education.

Grant #: H325D050095

Awardee: University of Maryland—College Park

Title: Preparation of Leadership Personnel in Early Childhood Special Education

Project Director(s): Lieber, Joan

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The goals of this project are: (1) to provide a comprehensive doctoral program in early childhood special education that prepares leaders who are responsive to the needs of children and families from diverse cultural groups; (2) to recruit program applicants from diverse backgrounds and experiences; (3) to graduate doctoral students and help them to secure employment in leadership positions; and (4) to evaluate the effectiveness of the program.

Grant #: H325D050101

Awardee: University of Florida

Title: Project RISE: Researchers in Inclusion and Systems Change in Special Education: A Program to Prepare Leadership Personnel in Special Education

Project Director(s): Ryndak, Diane

FY 2005 Amount Awarded: \$400,000

Beginning Date: 8/15/2006

Ending Date: 8/14/2010

Purpose: The purpose of this project is fourfold. It will (1) increase the capacity of special education researchers; (2) prepare three special education Ph.D.s and four postdoctoral fellows; (3) provide training and experiences that go beyond the standard University of Florida doctoral program; and (4) develop knowledge about inclusive education practices for students with severe disabilities. The ultimate goal is to develop special education teachers for students with severe disabilities that meet the requirements incorporated in the *No Child Left Behind Act* and *IDEA of 2004*.

Grant #: H325D050102

Awardee: Vanderbilt University

Title: Leadership Training in Severe Disabilities/Autism

Project Director(s): Kennedy, Craig

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The goals of this project are the following: (1) to increase capacity for conducting intervention research that improves student outcomes and bridges the research-to-practice gap; (2) to forge stronger partnerships between colleges/universities and public schools; (3) to prepare leadership personnel to work effectively in developing and supporting programs for students in inclusive settings; and (4) to prepare prospective college/university special education faculty and LEA/SEA administrators.

Grant #: H325K051046

Awardee: University of Central Florida

Title: Preparation in Inclusive Practices and Strategies (PIPS)

Project Director(s): Cross, Lee

FY 2005 Amount Awarded: \$179, 953

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The goal of this project is to support the preparation of early childhood general and special educators to address the shortages of highly qualified individuals to provide services for 3- to 5-year-old children with disabilities in inclusive settings. The specific goals are: (1) to prepare 44 general and special education early childhood educators to teach children with disabilities in inclusive settings through competency-based coursework leading to a master's degree in early childhood or special education with a concentration in early childhood special education; (2) to increase the number of highly qualified teachers of young children with disabilities by training personnel in the necessary knowledge and skills, which reflect research-based practices and professional standards; (3) to provide participants with the knowledge and skills in communicating, collaborating and supporting colleagues and families in using instructional practices and strategies that support the inclusion of 3- to 5-year-old children in community-based and public school settings; and (4) to provide participants with mentoring and a year-long induction program to provide support in the year following the degree program.

Grant #: H325K051061

Awardee: Santa Clara University

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

Project Director(s): Cook, Ruth

FY 2005 Amount Awarded: \$194,318

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to implement a community-university partnership involving parents, public school districts and area Autism Spectrum Disorders (ASD) specialists in designing and delivering a personnel preparation program. This program aims to help meet the increasingly critical challenge in personnel preparation by recruiting for application to the

program a culturally and linguistically diverse population of students to become highly qualified early interventionists/early childhood special educators capable of meeting the needs of a wide variety of children with disabilities (birth to age 5), including children with ASD.

Grant #: H325K051065

Awardee: University of Washington

Title: Preparation of Teachers for Early Intervention/Early Childhood Special Education

Project Director(s): Sandall, Susan

FY 2005 Amount Awarded: \$199,990

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to increase the number of highly qualified teachers to serve infants, toddlers and preschoolers with disabilities. Hence, this preparation program has three goals: (1) to increase the number of fully qualified teachers, especially those from underrepresented groups, to teach infants, toddlers and preschoolers with severe disabilities; (2) to put supports in place to ensure retention of these teachers in early intervention and early childhood special education programs; and (3) to prepare teachers who are confident and capable in meeting the needs of those young children who are most challenging to the early intervention/early childhood special education systems.

Grant #: H325K051091

Awardee: San Francisco State University

Title: Preparing Early Educators for Careers in Special Education (PEECS)

Project Director(s): Paillard, Alise

FY 2005 Amount Awarded: \$199,673

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to implement a multitiered training approach that will result in high-quality state-credentialed early childhood special educators prepared to meet the diverse needs of young children (birth through 5 years) with special needs and their families. Hence, there are five major goals for this project: (1) to increase the number of general early childhood bachelor's degrees candidates from underrepresented groups who successfully complete credentials and master's degrees in Early Childhood Special Education (ECSE); (2) to increase the number of highly qualified personnel prepared to teach in inclusive, culturally and linguistically diverse urban environments; (3) to increase the use of data-based models of intervention and reflective practice; (4) to increase the sustained use of research-based practices resulting in children's developmental progress; and (5) to complete a program evaluation.

Grant #: H325K051115

Awardee: Virginia Commonwealth University

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

Project Director(s): Reed-Victor, Evelyn

FY 2005 Amount Awarded: \$194,411

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The purpose of this project is to provide a preservice training model that increases the quantity, quality and diversity of fully credentialed early intervention (EI) personnel and early childhood special educators. The aim is to promote acquisition of research-based knowledge and development of specific skills to promote school readiness and inclusion of young children with disabilities by working with families and practitioners in diverse urban settings. Overall, the priorities are as follows: (1) to meet state and national needs for highly qualified personnel in EI/ECSE; (2) to promote readiness of young children with disabilities for long-term academic success; (3) to build research-to-practice links through partnerships in diverse metropolitan settings; (4) to recruit and retain trainees from traditionally underrepresented and nontraditional groups; and (5) to prepare graduates for realities of practice and support beginning special educators.

Grant #: H325K051120

Awardee: University of Maryland—College Park

Title: Preparation of Early Intervention Personnel

Project Director(s): Beckman, Paula

FY 3005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

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

Grant #: H325K051136

Awardee: University of Pittsburgh

Title: Autism Specialization in Early Intervention/Early Childhood Special Education

Project Director(s): Kaczmarek, Louise

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to address state and national needs for more appropriately trained personnel to work with young children with autism. The project aims: (1) to establish and implement a concentration in autism within the University of Pittsburgh's Master of Education Program; (2) to graduate 30 students from the university's Early Intervention/Early Childhood Special Education Master of Education Program with an Autism Specialization, half of whom will also earn a certification in either Early Childhood or Special Education; (3) to utilize digital video for enhancing onsite supervision of students during their

autism practicum experiences; and (4) to recruit more students from underrepresented groups and provide supports to assist them in completing the program.

Grant #: H325K051151

Awardee: University of Nebraska

Title: Mountain Prairie Upgrade Partnership—Early Childhood

Project Director(s): Marvin, Chris; Eccarius, Malinda

FY 2005 Amount Awarded: \$190,384

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to increase the number of trained personnel in Nebraska, Wyoming and Iowa where shortages of deaf education teachers exist and often Early Childhood Special Education (ECSE) teachers are in great demand. Project participants will graduate with a master's degree and certification preparing them to meet the needs of families with young children who are identified as deaf or hard of hearing, by modeling collaboration between the ECSE and deaf education teachers and between the specialists and the family/care providers. Graduate students majoring in either deaf education (Pre-K–12) or ECSE (birth–grade three) at the University of Nebraska-Lincoln will be able to augment their discipline-specific studies with coursework and practica related to young children with a hearing loss (birth–age 5) and their families, via distance education technologies.

Grant #: H325K051192

Awardee: West Virginia University

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

Project Director(s): Dooley, Elizabeth

FY 2005 Amount Awarded: \$199,446

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to recruit, train and certify up to 50 highly competent professional educators with full qualifications for positions serving young children with special needs in early intervention, early childhood education and early childhood special education programs in West Virginia and neighboring states. Hence, specific goals are threefold: (1) to update content in an existing personnel preparation program to incorporate competencies in inclusive early childhood education for infants, toddlers and preschoolers with special needs; (2) to develop and field-test an innovative distance education project for low-incidence personnel preparation, combining interactive live Web casts with multimedia Web modules; and (3) to deliver a program to prepare 50 practicing educators working in rural areas to become fully certified in preschool special needs and to implement inclusive educational programs for young children in local schools and agencies.

Grant #: H325K051223

Awardee: University of Wisconsin System

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

Project Director(s): McLean, Mary

FY 2005 Amount Awarded: \$196,532

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to increase and improve the quantity and quality of personnel available to provide services for young children with disabilities and their families. The project will target four areas: (1) to help provide highly qualified teachers to serve infants, toddlers and preschoolers with disabilities; (2) to help provide diverse teachers knowledgeable and skilled in working with children and families whose native language is not English; (3) to help provide teachers knowledgeable and skilled in working with families and children in high-poverty communities; and (4) to help provide teachers knowledgeable and skilled in working with children with challenging behavior.

Grant #: H325K051238

Awardee: University of Kentucky

Title: Project Increasing the Number, Competence and Resources of Early Interventions in Areas of Shortage (INCREAS)

Project Director(s): Jung, Lee Ann

FY 2005 Amount Awarded: \$199,997

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to develop a new alternate certification program in Interdisciplinary Early Childhood Education (IECE) that is research-based and focuses on early intervention providers in Appalachian Kentucky through integrated training and field-based practice opportunities. Furthermore, the aim of the program is to lead to IECE certification after two years of part-time study delivered via innovative distance education formats. Ultimately, the goal is to increase the number, competence and resources of early interventionists in Appalachian Kentucky.

Grant #: H325K052002

Awardee: Northern Illinois University

Title: Program for Training of Teachers and Orientation and Mobility Instructors of Students with Visual Impairments, with On-campus and Distance Components

Project Director(s): Kapperman, Gaylen

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/16/2005

Ending Date: 8/15/2009

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

Grant #: H325K052027

Awardee: University of Louisville Research Foundation

Title: Inclusionary Training Using Assistive Technology for Children with Low-Incidence Disabilities

Project Director(s): Bauder, Debra

FY 2005 Amount Awarded: \$199,919

Beginning Date: 8/1/2005

Ending Date: 7/30/2009

Purpose: The purpose of this project is to create a model of collaborative personnel preparation for delivering assistive technology services to students with low-incidence disabilities in inclusionary settings. Collaborators include the University of Louisville; other selected universities in Kentucky, Ohio, Indiana and across the country; and local education agencies. The project will provide 20 instate and out-of-state graduate students per year (a total of 100 graduate students over the entire grant period) with preservice training on the use of innovative practices.

Grant #: H325K052034

Awardee: University of Florida

Title: Project ACE: Autism Competencies for Endorsement

Project Director(s): Jones, Hazel; Conroy, Maureen; Emery, Alice Kay

FY 2005 Amount Awarded: \$195,317

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

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

Grant #: H325K052042

Awardee: Pace University

Title: Training of Low-Incidence Personnel

Project Director(s): Zager, Diane

FY 2005 Amount Awarded: \$199,889

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The purpose of this project is to increase the number and quality of fully credentialed personnel to serve children with autism and severe disabilities. Pace University and New York City Public Schools will work in partnership to prepare highly knowledgeable and skilled teachers to work with students with autism in inclusive urban schools and to provide enhanced support to beginning special education teachers.

Grant #: H325K052043

Awardee: San Francisco State University

Title: University and School District Collaboration for Effective Preparation of Teachers to Serve Students with Low-Incidence Disabilities

Project Director(s): Hunt, Pam

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The purpose of this project is to prepare highly qualified teachers using research-based curricula and pedagogy to provide quality services to students with low-incidence disabilities from culturally and linguistically diverse backgrounds in inclusive educational settings. The project will address the need to increase the number of credentialed teachers serving students with disabilities in urban settings, as well as the need to mentor qualified candidates throughout the preparation process to ensure a high retention rate. The project will also address the need to provide extensive, supervised fieldwork experiences across multiple semesters to ensure that teacher candidates are able to apply the knowledge and skills acquired through course content and assignments to the instructions of students with low-incidence disabilities in inclusive settings.

Grant #: H325K052049

Awardee: University of Central Florida

Title: Preparing Highly Qualified Personnel to Serve Students with Severe/Profound Disabilities

Project Director(s): Fuller, David; Wienke, Wilfred

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to increase the number and qualifications of special education teachers serving students identified as having Severe/Profound Disabilities (SPD). The program leading to teacher certification in exceptional education and endorsement in SPD will address identified gaps in services by implementing three primary goals: (1) to increase the number of certified special education teachers; (2) to increase the qualifications of certified special education teachers by creating an emphasis within the exceptional education master's program with specific focus on competencies in SPD; and (3) to collaborate with families, schools and agencies to link research to practice via field-based experiences and internship.

Grant #: H325K052050

Awardee: Northern Arizona University/Regents

Title: Project SKIES—Skills and Knowledge for Inclusive and Effective Schools

Project Director(s): Marks, Susan

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to offer an advanced master's degree program to prepare highly qualified personnel to serve students with low-incidence disabilities in inclusive settings. The program involves an intensive internship model combined with coursework in current evidence-based practices. Graduates will receive a university certificate as "inclusion

specialists.” These graduates will also serve as mentors to beginning special education teachers working with children who have low-incidence disabilities.

Grant #: H325K052060

Awardee: Stephen F. Austin State University

Title: Project VISTA (Visual Impairment Student Training Alternative)

Project Director(s): Mercer, Dixie

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: This project will address the critical shortage of certified Teachers of Students with Visual Impairments (TVIs). Scholars will be undergraduates who have finished their core coursework and are ready to take upper-level VI courses. They will be equipped with the knowledge and skills needed to pass required statewide certification exams.

Grant #: H325K052062

Awardee: Southwest Missouri State University

Title: Project DIVERSE

Project Director(s): Craig, Chris

FY 2005 Amount Awarded: \$149,961

Beginning Date: 1/1/2006

Ending Date: 1/1/2010

Purpose: The purpose of this project is twofold: (1) meet the critical need for preservice and professional development training for personnel to work with children with visual impairments (VI) and (2) to address the unique needs of the VI student population in Southwest Missouri and of professional educators for appropriate training in the urban areas of Kansas City and St. Louis.

Grant #: H325K052064

Awardee: University of Utah

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

Project Director(s): Day, Janice; McDonnell, Andrea

FY 2005 Amount Awarded: \$199,997

Beginning Date: 7/1/2005

Ending Date: 6/30/2009

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

Grant #: H325K052072

Awardee: Kent State University

Title: A Personnel Preparation Partnership for Transition Endorsement in Low-Incidence Disability

Project Director(s): Flexer, Robert; Baer, Robert

FY 2005 Amount Awarded: \$199,975

Beginning Date: 6/1/2006

Ending Date: 5/31/2010

Purpose: Transition-age students with low-incidence disabilities 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 personnel able to address the needs of a population that continues to lack access to vocational services, postsecondary education and transition services. The project will address these needs by developing a transition endorsement program focused on the needs of students with low-incidence disabilities from high-need urban and rural areas.

Grant #: H325K052074

Awardee: Florida State University

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

FY 2005 Amount Awarded: \$199,982

Project Director(s): Hanline, Mary Francis; Delano, Monica

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

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

Grant #: H325K052083

Awardee: University of Northern Colorado

Title: Preparation of Teachers of Students with Visual Impairments and Orientation and Mobility Instructors to Meet the Needs of Culturally and Linguistically Diverse Students

Project Director(s): Conroy, Paula

FY 2005 Amount Awarded: \$199,997

Beginning Date: 7/1/2005

Ending Date: 6/30/2009

Purpose: This project will increase the number of personnel who are dually certified as teachers of students with visual impairments (TVI) and as certified orientation and mobility specialists in Colorado and nationally by providing support for 80 trainees over a four-year period. The project also seeks to increase the number of such dually certified personnel from traditionally underrepresented groups and to improve the retention rate of new teachers in the field of visual impairment by providing mentor support.

Grant #: H325K052084

Awardee: Rhode Island College

Title: Preparation of Personnel to Teach Children with Severe Cognitive Disabilities

Project Director(s): Antosh, A. Anthony; Dell, Sue

FY 2005 Amount Awarded: \$199,906

Beginning Date: 7/1/2005

Ending Date: 6/30/2009

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

Grant #: H325K052106

Awardee: University of New Orleans

Title: Preparing Highly Qualified Teachers to Serve Students with Significant Disabilities in Urban Schools

Project Director(s): Sharpton, William

FY 2005 Amount Awarded: \$199,998

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to increase the number of highly qualified personnel serving students with significant disabilities in urban classrooms in Louisiana.

Grant #: H325K052123

Awardee: Texas Women's University

Title: Project DEED: Distance Education for Education of the Deaf

Project Director(s): White, Al

FY 2005 Amount Awarded: \$183,140

Beginning Date: 9/1/2005

Ending Date: 8/31/2010

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

Grant #: H325K052156

Awardee: University of Georgia/Regents

Title: Preparation of Beginning Special Education Personnel to Serve Children with Low-Incidence Disabilities From Rural Culturally Diverse Settings

Project Director(s): Campbell, Patti

FY 2005 Amount Awarded: \$198,218

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: This four-year project will prepare personnel to serve children and youth with low-incidence disabilities such as severe mental retardation or orthopedic impairments. Forty students will be supported by the program.

Grant #: H325K052166

Awardee: University of Miami

Title: Partners for Young Children with Disabilities

Project Director(s): Valle-Riestra, Diana

FY 2005 Amount Awarded: \$199,832

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

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

Grant #: H325K052235

Awardee: George Mason University

Title: Virginia Consortium for Teacher Preparation in Severe Disabilities

Project Director(s): Behrman, Michael

FY 2005 Amount Awarded: \$199,999

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The purpose of this project is twofold: (1) to expand Virginia's current statewide inservice training program, and (2) to prepare 60 new fully trained and qualified preservice teachers in severe disabilities over a four-year period.

Grant #: H325K052257

Awardee: The Curators of the University of Missouri

Title: Preparing Special Educators to Effectively Support Students Identified with Autism Disorder

Project Director(s): Stichter, Janine Peck

FY 2005 Amount Awarded: \$196,160

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to respond to the need for qualified special educators in the area of autism. A cadre of 32 graduate-level students will receive a master's degree in special education with an emphasis on autism and the option to concurrently become certified in cross-categorical special education.

Grant #: H325K052259

Awardee: Pennsylvania College of Optometry

Title: OL SPICE: Online Specialized Personnel Increases Through Collaborative Efforts

Project Director(s): Wormsley, Diane; Huebner, Kathleen

FY 2005 Amount Awarded: \$199,975

Beginning Date: 11/1/2005

Ending Date: 10/31/2009

Purpose: The purpose of this project is to provide high-quality educational programming and faculty development for children and youth who are blind or visually impaired and thereby increase the numbers of qualified personnel. The OL SPICE project will respond to a national personnel shortage crisis by producing 42 qualified Teachers of the Visually Impaired and 47 Teachers of the Visually Impaired/Orientation and Mobility Instructors who will provide services to children who are blind or visually impaired, including those with multiple disabilities.

Grant #: H325K053036

Awardee: Fitchburg State College

Title: Meeting the Challenge: Preparing Effective Special Education Teachers to Work with Students with High-Incidence Disabilities in Urban Districts

Project Director(s): O'Connell, Denise

FY 2005 Amount Awarded: \$199,929

Beginning Date: 12/1/2005

Ending Date: 11/30/2009

Purpose: Fitchburg State College and four large urban school districts in Massachusetts have developed a collaborative field-based special education teacher licensure program designed to alleviate the critical shortages of highly qualified teachers in special education by providing teacher training, support services, financial aid and retention services to 50 professionals currently teaching students with high-incidence disabilities. This project will also provide professional development and mentoring to 50 newly licensed special education teachers to provide them with support in meeting career demands.

Grant #: H325K053039

Awardee: University of Albany, SUNY

Title: Personnel Preparation to Improve Services and Results for Children with Disabilities

Project Director(s): Domaracki, Jane

FY 2005 Amount Awarded: \$157,477

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The primary objective of this project is to increase the retention well-qualified promising preservice teachers in the master's degree program and their timely completion of the program. Students are provided with a student support system, including financial and mentoring assistance, until they satisfy all program requirements, graduate and obtain teaching positions in special education.

Grant #: H325K053041

Awardee: George Washington University

Title: Doing What Works for Children with Emotional Disturbance: Preparing Highly Qualified Special Educators to Implement Effective Interventions in Literacy and Behavioral Support Utilizing School-University Partnerships

Project Director(s): Rice, Elisabeth

FY 2005 Amount Awarded: \$197,240

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: This proposed project will prepare 80 fully credentialed teachers in a 39-credit-hour Master of Arts degree program that focuses on children with emotional disturbance.

Grant #: H325K053052

Awardee: Georgia College & State University

Title: Improving and Expanding Preparation of Highly Qualified High-Incidence Personnel: Meeting Rural Georgia Special Education Needs (MRGSEN)

Project Director(s): Childre, Amy

FY 2005 Amount Awarded: \$199,990

Beginning Date: 8/1/2006

Ending Date: 6/30/2009

Purpose: The primary focus of this project is to address *IDEA*'s priority for training high-incidence personnel as it is evidenced in the critical shortage of highly qualified special education teachers in rural Georgia. Through collaboration with a Regional Educational Service Agency (RESA) and rural Georgia middle schools, this project seeks to train individuals to provide specialized services and content area instruction to students with high-incidence disabilities in a continuum of placements.

Grant #: H325K053082

Awardee: East Carolina University

Title: East Carolina University Highly Qualified Special Educators: Opening Doors for Special Educators and Students with High-Incidence Disabilities

Project Director(s): Warren, Sandra Hopfengardner

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: This personnel preparation project is designed to address the shortages in both quantity and quality of educators serving children with high-incidence disabilities (HID). Training will include a focus on knowledge gaps of educators identified through recent research. Knowledge gaps include (1) access to the general education curriculum, (2) assistive technology, (3) services to children with disabilities who are English Language Learners, (4) extensive field-based practicum and internship experiences, and (5) mentoring for beginning special educators.

Grant #: H325K053097

Awardee: Portland Community College

Title: Highly Qualified Special Educator (HQ-SPED) Program

Project Director(s): Peterson, Kay; Fullerton, Ann

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: Portland Community College's Department of Education, in partnership with Portland State University's Graduate School of Education will implement the Highly Qualified Special Educator (HQ-SPED) program. The project will improve the quality of education that children with special needs receive by assisting 45 paraprofessionals to become special education paraprofessionals and teachers who are fully licensed and highly qualified in an academic content area. HQ-SPED will train high-incidence personnel, with an emphasis on recruiting current K-12 paraeducators.

Grant #: H325K053114

Awardee: University of Florida

Title: Preparing Reading Endorsed Secondary Special Educators (Project PRESS):
Improving the Preparation of Personnel to Service Children with High-Incidence Disabilities

Project Director(s): Brownell, Mary

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to contribute to the supply of highly qualified middle and high school special education teachers and to ensure those teachers have the skills and knowledge to meet literacy needs of students with high-incidence disabilities, particularly in the core academic areas. The program further aims to support the development of such teachers by offering a rigorous, coherent program of advanced studies that equips them with critical current knowledge, skills, strategies and competence in special education and literacy.

Grant #: H325K053116

Awardee: University of Illinois

Title: Preparing Teachers for Inclusive Education in Positive Schools (Project TIES)

Project Director(s): Monda-Amaya, Lisa; Renzaglia, Adelle

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2005

Ending Date: 12/31/2009

Purpose: General and special educators consistently identify challenging behavior as one of the most frustrating aspects of their jobs. This personnel preparation project will focus on strengthening ties between general and special education while preparing teachers to work more effectively with students with emotional/behavioral disorders and those with challenging behaviors.

Grant #: H325K053119

Awardee: Vanderbilt University

Title: Collaborating with General Educators to Improve the Education of Students with High-Incidence Disabilities

Project Director(s): Paulsen, Kimberly

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The project addresses both the shortage of special education teachers to serve students with high-incidence disabilities in the United States and the need for teachers who have been trained in effective, evidence-based instructional methods. The proposed project is designed to provide 25 individuals with a program to prepare them to teach students with high-incidence disabilities in grades K-12.

Grant #: H325K053169

Awardee: California Polytechnic State University Foundation

Title: Collaborative High-Incidence Personnel Preparation (CHIPP)

Project Director(s): Harris, Kathleen; Ruef, Michael

FY 2005 Amount Awarded: \$189,730

Beginning Date: 11/1/2005

Ending Date: 10/31/2009

Purpose: This research-based preservice program will prepare special and general educators to meet the diverse needs of K-12 students with high-incidence disabilities and to work collaboratively to address differentiating instruction and providing positive behavior support for these students.

Grant #: H325K053174

Awardee: California State University, Chico

Title: Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres

Project Director(s): Jensen, Mary; Davis, Theresa

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: This project provides a long-term, substantive response to the dual challenges of improving the preparation of teachers for integrated service settings and of meeting the needs for highly qualified specialists in a vast rural region experiencing chronic shortages of personnel.

Grant #: H325K053194

Awardee: University of Maryland—College Park

Title: Preparation of Personnel in Secondary Special Education to Improve Services for Youth with High-Incidence Disabilities

Project Director(s): Neubert, Debra

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The purpose of this project is to address the need for training fully credentialed and highly qualified middle and high school special education teachers and transition specialists to

provide instructional support in general education classes and transition planning to students with high-incidence disabilities.

Grant #: H325K053205

Awardee: University of Maryland—College Park

Title: Five-Year Preservice Personnel Preparation Program in Special Education

Project Director(s): Burke, Philip

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: The primary goal of the Five-Year Preservice Personnel Preparation Program in Special Education is to recruit and prepare 140 special educators to manage the increasingly complex and sophisticated responsibilities of teaching students in diverse settings. Additionally, the project will develop sites in which regular education and special education teacher candidates will work collaboratively in integrated settings.

Grant #: H325K053208

Awardee: Truman State University

Title: The PRAXIS Program: A Program to Prepare 60 Special Educators to Serve Children and Youth with High-Incidence Disabilities

Project Director(s): Minner, Sam; Blesz, Dale; Kelly, Pete

FY 2005 Amount Awarded: \$200,000

Beginning Date: 7/1/2005

Ending Date: 6/30/2009

Purpose: The PRAXIS Program will prepare 60 high-quality and fully certified special educators to serve students with mild disabilities in the state of Missouri.

Grant #: H325K053218

Awardee: Lehigh Carbon Community College

Title: Project FLAGSHIP: Facilitating Learning and Gaining Strategies for High-Incidence Populations

Project Director(s): Wursta, Melanie

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: Administrators of local public and private schools report an increasing need for paraeducators to work with students with high-incidence disabilities and for those paraeducators to have skills in classroom and behavior management, providing academic assistance (such as helping students with reading), managing different learning styles, and effective communication. Project FLAGSHIP will address these areas of need by preparing three cohorts of students to work as paraeducators serving school-age children with high-incidence disabilities.

Grant #: H325K053219

Awardee: Barry University

Title: Project WIN: We Include Students with Diverse Needs

Project Director(s): Roberts, Catherine; Paneque, Oneyda; Rodriguez, Diane

FY 2005 Amount Awarded: \$167,971

Beginning Date: 8/9/2005

Ending Date: 7/30/2009

Purpose: The demand for certified, highly qualified special education teachers with English for Speakers of Other Languages endorsement continues to intensify due to the significant rise in the number of linguistically and culturally diverse students and the continued overrepresentation of these students in special education. The purpose of this project is to prepare teachers for inclusive settings who are highly qualified to work with all students but particularly with students with disabilities for whom English is their second language. This is a critical need in the South Florida area where more than 75 different languages are represented among the student population.

Grant #: H325K053225

Awardee: The Regents of the University of Colorado

Title: Special Education Linguistically Diverse Dual Endorsement Project

Project Director(s): Baca, Leonard

FY 2005 Amount Awarded: \$187,677

Beginning Date: 10/1/2005

Ending Date: 9/30/2009

Purpose: This project will provide an opportunity for 36 participating teachers to become dually endorsed to teach special education and linguistically diverse learners. Teachers will also be prepared to serve as coaches and resource agents to their colleagues. This dual endorsement program at Colorado University-Boulder was approved by the Colorado Department of Education in May 2004.

Grant #: H325K053233

Awardee: University of North Texas

Title: Graduate Preparation of Transition Specialists to Facilitate the Increase of Academic Outcomes and Employability of Adolescents with Emotional/Behavioral Disorders Utilizing Internal and External Partnerships

Project Director(s): Bullock, Lyndal

FY 2005 Amount Awarded: \$199,980

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: Using a wide array of internal and external partnerships, this project will prepare transition specialists to facilitate the increase of academic outcomes and employability of adolescents with emotional/behavioral disorders. There will be six full-time postbaccalaureate scholars selected to participate in the program each year. Six part-time scholars will be selected as well, bringing the total of program participants to 42-45 across the four years of the project.

Grant #: H325K053252

Awardee: University of Illinois

Title: STEP=UP: Special Teachers and Exceptional Children Equals Urban Promise

Project Director(s): Hughes, Marie Tejero

FY 2005 Amount Awarded: \$195,417

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The aim of STEP=UP is to assist in alleviating the lack of well-prepared special education teachers at the middle and high school levels who have the knowledge and experience to work with students in grades 6 through 12 from culturally and linguistically diverse urban communities.

Grant #: H325K054035

Awardee: University of Arkansas

Title: Preparation of Educational Interpreters at the Associate and Baccalaureate Levels

Project Director(s): Taff-Watson, Myra

FY 2005 Amount Awarded: \$199,918

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to implement a four-year baccalaureate and associate degree preservice project to increase the quantity and quality of educational interpreters qualified to function in K-12 settings with children who are deaf, hard of hearing, or deaf-blind.

Grant #: H325K054059

Awardee: University of Oregon

Title: The Oregon RTI Project: Preparing School Psychologists in Responsiveness to Intervention Methods of Identifying and Educational Programming for Students with Learning Disabilities

Project Director(s): Merrell, Kenneth

FY 2005 Amount Awarded: \$198,413

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to train a cadre of 15 master's-level school psychologists. Students trained through this project will receive a comprehensive program of coursework, field placements and specialty seminar training, through a competency-based model.

Grant #: H325K054077

Awardee: Gallaudet University

Title: Project SLP PrePARED: Preparation of Speech-Language Pathologists with a Pediatric Aural Rehabilitation Emphasis (PARE) to Work with Culturally and Linguistically Diverse Deaf/Hard of Hearing Populations, Ages 0-21

Project Director(s): LaSasso, Carol

FY 2005 Amount Awarded: \$199,174

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The goal of this project is to enhance and formalize a pediatric aural rehabilitation emphasis (PARE) in Gallaudet University's Speech Language Pathologist (SLP) program and to provide a master's degree to 40 SLP PrePARED trainees who will not only meet the American Speech Language Hearing Association's (ASHA) entry-level SLP certification requirements, but will also demonstrate (1) ASHA's (2001) Recommended Competencies Required for the Practice of Aural Rehabilitation for SLPs, and (2) the language and communication skills needed to communicate with culturally and linguistically diverse deaf and hard of hearing individuals, especially those from infancy through age 21.

Grant #: H325K054143

Awardee: University of North Carolina at Chapel Hill

Title: Preparation of Pediatric Audiologists to Serve Infants, Toddlers and School-age Children with Hearing Loss

Project Director(s): Roush, Jackson

FY 2005 Amount Awarded: \$137,719

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to prepare culturally competent pediatric audiologists for professional roles that enable them to direct and facilitate efforts to optimize developmental outcomes for young children with hearing loss and their families. The specific goals are to (1) recruit for application to the program a culturally and linguistically diverse group of students from the surrounding states who desire a focus in early identification of hearing loss, clinical assessment of infants and young children, and facilitation of successful transition to preschool and school-age educational settings; (2) infuse cultural competence by including coursework and mentored practicum experiences that promote the knowledge and skills needed to appreciate diversity and similarities in groups that differ with regard to cultural, racial and physical abilities and ethnic background, and to enable effective communication with persons who have limited proficiency in English; (3) provide coursework and laboratory experiences that enable students to acquire expertise in the specialized areas of clinical practice required for delivery of services to infants, toddlers and children with hearing loss and their families; (4) provide center-, hospital-, community- and school-based audiology experiences in which students participate in exemplary interdisciplinary practices in delivery of services to young children with hearing loss and their families; (5) infuse knowledge of disabilities that may occur in addition to hearing loss by including relevant coursework and field experiences that include a spectrum of disability-related themes and issues; (6) model exemplary regional and multistate collaboration; and (7) create opportunities for students to become skilled in providing technical assistance and inservice education to special educators who provide instruction to children with hearing loss.

Grant #: H325K054154

Awardee: Oregon State University

Title: Preparing Quality Personnel in Adapted Physical Education

Project Director(s): Yun, Joonkoo

FY 2005 Amount Awarded: \$197,233

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to support with funding approximately 32 master's degree students in the area of adapted physical education. The project also aims to prepare regular education personnel to meet the needs of children with disabilities, recruit individuals with disabilities and of underrepresented populations, and address the personnel needs in the state of Oregon.

Grant #: H325K054170

Awardee: University of Central Florida

Title: Preparing School Speech Language Pathologists (SLPs) for New Educational Roles in Language and Literacy

Project Director(s): Secord, Wayne

FY 2005 Amount Awarded: \$192,290

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to support a program to increase the number of SLPs qualified to enhance services for children with language, learning and literacy disabilities. The further goal of the project is to allow students from the Department of Communicative Disorders at the University of Central Florida to have opportunities to (1) integrate evidence-based training with practice; (2) implement educational competencies in settings serving diverse cultural and socioeconomic populations; (3) work collaboratively with teachers, parents and other professionals; and (4) produce positive outcomes for students with disabilities through the implementation of the Florida Sunshine Standards of Learning.

Grant #: H325K054187

Awardee: Pennsylvania State University

Title: Project PRIDE: Preventing Illiteracy and Disabilities Through Early Intervention

Project Director(s): Blood, Gordon

FY 2005 Amount Awarded: \$198,912

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

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

Grant #: H325K054199

Awardee: University of Massachusetts

Title: Training School Speech-Language Pathologists to Maximize Oral Communication in Children with Autism

Project Director(s): Velleman, Shelley

FY 2005 Amount Awarded: \$139,163

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: There are four main goals to this project: (1) prepare 28 speech-language pathology graduates (one cohort of seven new trainees per year for four years) with the specialized knowledge, skills and experience to maximize oral communication skills in children with Pervasive Developmental Disorders; (2) create a collaborative team of school and university staff in the Pioneer Valley area that will continue to work together to train students in this specialty area long after the grant period; (3) disseminate state-of-the-art knowledge and empirical data regarding the training of speech-language pathology specialists in the assessment, management and remediation of oral communication in children with PDD; and (4) decrease an employment shortage of qualified speech-language pathology personnel in public school programs that provide services to children with PDD.

Grant #: H325K054242

Awardee: Western Michigan University

Title: Project for Preparing Adapted Physical Education

Project Director(s): Berkey, Debra

FY 2005 Amount Awarded: \$165,255

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to prepare adapted physical education (PE) teachers with master's degrees and state approvals offered at Western Michigan University. The project will prepare adapted PE teachers to teach children and youth with disabilities not only in special (self-contained) but also in regular (inclusive) PE classes through the project objectives.

Grant #: H325K055023

Awardee: The University of Arizona

Title: Interdisciplinary Preparation of LD, EBD Special Education Teachers for Diverse Populations

Project Director(s): Fletcher, Todd

FY 2005 Amount Awarded: \$199,926

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

Purpose: The purpose of this project is to recruit and train 30-32 highly qualified educators to serve school-age students including Hispanic and Native American students with learning disabilities (LD) and emotional /behavioral disorders (EBD). Personnel trained will be able to assume the role of an LD or cross-categorical teacher or educational diagnostician of students from diverse backgrounds.

Grant #: H325K055068

Awardee: Florida Memorial University

Title: Recruiting and Educating Culturally Responsive Urban Individuals for Teaching (RECRUIT)

Project Director(s): Callwood-Brathwaite, Denise; Leftwich, Suzette; Riley, Tamar

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

Purpose: This program will recruit, retain and prepare candidates for teaching positions in Exceptional Student Education (ESE) to provide quality services to children from urban and culturally diverse populations, which are overrepresented in ESE.

Grant #: H325K055105

Awardee: San Diego State University Research Foundation

Title: Project Teams: Transdisciplinary Education for Achievement in Multilingual Schools

Project Director(s): Cook-Morales, Valerie

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to improve preservice preparation of school psychologists and speech language pathologists to serve English-learning students with or at risk of high-incidence disabilities in California's public schools. This preparation involves a collaborative partnership between San Diego State University (SDSU) programs in School Psychology and Speech-Language Pathology and San Diego City Schools' Transdisciplinary Services. Specifically, the project has four goals: (1) to increase the numbers of school psychologists (PSYs) and speech language pathologists (SLPs); (2) to offer model transdisciplinary collaborative education to ensure that those PSYs and SLPs have the knowledge, skills and predispositions to provide services for English learners with, or at risk of, disabilities via transdisciplinary collaboration with general education teachers; (3) to enhance the capacity of SDSU PSY and SLP programs to prepare professionals for multilingual school settings; and (4) to enhance the effectiveness of transdisciplinary prevention and intervention services for English learners in San Diego's multilingual schools.

Grant #: H325K055110

Awardee: Lamar University

Title: Project Deaf Mosaic: Training Highly Qualified Deaf, Minority and Minority-Deaf Teachers for Deaf and Hard-of-Hearing Students

Project Director(s): Gentry, Mary Anne

FY 2005 Amount Awarded: \$199,885

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to address the critical teacher shortage in Texas, Louisiana and the nation. Specifically, the project aims to (1) increase the number of teachers of deaf and hard-of-hearing children; (2) recruit for application to the program culturally and/or linguistically diverse professionals in the education workforce; and (3) enhance the preservice teacher skillset to include competencies in linguistics, curriculum development, research and leadership.

Grant #: H325K055124

Awardee: University of Texas at El Paso

Title: Project ParaProfessional (PARA)

Project Director(s): Hammond, Helen

FY 2005 Amount Awarded: \$199,998

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

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

Grant #: H325K055139

Awardee: California State University at Northridge

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

Project Director(s): Chen, Deborah; Haney, Michelle

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2010

Purpose: The purpose of this project is to provide highly qualified teachers with advanced skills and to facilitate and provide culturally and linguistically appropriate services to a diverse population of families and their young children who have disabilities. Hence, the project aims to (1) develop a model graduate program in ECSE to provide a master's degree that includes a clear ECSE credential and Cross-Cultural Language Academic Development certification, emphasizing the development of cross-cultural competence and second language learning, and supporting children in natural environments; (2) recruit, support, mentor and graduate 40 candidates from diverse and underrepresented backgrounds who have level I ECSE credentials; and (3) provide advanced training to enable highly qualified ECSE professionals to (a) appropriately assess, plan for and meet the complex needs of culturally and linguistically diverse children with disabilities from birth through age 5; (b) communicate with and support the development of advocacy skills of culturally and linguistically diverse families whose young children have disabilities; (c) work effectively as members of interdisciplinary and transdisciplinary teams within natural environments; and (d) develop and implement action research agendas to identify and disseminate effective strategies for working within culturally and linguistically diverse populations.

Grant #: H325K055150

Awardee: Bank Street College of Education

Title: Bilingual Special Education Scholars Program

Project Director(s): Bayron-Resnick, Nilda; Gleason, Evelyn

FY 2005 Amount Awarded: \$195,796

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: Within the New York City public school system, there exists an acute shortage of highly qualified and fully certified special education teachers, particularly those who can provide services to bilingual children. There also exists a core of fully certified bilingual and dual

language teachers working in general education classrooms that include large numbers of children with identified disabilities. This personnel preparation program focuses upon certifying these general education teachers in special education. The program will recruit, prepare, graduate and retain these teachers in order to produce 20 fully certified, highly qualified, bilingual special educators who will be able to work in both special education and inclusion settings.

Grant #: H325K055168

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

Title: Training of Bilingual School Psychologists with Certifications in Applied Behavior Analysis and Language and Cultural Competence in English/Spanish or English/Asian/Pacific Islander

Project Director(s): Mercado, Pauline

FY 2005 Amount Awarded: \$194,502

Beginning Date: 9/20/2005

Ending Date: 9/19/2009

Purpose: The purpose of this project is to increase the number of credentialed school psychologists. Specifically, the goal of this project is to recruit, train and retain 35 highly qualified bilingual school psychologists who: (1) can assess Hispanic and Asian/Pacific Islander speaking students with disabilities in their primary language with sensitivity and understanding of cultural variations, and (2) have obtained a certificate in behavior analysis. The overall goal is to have a positive impact on student achievement and the cost effectiveness of preprofessional training.

Grant #: H325K055185

Awardee: The University of Southern Mississippi

Title: University of Southern Mississippi Personnel Preparation Project

Project Director(s): Filce, Hollie; Hillman, Elizabeth Elgen

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

Purpose: The purpose of this project is to train personnel in Mississippi at the undergraduate level to work with students with mild to moderate disabilities through collaborative preparation in both special education and general education content areas. Particular emphasis will be given to performance-based standards demonstrated in inclusive settings, teaching students with disabilities according to state education standards with the assistance of partnering school districts. The use of inclusive settings is a wholly new approach in Mississippi, where special education is conducted separately from general education.

Grant #: H325K055198

Awardee: The University of Texas of the Permian Basin

Title: Preparing Highly Qualified Special Education Teachers to Work with Culturally and Linguistically Diverse Students

Project Director(s): Smith, Karen

FY 2005 Amount Awarded: \$198,360

Beginning Date: 12/30/2005

Ending Date: 12/29/2009

Purpose: The purpose of this project is to prepare 39 highly qualified special education teachers to work with students with disabilities in linguistically diverse settings. The project will be the first opportunity for the University of Texas of the Permian Basin, a recognized Hispanic Serving Institution, to receive *IDEA* funding.

Grant #: H325K055203

Awardee: San Diego State University Foundation

Title: Improving the Preparation of Related Services Personnel to Serve Children with Autism Spectrum Disorders: The Transdisciplinary Autism Specialty Project (TASP)

Project Director(s): Gutierrez-Clellen, Vera

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2009

Purpose: The purpose of this project is to offer a transdisciplinary preservice training program for speech-language pathologists and school psychologists. The aims are to (1) increase the number of speech-language pathologists and school psychologists with shared evidence-based expertise in serving diverse children with Autism Spectrum Disorder (ASD); (2) offer a model transdisciplinary and collaborative preservice training approach; (3) improve the service quality for speech, language and psychological services for diverse children with ASD; and (4) impact the San Diego State University programs beyond the project.

Grant #: H325K055237

Awardee: University of St. Thomas

Title: An Integrated Field-Based M.Ed. Program in Urban Multicultural Special Education Focusing on Students from Diverse Cultural and Language Backgrounds

Project Director(s): Borreca, Elizabeth; Gonzalez, Emiliano

FY 2005 Amount Awarded: \$199,060

Beginning Date: 8/31/2005

Ending Date: 8/31/2009

Purpose: This project will focus on training already certified and highly qualified general education teachers who, when they complete the program, will meet Texas certification standards in special education and English as a Second Language and will be highly qualified under section 602(1) of *IDEA*.

Grant #: H325K055241

Awardee: Jackson State University

Title: Clinical/Arts Preparation of Educators (CAPES)

Project Director(s): Anderson, Mary

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: Through this grant, Jackson State University will develop and add a new area of emphasis in clinical/arts within its existing master's degree teacher education program. The CAPES area of emphasis is an internship process for improving in-service preparation of special educators and regular educators in core academic areas, who are seeking graduate degrees in special education for students with mild to moderate disabilities. The clinical emphasis will directly address the need to proactively prevent problem behaviors, while the arts emphasis will directly address the need to increase program options, creative interventions and academic engagement.

Grant #: H325K055243

Awardee: North Carolina Agricultural and Technical State University

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

Project Director(s): Palma, Gloria

FY 2005 Amount Awarded: \$194,958

Beginning Date: 8/15/2005

Ending Date: 8/14/2009

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

Grant #: H325K055246

Awardee: San Diego State University Research Foundation

Title: The SDSU-MTE Collaborative for Native American Student Success: A Multidisciplinary University-School Partnership Project

Project Director(s): Robinson-Zanartu, Carol

FY 2005 Amount Awarded: \$200,000

Beginning Date: 8/1/2005

Ending Date: 7/31/2009

Purpose: The purpose of this project is to bring together commitments and resources from San Diego State University (SDSU), Mountain Empire (MTE) Unified School District, and surrounding tribal communities on behalf of Native American youths. Building on the ASCA National Model in School Counseling and RTI Models in School Psychology and SDSU's history of culturally affirmative practice, the SDSU-MTE Collaborative will train preservice scholars in school counseling and school psychology to (1) promote evidence-based educational practice with Native American youths at risk of and identified with special education needs; (2) employ and assess strengths-based and research-grounded approaches to intervention at individual and systemic levels; (3) engage meaningfully with the parenting community; and (4) effectively consult with school leadership teams, teachers and parents. MTE leadership contributes training opportunities, financial resources, liaison with reservation communities and ongoing coordination with project staff.

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program

(Six New Awards for FY 2005)

Grant #: H326F050001

Awardee: National Association of State Directors of Special Education

Title: State and Federal Policy Forum for Program Improvement

Project Director(s): Burdette, Paula

FY 2005 Amount Awarded: \$449,992

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: This project, also known as “Forum 2005”, is designed to address the clearly stated priority of the State and Federal Policy Forum for Program Improvement: to facilitate communication between OSEP and state and local administrators of *IDEA of 2004*. Furthermore, this project will synthesize national program information that will improve the management, administration, delivery and effectiveness of programs and services provided under *IDEA*.

Grant #: H326G050007

Awardee: University of Minnesota

Title: Technical Assistance Center on Assessment

Project Director(s): Thurlow, Martha

FY 2005 Amount Awarded: \$999,921

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

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

Grant #: H326J050004

Awardee: The University of North Carolina at Charlotte

Title: Secondary Transition Technical Assistance Center

Project Director(s): Test, David

FY 2005 Amount Awarded: \$799,706

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to create a Secondary Transition Technical Assistance Center (STTAC) to help states build capacity to support and improve transition planning, services and outcomes for youth with disabilities. STTAC will disseminate information and provide technical assistance on scientifically based practices identified by sources, such as the What Works Clearinghouse, with an emphasis on building and sustaining state-level infrastructures of support and building district-level demonstrations of effective transition methods for youth with disabilities. The STTAC will provide efficient and effective large-scale implementation and sustainability of research-based secondary transition interventions and models.

Grant #: H326M050001

Awardee: Lehigh University

Title: Project MP3: Monitoring Progress in Pennsylvania Pupils — A Multitiered Model for Progress Monitoring From Preschool Through Grade Four

Project Director(s): Shapiro, Edward

FY 2005 Amount Awarded: \$399,440

Beginning Date: 1/1/2006

Ending Date: 12/31/2008

Purpose: The purpose of this project is to demonstrate empirical support for a multitiered progress monitoring model that will be implemented from preschool (age 3) through grade four in six elementary schools and their feeder preschool programs across two diverse school districts. The purpose of these models is to lead to more efficient provision of intervention services and, if needed, identification for special education services.

Grant #: H326M050003

Awardee: University of Oregon

Title: A Districtwide Application of Curriculum-Based Measurement as a Progress Monitoring Center

Project Director(s): Tindal, Gerald

FY 2005 Amount Awarded: \$397,295

Beginning Date: 1/1/2006

Ending Date: 8/6/2008

Purpose: The Progress Monitoring Center (PMC) is designed to institute the next generation of curriculum-based measurement for an entire school district. The PMC will work with Head Start; EC Cares, an early childhood resource program; and the Eugene school district. Over the three years of the grant, the project aims to shift gradually from measurement development and instructional inventory, to screening and progress monitoring with an emphasis on instructional diagnosis and identifying treatment resisters, to a systems focus that has each elementary school in the district working with a resident expert. The purpose of these models is to lead to more efficient provision of intervention services and, if needed, identification for special education services.

Grant #: H326M050005

Awardee: University of Minnesota

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

Project Director(s): Wallace, Teri

FY 2005 Amount Awarded: \$372,439

Beginning Date: 1/1/2006

Ending Date: 12/31/2008

Purpose: The purpose of this project is to promote school readiness skills. The project aims to answer how children's growth can be measured in preschool and elementary classrooms in a way that can be shared with parents and used in instructional and educational decision-making. The project has four main goals: (1) scientifically based research related to progress monitoring in Curriculum-Based Models; (2) classwide progress monitoring systems for all students (age 3 to grade four) in regular and special education classrooms for instructional decision-making; (3) progress monitoring for accountability in special education; and (4) progress monitoring as a component of a Response-to-Intervention approach to identifying children with learning disabilities.

Technology and Media Services for Individuals with Disabilities

(28 New Awards for FY 2005)

Grant #: H327A050006

Awardee: University of Kentucky Research Foundation

Title: Math Pursuits: Individualizing Math Instruction Based on Students' Learning Needs

Project Director(s): Zydney, Janet

FY 2005 Amount Awarded: \$199,877

Beginning Date: 9/1/2005

Ending Date: 8/31/2007

Purpose: The goal of this project is to develop a software program called "Math Pursuits," an intervention to help students with disabilities achieve proficiency in mathematics. This multimedia program will help children achieve their goals in understanding mathematics through their quest to discover the mathematical connections to the world around them.

Grant #: H327A050020

Awardee: Eugene Research Institute

Title: Technology-Based Self-Management: Smart Prompting Software for Students with Cognitive Disabilities

Project Director(s): Keating, Thomas

FY 2005 Amount Awarded: \$399,658

Beginning Date: 9/1/2005

Ending Date: 8/31/2007

Purpose: The goal of this project is to develop a "smart" prompting system based on the principles developed for other accessible life-skills software designed for transition-aged students with cognitive disabilities. This self-management software would support life skills by providing students with a way to structure computerized prompts and reminders for themselves. The application would provide an effective means for arranging both self-administered prompts and external prompts delivered in an accessible format to individuals with cognitive disabilities.

Grant #: H327A050021

Awardee: Board of Regents / University of Wisconsin

Title: Using Virtual Pencil (VP) Arithmetic, VP Algebra, Virtual Learning Communities and Individualized Instruction to Open the Math Gateway for Blind Students—Phase I

Project Director(s): Kadel, Bradley

FY 2005 Amount Awarded: \$198,927

Beginning Date: 10/1/2005

Ending Date: 9/30/2007

Purpose: The goal of this project is to help blind students improve their math performance to help them prepare more effectively for math/science careers. Hence, this project will (1) prepare 10 blind students and their vision (VI) teachers, other special educators, math instructors and parents/guardians to use VP software specifically designed for use by blind persons but totally accessible to a sighted person without modification; (2) embed the use of this software within a comprehensive instructional support strategy; and (3) measure the feasibility and educational impact of this technology-rich approach.

Grant #: H327A050036

Awardee: Washington Research Institute

Title: Teaching Number Concepts

Project Director(s): Woodward, John

FY 2005 Amount Awarded: \$400,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2007

Purpose: The goal of this project is to create a software program that will provide teachers of middle school students with disabilities an instructional tool in intermediate mathematics called “Teaching Number Concepts.” This program will provide students with disabilities conceptually based practice in math exercises involving common intermediate topics such as prime and composite numbers, factors, operations on fractions and decimals, and prealgebra topics such as simplifying algebraic expressions.

Grant #: H327A050048

Awardee: WGBH Educational Foundation

Title: The Fin, Fur, Feather Bureau of Investigation (FFFBI) Academy: Embedding Evidence-Based Behavioral and Learning Strategies in Interactive Media for Children with ADHD

Project Director(s): Shribman, William

FY 2005 Amount Awarded: \$200,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2007

Purpose: The purpose of this project is to develop interactive activities and games that will provide children with task-focused and skill-building strategies that can ameliorate the impact of Attention-Deficit/Hyperactivity Disorder (ADHD). “FFFBI Academy” will offer original content created by the WGBH Interactive Kids Group, using characters and themes of an existing and extremely popular National Geographic Web site — the Fin, Fur, Feather Bureau of Investigation (<http://www.fffbi.com>; accessed Apr. 30, 2007).

Grant #: H327A050064

Awardee: Rochester Institute of Technology

Title: Using a Tablet PC and C-Print to Support Deaf and Hard-of-Hearing Students

Project Director(s): Stinson, Michael

FY 2005 Amount Awarded: \$200,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2007

Purpose: The purpose of this project is to adapt the tablet PC to create new educational tools to support mainstreamed deaf/hard-of-hearing (HH) students at middle and high school levels. The project will (1) adapt the tablet in order to support deaf/HH students in mainstream classes when the students’ tablet is networked with a professional or peer note taker’s tablet; (2) adapt the tablet and C-Print software to support deaf/HH students in mainstream classes; (3) develop materials that guide students and support staff in using the tablet as a support; and (4) determine the feasibility and usability of the tablet as a support by obtaining the perspectives of consumer groups and evaluating performance of these adaptations of the tablet in classes.

Grant #: H327A050066

Awardee: University of Missouri

Title: Implementation of Electronic Performance Support System (EPSS) Tools for Students with Mild Disabilities: Field-Based Research

Project Director(s): Fitzgerald, Gail

FY 2005 Amount Awarded: \$298,908

Beginning Date: 1/1/2006

Ending Date: 12/31/2007

Purpose: The goal of this project is to support research on Electronic Performance Support System (EPSS) software developed for students with mild disabilities. This research will focus on “KidTools,” “KidSkills” and “StrategyTools,” which were developed to help students with mild disabilities develop behavioral self-regulation, enhance achievement through computer-based learning strategies, and prepare and plan for transition to postschool settings.

Grant #: H327A050070

Awardee: The University of North Carolina at Chapel Hill

Title: Project Converge: Research-Based Literacy Technologies for Learners with Low-Incidence Disabilities

Project Director(s): Erickson, Karen

FY 2005 Amount Awarded: \$199,754

Beginning Date: 10/1/2005

Ending Date: 9/30/2007

Purpose: The goal of this project is to develop new technologies that will address the literacy learning needs of school-aged students with low-incidence disabilities, particularly those with complex multiple disabilities. The two primary objectives are developing innovative reading and writing technologies and investigating the efficacy of those technologies when they are implemented in the context of the MEville to WEville instructional program and on their own.

Grant #: H327A050079

Awardee: Teaching Research Institute

Title: Outcomes for Children Who Are Deaf-Blind After Cochlear Implantation

Project Director(s): Taylor, Ella

FY 2005 Amount Awarded: \$300,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

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

Grant #: H327A050084

Awardee: University of Oregon

Title: CBSS Online: Evaluating the Impact of an Online Course in Computer-Based Study Strategies

Project Director(s): Anderson-Inman, Lynne

FY 2005 Amount Awarded: \$300,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2007

Purpose: The purpose of this project is to investigate the impact of an online course designed specifically for high school students with learning disabilities. Staff on this project has been investigating the effects of teaching “computer-based study strategies” (CBSS) to secondary students with learning disabilities, using technology to minimize the negative effects of their disabilities and maximize their learning potential. These activities now form the content of an online course entitled “CBSS 4U.” The goal then is to submit the CBSS 4U online course to experimentally rigorous field-based trials designed to investigate its impact on high school students with learning disabilities. The program will focus on the following five research objectives: (1) evaluate the extent to which the CBSS 4U online course is effective in teaching study strategies to high school students with disabilities; (2) evaluate the extent to which and the conditions under which students who take the CBSS 4U online course apply the computer-based study strategies when completing assignments in their general education classes; (3) determine if taking the CBSS 4U online course has a positive effect on measures of academic performance and school attendance; (4) refine the CBSS 4U course in ways that enhance its effectiveness for high school students with LD; and (5) explore factors that may influence course completion and course satisfaction.

Grant #: H327A050088

Awardee: Utah State University

Title: Using Technology for Emergent Literacy and Language (Phase 1, Steppingstones of Technology Innovation)

Project Director(s): Boyce, Lisa; Innocenti, Mark

FY 2005 Amount Awarded: \$200,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2007

Purpose: This project is intended to facilitate the early language and literacy development of young children with disabilities by promoting shared conversation around meaningful literacy experiences. Technology supports, such as communication prompts and devices, will be utilized as needed.

Grant #: H327A050103

Awardee: Research and Development Institution

Title: Enhanced Academic Achievement and Transition Outcomes Through Technology (Phase 2, Steppingstones of Technology Innovation)

Project Director(s): Izzo, Margo

FY 2005 Amount Awarded: \$299,610

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to evaluate the “EnvisionIT” technology, a standards-based system designed to increase the reading achievement, literacy in information and communication technologies, and transition outcomes of students with disabilities. Ultimately, EnvisionIT is designed to help students with disabilities pass state-mandated assessments, complete high school and successfully enter postsecondary education and/or employment.

Grant #: H327A050093

Awardee: The Ohio State University Research Foundation

Title: Using the Braille Note to Learn to Read and Write Braille Mathematics by Students Who Are Blind

Project Director(s): Kapperman, Gaylen

FY 2005 Amount Awarded: \$329,940

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to develop a new, more sophisticated learning tool and to determine the effectiveness of the software, which allows students who are blind to learn the Nemeth Code of braille mathematics notation. As the previously available software is now obsolete, it is this project’s goal to use an extensively revised and more comprehensive version of the original content to develop completely new software that will be compatible with the Braille Note, a more sophisticated device that uses the Windows CE operating system. The ultimate goal is to help prepare blind students for further studies in math and science, as well as allow them the choice of pursuing technical fields in community colleges and universities.

Grant #: H327B050009

Awardee: CAST, Inc.

Title: Monitoring Students Progress Towards Standards in Reading: A Universally Designed CBM System

Project Director(s): Hall, Tracey

FY 2005 Amount Awarded: \$299,970

Beginning Date: 1/1/2006

Ending Date: 12/31/2009

Purpose: The purpose of this project is to create and evaluate a curriculum based measurement system embedded in a computer-supported reading comprehension environment, including a formative evaluation process that takes into account the input of teachers, parents and students, including students with disabilities.

Grant #: H327B050013

Awardee: University of Oregon

Title: Project INFORM: Instantiating Frameworks of Organized Responsive Measurement

Project Director(s): Tindal, Gerald

FY 2005 Amount Awarded: \$298,646

Beginning Date: 1/1/2006

Ending Date: 12/31/2008

Purpose: The purpose of this project is to assist state departments of education in organizing measurement of student performance on standardized state tests into a cohesive framework for decision-making that is responsive to the diversity of students with disabilities. Hence, the project aims to accomplish the following three goals: (1) improve the alignment of the state tests with the state standards in both standard and alternate assessments; (2) make decisions about participation in assessments using sensitive measures of achievement that are highly related to state tests; and (3) systematically relate, using multiple sources of data, the entire validation process for understanding the constructs of achievement.

Grant #: H327C050004

Awardee: CaptionMax, Inc.

Title: Educational TV Access #1

Project Director(s): Duckler, Max

FY 2005 Amount Awarded: \$799,876

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to bring 308 hours a year of fully accessible, educational programs to blind, low-vision, deaf and hard-of-hearing children and their parents and teachers.

Grant #: H327C050006

Awardees: CaptionMax, Inc.

Title: Educational TV Access #2

Project Director(s): Duckler, Max

FY 2005 Amount Awarded: \$799,876

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to bring 308 hours a year of fully accessible, educational programs to blind, low vision, deaf and hard-of-hearing children and their parents and teachers.

Grant #: H327C050007

Awardee: WGBH Educational Foundation

Title: Television Access: Increasing Access to Educational Programming and Addressing Delivery Barriers

Project Director(s): Miller, Ira

FY 2005 Amount Awarded: \$800,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to describe television programming that is distributed nationally through the Public Broadcast Service (PBS) and cable services and to address barriers affecting the reliable delivery of video description into consumers' homes. The project plans to

describe 152 hours of programming in each year of this grant. Programming will come from PBS, A&E, The History Channel and the Annenberg Cable Channel. The project also plans to address the barriers that prevent the consistent delivery of video description into consumers' homes. An additional goal of this project is to reach out to children who are deaf, hard of hearing, blind, and visually impaired and their teachers and parents. This will gather feedback that will be used to evaluate, through the project's Consumer Advisory Group, the selection of programs, their educational value, and methods used for ensuring quality of captioning and description.

Grant #: H327C050008

Awardee: Closed Caption Latina Corporation

Title: Spanish Video Description and Closed Caption for Educational Programming of HITN Network

Project Director(s): Diaz, Maria

FY 2005 Amount Awarded: \$792,894

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to give greater access to educational programs broadcast in the Spanish language to American children of Hispanic origin who are blind, visually impaired, deaf, or hard of hearing. The overall goal is to increase educational opportunities through the video description and closed captioning of the educational programming of HITN.

Grant #: H327C050005

Awardee: Narrative Television Network

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

Project Director(s): Stovall, Jim

FY 2005 Amount Awarded: \$800,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to describe and caption 750 hours of new educational programming for children, to afford a greater opportunity for children with visual or hearing impairments to benefit from the same programming their sighted and hearing peers already enjoy. The Narrative Television Network's (NTN) ultimate aim is to alleviate the frustration experienced by those who have limited access to the educational, social and cultural benefits of television due to visual or hearing impairments.

Grant #: H327C050009

Awardee: Narrative Television Network

Title: Television Access—Narrative Television Network's Accessible Educational TV for Children

Project Director(s): Stovall, Jim

FY 2005 Amount Awarded: \$800,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to provide accessible television and movie programming to Americans with aural or visual disabilities. The Narrative Television Network (NTN) plans to work with its partners to describe, or caption and describe, 270 hours a year of widely available educational programs for children with disabilities. The project also aims to have NTN maintain

the services of its studio technical coordinator and librarian, and will provide funding for a part-time assistant. The overall goal of this project is to allow children with visual or aural disabilities to engage in age-appropriate educational activities as they strive to maintain an equal educational footing with their peers.

Grant #: H327C050010

Awardee: Narrative Television Network

Title: Narrative Television Network's Description and Captioning for Classroom-Appropriate TV

Project Director(s): Stovall, Jim

FY 2005 Amount Awarded: \$800,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to provide description and captioning for 750 hours of widely available educational programming for children. Additionally, this project plans to hire additional staff members to help produce this increase in accessible programming. The overall goal is to alleviate frustration experienced by blind and visually impaired people who experience a lack of accessibility to high-quality television programming.

Grant #: H327C050013

Awardee: National Captioning Institute, Inc.

Title: Children's Television Access—A

Project Director(s): Snyder, Joel

FY 2005 Amount Awarded: \$702,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to complete closed captioning and video description of a diversified mix of approximately 237 hours of children's television programming per year for a total of 711 hours over a three-year period.

Grant #: H327C050012

Awardee: National Captioning Institute, Inc.

Title: Children's Television Access—B

Project Director(s): Snyder, Joel

FY 2005 Amount Awarded: \$754,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The purpose of this project is to complete closed captioning and video description of a diversified mix of approximately 264 hours of children's television programming per year for a total of 792 hours over a three-year period.

Grant #: H327E050001

Awardee: American Printing House for the Blind

Title: National Instructional Materials Access Center

Project Director(s): Myers, Julia

FY 2005 Amount Awarded: \$50,000

Beginning Date: 1/1/2005

Ending Date: 12/31/2005

Purpose: Under Part D of the Title I Amendments to the *Individuals with Disabilities Education Act*, the secretary shall establish and support, through the American Printing House for the Blind, the National Instructional Materials Access Center (NIMAC). NIMAC will perform the following duties: (1) maintain a catalog of print instructional materials prepared in the National Instructional Materials Accessibility Standard, as established by the secretary with such materials made available to the center by the textbook publishing industry and by state and local education agencies; (2) provide access free of charge to print instructional materials, including textbooks, to blind and other persons with print disabilities in elementary schools and secondary schools, in accordance with such terms and procedures as NIMAC may prescribe; and (3) develop, adapt and publish procedures to protect against copyright infringement, with respect to print instructional materials provided.

Grant #: H327K050001

Awardee: Recording for the Blind & Dyslexic, Inc.

Title: Recording for the Blind & Dyslexic (RFB&D)

Project Director(s): Smith, Peter

FY 2005 Amount Awarded: \$11,308,800

Beginning Date: 10/1/2004

Ending Date: 9/30/2005

Purpose: Established in 1948, Recording for the Blind & Dyslexic (RFB&D) serves more than 130,000 individuals annually by producing and distributing educational audio textbooks for print-disabled students in the United States. This includes students with blindness or visual impairments, dyslexia or other learning disabilities, or other disabilities that limit the effective use of standard print. RFB&D will circulate books on audio to students with disabilities, produce additional books on audio, conduct a national outreach program to build awareness of its services, and provide teacher training and student support services.

Grant #: H327Q050001

Awardee: GWETA, Inc.

Title: Reading Rockets: A Multimedia Literacy Project

Project Director(s): Gunther, Noel

FY 2005 Amount Awarded: \$1,488,000

Beginning Date: 7/1/2005

Ending Date: 6/30/2008

Purpose: Reading Rockets is WETA's innovative multimedia project that disseminates research-based findings on teaching reading to young children with reading disabilities. Over the last six years, with regular advice from a panel of nationally known reading researchers, Reading Rockets has gathered an enormous amount of authoritative content grounded in the work of the U.S. Department of Education and National Institutes of Health, which it has used in the production of accessible, appealing, award-winning television programs. In addition, Web sites, print materials and outreach campaigns deliver information from leading researchers into the hands of millions of adults helping the struggling readers in their lives.

Grant #: H327R050005

Awardee: University of Oregon

Title: National Center for the Study of Supported Text in Electronic Learning Environments

Project Director(s): Anderson-Inman, Lynne

FY 2005 Amount Awarded: \$600,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is for the University of Oregon's Center for Electronic Studying (CES) to conduct a systematic program of research over five years to investigate the following questions with each of five disability populations: (1) What characteristics of supported electronic text (e-text) facilitate or impede access to and learning of academic content? (2) Does supported e-text improve learning of academic content in actual educational settings with typical resources and levels of teacher support? (3) What student characteristics (e.g., disability, technology skills) influence the effectiveness of supported e-text? (4) What contextual factors (e.g., teacher training, hardware resources, student groupings) influence the effectiveness of supported e-text?

Training and Information for Parents of Children with Disabilities

(21 New Awards for FY 2005)

Grant #: H328C050001

Awardee: The Arc of Texas in the Rio Grande Valley

Title: The Arc of Texas in the Rio Grande Valley, Parents Supporting Parents Network

Project Director(s): Padilla, Leticia

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved communities including those with low income and limited English proficiency, with the training and information they need to effectively help their children with disabilities meet developmental and functional goals and challenging academic achievement goals that have been established for all children. Furthermore, the project aims to help parents prepare their children with disabilities to lead productive and independent adult lives to the fullest extent possible.

Grant #: H328C050011

Awardee: Loving Your Disabled Child

Title: LA United Parents (LA-UP) Coalition

Project Director(s): Cooper, Theresa

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low incomes and limited English proficiency, with the training and information they need to help ensure that their children are receiving appropriate educational services.

Grant #: H328C050014

Awardee: EMPOWER Community Resource Center

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

Project Director(s): Johnson, Agnes

FY 2005 Amount Awarded: \$109,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

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

Grant #: H328C050016

Awardee: Parent to Parent Power

Title: Parent to Parent Power

Project Director(s): Link, Yvone

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low incomes and limited English proficiency, with the training and information they need to help ensure that their children are receiving appropriate educational services.

Grant #: H328C050017

Awardee: The Indiana Parent Information Network, Inc.

Title: Indianapolis Near East Side Parent Resource Center

Project Director(s): Agness, Rebecca

FY 2005 Amount Awarded: \$100,000

Beginning Date: 1/1/2006

Ending Date: 12/31/2008

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low incomes and limited English proficiency, with the training and information they need to help ensure that their children are receiving appropriate educational services.

Grant #: H328C050027

Awardee: United We Stand of New York

Title: United We Stand of New York

Project Director(s): Rivera-Putz, Lourdes

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goals of this project are to (1) increase the number of parents with children and youth with disabilities living in Brooklyn and Upper Manhattan communities who are familiar with and receive services from United We Stand in meeting their basic life needs; (2) provide parents of children with youth with disabilities in the Brooklyn and Upper Manhattan communities and service providers working with those families with culturally relevant training, support and information to enable them to work together as partners in educational decision-making; and (3) increase the capacity of the system and community to serve families with children with disabilities.

Grant #: H328C050029

Awardee: Discapacitados abriendose caminos

Title: Providing Community-Based Parent Information and Support to Parents Who Have Children with Disabilities

Project Director(s): Perez de Perez, Ana

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to provide families of children with disabilities, specifically families in underserved or unserved communities including those with low incomes and limited English proficiency, with the training and information they need to help ensure that their children are receiving appropriate educational services.

Grant #: H328C050031

Awardee: Special Education Services

Title: Special Education Community Parent Resource Center

Project Director(s): Gilman, Aimee

FY 2005 Amount Awarded: \$100,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goals of this project are to enable underrepresented families to understand their children's special education needs, teach parents how to advocate for needed services, and provide individual assistance to eligible and economically disadvantaged families. The specific goals of the project include (1) creating a Community Parent Resource Center (CPRC); (2) providing training, education, information and assistance related to *IDEA* programs and services to parents and the professionals who serve such families in the city of Cleveland, including Empowerment Zone neighborhoods and inner ring suburbs on *IDEA*; (3) providing individual assistance for families in obtaining appropriate services and assisting with dispute resolution; (4) disseminating information to underserved families about CPRC programs and other available programs and services; (5) teaching families effective communication and advocacy techniques and educating parents about the benefits of alternative dispute resolution methods; (6) presenting an annual conference on a variety of special education matters; (7) collaborating with a variety of other organizations serving families of children with disabilities to maximize opportunities for parents and children; and (8) improving outcomes for children and increasing the local capacity of parents who can assist others.

Grant #: H328C050035

Awardee: Family Resource Center for Disabilities and Special Needs, Inc.

Title: Parent Training and Resource Center (PTRC)

Project Director(s): McCarty, Beverly

FY 2005 Amount Awarded: \$99,981

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to assist parents in the urban, rural and ethnically diverse South Carolinian counties of Charleston, Berkeley and Dorchester in comprehending the nature, needs, range of options, and support mechanisms for children with disabilities and their families. Specifically, the Parent Training and Resource Center (PTRC) will help parents to (1) better

understand the nature of the educational, developmental and transitional needs of their children; (2) communicate effectively and work collaboratively with personnel responsible for providing special education, early intervention, transition and related services; (3) participate in the decision-making process and the development of the Individual Education Programs and Individualized Family Service Plans; (4) obtain appropriate information about the range, type and quality of services, technologies and resources; (5) understand the provisions of *IDEA* with respect to special education and early intervention services available to children with disabilities; (6) participate in activities at the school level that benefit their children; and (7) participate in school reform activities.

Grant #: H328C050039

Awardee: Special Kids, Inc.

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

Project Director(s): Johnson, Agnes

FY 2005 Amount Awarded: \$125,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2008

Purpose: The goal of this project is to answer the needs of families with children with disabilities for training, information and support through the continued operation of SKI. Specifically, this project aims to continue to (1) ensure that more parents with children and youth with disabilities will know about SKI and receive assistance in meeting their basic life needs; (2) provide parents/foster parents of children and youth with disabilities with culturally relevant training, support and information; (3) provide unserved/underserved parents with information about positive behavioral support strategies to address challenging behaviors in children with disabilities; (4) ensure ongoing access to information for all parents; (5) provide ongoing logistical, emotional and social support to families to help them use the information effectively; and (6) train parents and professionals together in the strategies for mediation and dispute resolution.

Grant #: H328M050005

Awardee: Rhode Island Parent Information Network, Inc.

Title: RI Parent Training and Information Center

Project Director(s): Collins, Cheryl

FY 2005 Amount Awarded: \$209,400

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide training, information, support and advocacy to parents seeking help for their children with disabilities. While offering an array of supports to families and taking specific steps to assure the training and information needs of underserved parents, the project aims to support families at the local level by (1) placing volunteer parent mentors in each school district, (2) utilizing parent consultants in eight early intervention sites, and (3) ensuring that family support coordinators work with the five regional transition centers in Rhode Island. Another goal is to expand the library of resources to ensure the inclusion of information on the range of options, programs, services, technologies, practices and interventions that are based on scientific research. Moreover, the project aims to offer workshops to parents on their rights, responsibilities and protections under *IDEA* with the goal of preparing them to effectively participate in decision-making for their children. The project also aims to link parents with the opportunities and information necessary to participate in school reform activities at state, district and local school levels.

Grant #: H328M050008

Awardee: Parent Education Network

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

Project Director(s): Thieme, Louise

FY 2005 Amount Awarded: \$382,000

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

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

Grant #: H328M050013

Awardee: Parent Education and Advocacy Leadership Center

Title: Parent Training and Information Center in Region 2 of Pennsylvania

Project Director(s): Healey, Elisabeth

FY 2005 Amount Awarded: \$254,641

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The goal of this project is to ensure that children, youths and adults with disabilities lead rich, active lives and participate as full members of their schools and communities by providing training, information and technical assistance based on best practices to families and the professionals working with them. The specific goals are as follows: (1) to provide ongoing individualized information and technical assistance to families; (2) to develop and implement an array of training opportunities throughout the region with content reflecting state-of-the-art practices and technology; (3) to conduct deliberate outreach to assist underserved and unidentified families; (4) to build capacity in local communities by recruiting and providing ongoing training; (5) to provide information and technical assistance to diverse parent leaders throughout the state; and (6) to collaborate effectively with policymaking, advisory and advocacy groups to improve systems and services in this region.

Grant #: H328M050014

Awardee: WVPTI, Inc.

Title: West Virginia Parent Training and Information

Project Director(s): Haberbosch, Pat

FY 2005 Amount Awarded: \$210,647

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

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

Grant #: H328M050018

Awardee: Idaho Parents Unlimited, Inc.

Title: Idaho Parents Unlimited Parent Training and Information Center

Project Director(s): Mason, Evelyn

FY 2005 Amount Awarded: \$208,780

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide services that address issues for children, youths and young adults with disabilities from birth through 26 years of age. The goal is to make services more available for busy families and those that are isolated geographically. Hence, the aim of the new program work (for example, an increased use of technology) is to reach isolated, rural and/or overcommitted two-income working families.

Grant #: H328M050022

Awardee: Families Helping Families of Greater New Orleans

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

Project Director(s): Arceneaux, Cindy

FY 2005 Amount Awarded: \$420,000

Beginning Date: 9/1/2005

Ending Date: 8/31/2010

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

Grant #: H328M050023

Awardee: Learning Disabilities Association of Hawaii

Title: Hawaii Parent Training and Information Center

Project Director(s): Schember-Lang, Jennifer

FY 2005 Amount Awarded: \$210,680

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: There are six main goals for this project: (1) building skills to enable parents of children with disabilities to effectively participate in education planning processes and, when disputes arise, to resolve those disputes; (2) improving parents' understanding of their rights and responsibilities; (3) improving parents' understanding of their children's needs; (4) building partnerships between parents and professionals in improving results for children; (5) improving students' understanding of their rights and protections; and (6) improving information/support to professionals who work with children with disabilities and their families.

Grant #: H328M050025

Awardee: Exceptional Children's Assistance Center

Title: North Carolina Parents Together: A Comprehensive Statewide Parent Training and Information Center

Project Director(s): Hawkins, Connie; LaCorte, Mary

FY 2005 Amount Awarded: \$424,225

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The goals of this project are fourfold: (1) to provide continued support for current services to North Carolina families of children with disabilities, including the project's lending library, newsletter, toll-free parent information line, individual assistance information packets, parent to parent support, information and referral, and the Web site; (2) to provide parent education workshops geographically dispersed throughout the state including workshops on *IDEA of 2004* and effective research-based practices such as Positive Behavior Supports. In addition, the project will provide continued support for workshops on topics such as Writing Effective IEPs, Preschool: A Good Beginning, Transition to Kindergarten, Inclusion, Transition to Adulthood and other topics identified by families; (3) to collaborate with other North Carolina disability and family organizations to provide leadership and advocacy training to staff, local chapter leaders and volunteers. The project will also continue to support the recruitment and training of the network of IEP partners who volunteer to support families at IEP meetings; and (4) to expand current services to reach families in North Carolina by providing a flexible collaborative information and training program that offers materials and workshops for non-English-speaking and low-reading-level families, materials and workshops that respond to the needs of families from diverse backgrounds, and materials and training opportunities in a variety of formats.

Grant #: H328M050027

Awardee: Support and Training for Exceptional Parents, Inc.

Title: Empowered Families = Successful Kids

Project Director(s): Diehl, Nancy

FY 2005 Amount Awarded: \$364,708

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to provide training and information services to parents of infants, toddlers, children and youths (birth through age 26) with disabilities and to students with disabilities throughout Tennessee. The project has four specific goal targets: (1) to provide information services, including information about the changes in *IDEA of 2004* and individual assistance to families to build local capacity; (2) to provide related training for families and students; (3) to provide specific outreach to low-income families, families of limited English proficient children, families of inappropriately identified children, and traditionally underserved families; and (4) to promote partnerships between families and the full range of professionals in the education field.

Grant #: H328M050029

Awardee: Inter-Island Parent Coalition for Change

Title: Training and Information for Parents of Children with Disabilities

Project Director(s): Glenn, Catherine “Rehema”

FY 2005 Amount Awarded: \$132,815

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to maintain an office for the Parent Training and Information Center on each island of the Virgin Islands (St. Thomas being the main office). This project has seven specific goals: (1) to provide support, materials and training to 135 parents of infants, toddlers and preschoolers with developmental delays; (2) to provide individualized materials to 400 parents of school-age children with a disabilities; (3) to provide training on all aspects of *IDEA* to 600 parents of children from birth to school age; (4) to provide training in effective communications skills to at least 80 parents; (5) to identify and train yearly 12 parents selected from each island to serve as support group leaders, trainers, advocates and future directors, beginning in the second year; (6) to provide awareness training to 75 parents of infants and toddlers and 50 child centers on *IDEA/Child find*; and (7) to provide individualized support, information and training on *IDEA* to 50 bilingual parents.

Grant #: H328M050030

Awardee: New Hampshire Coalition for Citizens with Disabilities, Inc.

Title: Parent Training and Information Center: Serving Parents of Children with Disabilities, Youth, and Young Adults with Disabilities Throughout NH, with a Priority to Outreach to Underserved Families

Project Director(s): Thalheimer, Heather

FY 2005 Amount Awarded: \$208,599

Beginning Date: 10/1/2005

Ending Date: 9/30/2010

Purpose: The purpose of this project is to meet the needs of all families, especially traditionally underserved families including low-income families, families for whom English is a second language, minority families, homeless families, and others who face significant or multiple challenges. This project has nine specific goals: (1) to assist parents in understanding their children’s disabilities; (2) to provide information, support and resources to parents through outreach to low-income parents, parents with limited-English-proficient children, and parents with disabilities; (3) to assist parents in understanding their rights and responsibilities under *IDEA of 2004*, including procedural safeguards, the appropriateness of their children’s identification and how to meaningfully participate in the development of their children’s IFSP/IEP and/or transition plans; (4) to assist parents of infants and toddlers with disabilities in understanding their rights and responsibilities under *IDEA 2004* parts C and B, including procedural safeguards, in order for them to fully participate in the development of their children’s IFSP and promote smooth and effective early childhood transitions; (5) to assist parents in resolving disputes in the least adversarial manner, particularly through the use of alternative dispute resolution, including mediation; (6) to enable parents to communicate more effectively with school personnel and other professionals; (7) to enable parents to obtain resources including information about the range, type and quality of options, programs and services available to assist them and their children; (8) to support, inform and educate youths and young adults with disabilities about the secondary transition process; and (9) to support parents in getting involved in activities at the school level, including school reform initiatives.

Appendix: Descriptions of Studies and Evaluations Conducted in FY 2005

National Early Intervention Longitudinal Study (NEILS). This study describes the experiences of infants and toddlers (and their families) with disabilities or who are at risk for disabilities with regard to early intervention services and early elementary school. The study has provided information about the characteristics of children and families, the services they receive, the short-term outcomes they experience, as well as information on long-term outcomes and factors that contribute to successful results for children with disabilities in early childhood. NEILS focuses on three different outcome areas for assessment: (1) short-term results for children (enhancing development), (2) long-term results for children (such as minimizing the need for future services and minimizing the likelihood of institutionalization), and (3) results for families (enhancing the capacity of families to meet the special needs of their children). For more information, see <http://www.sri.com/neils> (accessed Apr. 30, 2007).

Pre-Elementary Education Longitudinal Study (PEELS). This study describes the functional abilities and disabilities of, and services to, the preschool-age population of children receiving special education. It focuses on the children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and the children's outcomes (including academic achievement, social development, and participation in the classroom and community) as realized by ages 8 through 10. For more information, see <http://www.PEELS.org> (accessed Apr. 30, 2007).

Special Education Elementary Longitudinal Study (SEELS). The SEELS study describes the characteristics and functional abilities and disabilities of the population of students in elementary and middle school who receive special education services. It also describes characteristics of their, schools, school programs, classroom experiences, their households and other aspects of their lives outside of school. For more information, see <http://www.SEELS.net> (accessed Apr. 30, 2007).

National Longitudinal Transition Study-2 (NLTS2). The purpose of the study is to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs and classroom experiences; secondary school performance and outcomes; adults services and supports; and early adult outcomes in employment, education and training, independence and social domains. These data are used to examine new issues facing youth in transition and to suggest directions for service provision, research and policy. NLTS2 was designed with many of the same features of OSEP's original National Longitudinal Transition Study (1987-1993) in order to identify the nature and extent of changes in the special education services provided to high school students and in their postschool achievements in the last two decades. For more information, see <http://www.nlts2.org> (accessed Apr. 30, 2007).

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

Early Childhood Longitudinal Study - Kindergarten Cohort (ECLS-K) and Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). *IDEA* funds are contributed to the Early Childhood Longitudinal Study (ECLS) Program conducted by IES's National Center for Education Statistics to include information specific to infants, toddlers and children with disabilities. ECLS provides national data on children's status at birth and at various points thereafter; children's transitions to nonparental care, early education programs, and school; and children's experiences and growth through the eighth grade. ECLS also provides data to test hypotheses about the effects of a wide range of family, school, community and individual variables on children's development, early learning and early performance in school. The birth cohort follows a sample of children from birth through kindergarten entry. The kindergarten cohort follows a sample of children from kindergarten through the eighth grade. For more information, see <http://nces.ed.gov/ecls> (accessed Apr. 30, 2007).

National Study on Alternate Assessments (NSAA). The purpose of this study is to determine the current status of alternate assessment development, policy and practice in the states; to identify past and current trends and possible future directions in alternate assessment; to describe how alternate assessment policies and practices are implemented for individual students with disabilities, their teachers, and families; and to identify how variations in policy and practice relate to student experiences and selected outcomes. It will address these topics through a variety of activities that include a telephone survey of respondents in the 50 states and the District of Columbia, analysis of pertinent state documents, production of state and national profiles, in-depth case studies, and a quantitative analysis of data collected during the case studies.



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