



Prepared For

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SUMMARY OF IMPACT OF THE 325N PROJECTS

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Six projects were funded in 2019 under the 325N competition. Awards were made to:

Table 1. 325N Grantees

Grantee	Target	Participating Colleges
San Diego State University (Project PIPELINES)	San Diego years 1-4 California year 5	<ul style="list-style-type: none"> • Cuyamaca College • Mesa College¹ • Miramar College • Palomar College
University of Colorado, Denver (Project EPIC-ECE)	Colorado	<ul style="list-style-type: none"> • Arapahoe Community College • Community College of Aurora • Pikes Peak Community College • Red Rocks Community College
University of Connecticut (Connecticut Community College Project)	Connecticut	<ul style="list-style-type: none"> • Asnuntuck Community College • Gateway Community College • Goodwin Community College • Housatonic Community College • Manchester Community College • Middlesex Community College • Naugatuck Valley Community College • Northwestern Community College • Norwalk Community College • Quinebaug Valley Community College • Three Rivers Community College • Tunxis Community College
University of North Carolina at Chapel Hill (SCRIPT-NC)	North Carolina	<ul style="list-style-type: none"> • Alamance Community College • Durham Technical Community College • Fayetteville Technical Community College²
University of Toledo (Great Start for Higher Education)	Michigan	<ul style="list-style-type: none"> • Bay de Noc Community College • Grand Rapids Community College • Monroe County Community College • Mott Community College
University of Washington (EarlyEdU for Inclusion)	Washington	<ul style="list-style-type: none"> • Columbia Basin College • North Seattle College

1. Mesa, Miramar, and San Diego City College are affiliated as the San Diego Community College District. PIPELINES opportunities to participate in PD are extended to all programs.

2. SCRIPT-NC provided a sequence of targeted technical assistance to three additional community colleges (Cape Fear Community College, Johnston Community College, and Mitchell Community College).

This summary seeks to underscore the significant impact of those projects on early childhood community college preparation at community, state, national, and international levels. We have organized this summary according to the impact of the projects on students, faculty, programs of study, state/local communities, national/international communities. Please note that each project has used a different approach to intervention, professional development (PD), and data collection, although there are some common features across all six projects. At the same time, every project is working to enhance emphasis on indicators required by OSEP (i.e., inclusion, support for children who are diverse in race, ethnicity, and language, family engagement, progress monitoring). Below please find a general summary of impact in a certain area as well as selected examples from the six grantees.



Impact on Students

Our analysis indicated that the community college programs with which we have worked on these 5-year projects collectively **enroll approximately 3,000 students EVERY YEAR**. The work that these projects have accomplished will impact tens of thousands of students in the years to come. In addition, these students will be employed as early childhood educators who will probably work with about 20 children per year which means that the **325N projects will increase the quality of inclusive education for approximately 60,000 children every year**. It's important to note that unlike traditional personnel development

grants that are awarded to particular institutions who enroll a limited number of scholars, each of the 325N projects are working with multiple colleges who, in turn, work with multiple students. In addition, the 325N projects focus on enhancing the knowledge and skills of general early childhood educators which enhances the abilities of states to increase the numbers of young children with disabilities served in general education programs, an important goal of the Joint Policy Statement on Inclusion released in 2015 by the U.S. Departments of Education and Health and Human Services.

The 325N projects routinely survey students to ascertain the changes in their levels of knowledge and comfort with various aspects of working with young children who have disabilities and their families. A review of each grantee's progress related to impact on students suggests that the **work of each grantee has resulted in positive changes related to students' perceived abilities to work with young children with disabilities and their families**.

Impact on Students: Examples and Quotes

- Project PIPELINES reports that “results from the student needs assessment indicate that students who took the revised courses in both community colleges had a significantly higher level of perceived knowledge in the majority of the content that are aligned with OSEP priorities and DEC recommended practices upon completion of the revised courses.” As readers will note, other grantees’ reports are similar in terms of significance and scope.
- Project EPIC-ECE shared the following quote from a faculty member: “Five years ago inclusivity and equity seemed like foreign ideas to students but in recent years I have noticed that my students are more aware of these ideas and concepts and are more willing to advance them.”
- Data from the **Connecticut Community College Project** revealed that 80% of students surveyed (n=208) increased their knowledge about young children with disabilities.
- SCRIPT-NC reports that when “students [rated] perceived knowledge in content related to working with children with disabilities, the pre-course ratings ranged between 1-5, with the majority of the ratings falling below 3, while the post-course ratings ranged between 3-5 with the majority of the ratings at either 4 or 5.”
- The instructional coach who supports **Mott Community College** students in their field placements says students, “know how to adapt lesson plans and classrooms to support individual children” as a result of course changes facilitated by the Great Start for Higher Education Project. In a project interview, she also reported that “there’s increased thinking about, awareness of, and ability to individualize,” and that she’s seen “improvement in students’ knowledge base about inclusion and diversity.”
- **EarlyEdU for Inclusion** shared that “students were asked to rate their confidence using 12 inclusive practices at the end of the course. 100% of students surveyed indicated that they were confident or very confident in their practice. Across items, they reported an average confidence of 4.63 on a 5-point Likert-type scale, with 1 being not at all confident and 5 being very confident.”



Impact on Faculty

Over 200 faculty members who work in the 27+ community colleges involved in 325N work have indicated that their involvement in the project has significantly impacted their knowledge and skills related to the indicators that OSEP has required grantees to address. This has occurred in primarily two ways. First, faculty members affiliated with each 325N project work with project staff to revise course syllabi so they are better aligned with required OSEP indicators. This has resulted in a positive increase with faculty members' reports of preparedness and comfort with new course content. Second, each grantee has provided a range of PD opportunities aligned with the OSEP indicators that are designed to increase faculty members' knowledge, skills, and comfort levels.

Examples and Quotes

- Project PIPELINES has worked on course enhancements with faculty at two community colleges (n=8). Of the results, one participant said "I felt like we got so much support from the whole [PIPELINES] team. It helped us to really focus on the courses that we were rewriting and bring so much rich content to the courses and really rework them." Another said "they really helped me understand what the need is and how we can meet that in many different ways. It just doesn't have to be a quiz or a paper. It can be an activity. It can be a fun project. So, it was really nice to have the ability to reflect with people who would ask the right questions to really push me to think deeper, not just in those classes but in the other classes that I teach."
- Project EPIC-ECE reports that "faculty assessments show statistically significant changes in the level of knowledge and level of emphasis for inclusion-related content, as well as increased comfort teaching that content."
- The Connecticut Community College Project reports that "87% of the faculty from the 5 community colleges implementing the revised syllabi attended 32 PD opportunities about key experiences for each revised Master Course Outline (MCO) which had objectives cross walked with the standards/ practices." These intensive PD opportunities have resulted in consistently improved outcomes reported by faculty members.

Impact on Faculty: Examples and Quotes (cont'd)

- SCRIPT-NC faculty surveys and interviews revealed that faculty strongly agreed that the technical assistance and its processes were useful and relevant. Even though the TA process is to revise five courses, all three programs are committed to revising all the courses in their program and have requested for the SCRIPT-NC team to continue working with them after the five courses have been revised. As summed up by a faculty member who said, “SCRIPT-NC has definitely increased the quality of the program. We were all doing our own thing—very disconnected and operated independently. Now we’re clearly connected and we want to continue the process. This has improved the quality of part-time instructors. They don’t have time to do much in terms of revising course content. Now there’s a clear map for students and faculty members. The program is providing more high-quality instruction and students are more knowledgeable about inclusive practices.”
- The evaluator for the **Great Start for Higher Education** project asked faculty participants from Mott Community College to rate the quality of their experiences in relation to different components of the process (e.g., using a rubric to analyze gaps and revisions needed, resources, ongoing assistance), using a 5-point scale. The average score across all components was 4.9.
- The **EarlyEdU for Inclusion** team has offered regular PD to all participating faculty. In the 2020–2021 and 2021–2022 school years, they offered: (a) Two 4-day mini-retreats to participating Colleges, (b) 21 monthly faculty PD events with participating Colleges (12 in 2020–2021 and 9 to-date in 2021–2022) and (c) 9 monthly PD events with three “individual faculty” (those unaffiliated with a participating College).
- Two projects (**SCRIPT-NC** and **GSHE**) have used OSEP funding to send community college faculty members to national conferences (DEC and the National Inclusion Institute), experiences that have resulted in significant self-directed learning.

Impact on Programs and the Communities They Serve



Across the six projects, the 200 faculty members who have participated in the 325N work have been involved in **revising and enhancing over 66 courses and field experiences that are required components of the program of study** for each of the community colleges involved. Pre/post analyses of the degree to which courses align with the required OSEP indicators indicate **significant improvements in the course content and assignments that students complete**. Overall, the revision process addresses the content of the course as well as revisions to assignments and the addition of resource banks and websites that provide links to relevant documents and resources.

Each grantee reports that in addition to work with faculty members at community colleges, they also work with the community partners or advisory groups affiliated with those colleges. Advisory group meetings are held at multiple times during the year and **advisory group members have access to many of the resources developed for community colleges by the grantees**.

Examples

- Project PIPELINES has tailored PD offerings to the community served by each college. A PD session on Universal Design for Learning for adult learners was offered at Cuyamaca College, where many students speak Arabic, Aramaic, or Spanish. Two PD sessions on supporting young children who are dual language learners were created for Palomar Community College. Offerings, which were made available to faculty, campus, and community colleagues, were consistently rated with a 4 (good) or 5 (excellent). In fact, the Cuyamaca College president is considering adding a campus center focused on the Chaldean community, in part as a result of the focus and emphasis of PIPELINES.
- Project EPIC-ECE reports that the chairs and lead faculty of two of the four partner community colleges hold leadership positions in several of the state level initiatives (e.g., Community College ECE Faculty coalition; Early Childhood Higher Education Partnership – ECHEP). They serve as the conduits between EPIC and the state level initiatives they lead. They help us keep the work of the project aligned with the goals and activities of these state level initiatives as well as disseminate project activities and resources to all community colleges (i.e., beyond the four partner community colleges).

Impact on Programs and the Communities They Serve: Examples (cont'd)

- The Connecticut Community College Project supported the revision of the Master Course Outlines for all (100%) of the 6 core EC courses which are common across all 12 of Connecticut's community college early childhood programs. A gap analysis of original coursework, practicum and assignments using a rubric containing the CT core competencies, the DEC recommended practices and select DEC/NAEYC knowledge and skills were completed for each of the six courses.
- SCRIPT-NC has a strong commitment to campus and community engagement and collaboration. As a result, each of the three participating community colleges has added members to their program advisory group, including former students and early childhood special education/early intervention colleagues. SCRIPT-NC has further supported each program by facilitating advisory group meetings every six months to report progress, share resources, and gain ongoing input. In addition, SCRIPT-NC provided targeted technical assistance to three community colleges that submitted strong applications for participation, but were not selected for Cohort 2. The targeted TA introduced them to the course enhancement process and resulted in enhancements to the Child, Family, and Community course at all three locations.
- Great Start for Higher Education designed and piloted an online PD experience for community-based early childhood teachers who serve as cooperating teachers for community college students. This PD has recently been approved for 12-clock hours of continuing education units (CEUs) by the Michigan Registry, the entity that approves all PD and training for early childhood teachers in Michigan.
- In addition to revising 15 courses (academic year 2020-2021), the EarlyEdU for Inclusion team has focused on supporting inclusive field placements. This has included meetings and other supports for practicum faculty as well as community practicum site representatives in two locations. At one site the topics are drawn from the Inclusive Classroom Profile to allow focus on supporting college students to see those practices in their settings.



State Level Impact

Active and ongoing collaboration with state early childhood and early childhood special education colleagues was a requirement of the 325N competition. Each project has honored and built on that commitment in very effective and important ways.

Examples and Quotes

- Project PIPELINES works with an advisory group on which key state agencies are represented. When work in Year 5 of the project turns to engaging statewide community college colleagues in learning about the PIPELINES methods and materials, these advisors will be invaluable.
- Project EPIC-ECE reports that “the EPIC summer institute and EPIC learning buffets are open to ECE full-time and adjunct faculty at all the community colleges across the state. We are confident that the project is having a statewide impact.”
- The Connecticut Community College Project reports 90% participation for quarterly meetings of their early childhood stakeholder group. The group has representatives of the Office of Early Childhood Workforce Development, Part B(619) and Part C staff, Bachelors level colleges and universities, all Community College Program Coordinators, and Head Start.
- Between 2019–2021, SCRIPT-NC planned, developed, and facilitated 13 webinars for faculty, instructors, and professional development providers in NC and nationwide focused on content and pedagogical priorities. While the webinars are targeted at North Carolina community college faculty, instructors, and their community partners, their availability was broadly disseminated through state and national partners (e.g., ACCESS, NAEYC, NAECTE, EarlyEdU). Between 2019–2021, over 1,300 individuals participated in the ‘live’ webinars, while over 1,300 reviewed the archived recordings. The summary ratings of the 13 webinars conducted (n=732), based on a 5 point Likert scale where 1 is low and 5 is high, were: Quality: 4.48, Relevance: 4.51, Usefulness: 4.48. SCRIPT-NC webinars are free and open to anyone, which has made it possible for colleagues outside the US to participate.
- Great Start for Higher Education led the “Michigan Persona Project,” a project that resulted in the creation of multiple personas, or short stories about children with diverse backgrounds and their families. Data from all components of this project (e.g., early childhood PD priorities, faculty and student field testing) are being compiled for dissemination. The Michigan personas are available to faculty, instructors, and PD providers across and beyond Michigan to enhance students’ opportunities to learn to work with children with diverse backgrounds and abilities.



National Impact

Finally, the 325N projects have significantly impacted early childhood education nationally and internationally. In addition to being regular presenters at national conferences and meetings (e.g., DEC, OSEP Project Directors' Meetings), grantees have developed a range of tools, products and learning opportunities all designed to enhance the quality of preservice preparation for early childhood majors in higher

education. Again, this is quite significant since it directly supports the Joint Policy Statement on Inclusion released in 2015 by the U.S. Departments of Education and Health and Human Services. Expanding OSEP support to the early childhood community through funding of the 325N projects strengthens support to the professionals who will work with young children with disabilities in inclusive settings. See Table 2 for examples of the high-quality work completed after three years of 325N funding.

Table 2. 325N Resources

Grantee	Resources
San Diego State University (Project PIPELINES)	Website - https://education.sdsu.edu/pipelines <ul style="list-style-type: none"> • Recorded PD sessions on Universal Design for Learning and dual language learners • Video collections
University of Colorado, Denver (Project EPIC)	Website - https://epic.colorado.edu/ <ul style="list-style-type: none"> • Resource banks for 10 courses (e.g., readings, videos, websites, assignments) • Training and Coaching Guidelines for Community College Instructors • Rubric for Assessing Course Syllabus
University of Connecticut (Connecticut Community College Project)	Website - https://uconnuccedd.org/early-childhood-intervention-projects/connecticut-community-college-resource-library/ <ul style="list-style-type: none"> • Connecticut Community College Resource Library • Course descriptions and master course outlines • Course-specific and foundation resources

National Impact

Table 2. 325N Resources (cont'd)

Grantee	Resources
<p>University of North Carolina at Chapel Hill (SCRIPT-NC)</p>	<p>Website - https://scriptnc.fpg.unc.edu/</p> <ul style="list-style-type: none"> • Curated, free, open-access, searchable resources. In 2019-21, there were over 25,000 users who downloaded 14,330 PDF files, Word documents, and PowerPoint files. The website has been accessed from 150 countries. • Natural Resources, the listserv supported by SCRIPT-NC, that currently reaches over 8,000 individuals in over 25 countries.
<p>University of Toledo (Great Start for Higher Education)</p>	<p>Website - https://www.utoledo.edu/education/grants/great-start-for-higher-education/</p> <ul style="list-style-type: none"> • Information about the GSHE project and the participating community colleges
<p>University of Washington (EarlyEdU for Inclusion)</p>	<p>Website - https://earlyedualliance.org/earlyedu-alliance-for-inclusion/</p> <ul style="list-style-type: none"> • Resources on inclusion, quality field experiences, and supporting adult learning • Course resource guide for the Guiding Behavior course. It includes suggested readings, activities, and videos. This has become a template for future course guides. • Guiding questions that can be used to reflect on existing course assignments and activities to support planning in the redesign process • The Planning Template for Course (Re)Design is a template we developed is designed to help faculty plan for syllabus re-design by focusing first on making any needed changes to course objectives to reflect a more inclusive focus, and then consider what additions or edits to the existing assignments, readings/resources, and learning activities might need to be made to ensure alignment with learning outcomes and student experiences during the course. • UDL planning tool

Summary



From the evidence provided, it is clear that these six 325N projects have made remarkable differences at student, faculty, program, community, state, and national/international levels, influencing a greater number of students and faculty members than is typical in an OSEP personnel preparation project. In addition, these results will multiply as result of the impact the 325N projects on what faculty know and are able to do and the content and pedagogy they deliver.

Here's one reason why these projects have been so successful. The projects have been enriched by the opportunity to function as a cohort. Since the six were funded, they have connected regularly to exchange information and ideas, explore challenging components of the projects, and to share what has been learned in national presentation forums (e.g., DEC, OSEP).

The 325N projects have also embraced a new orientation to inclusion. The September issue of *Young Exceptional Children* shared that “We recognize inclusive education as the process of (a) redistributing access to and participation in quality learning opportunities; (b) recognizing and valuing all child differences in learning activities, materials, and interactions; and (c) creating opportunities for non-dominant and under-represented groups to share their narratives and advance solutions for equity, with particular attention given to the interplay of multiple and intersecting social identities (e.g., ability, race, language) in learning contexts (e.g., home, school, and community settings).” (page 115). Each of the 325N projects, as illustrated by the examples provided, has contributed to the preparation of future educators who can support the many needs and identities of young children and families.

This compilation underscores the impact of projects in the 325N competition, an investment that provides a significant return on investment. It would be great if this competition served as a model for other personnel development projects that wish to enhance the ability of general education teachers to work effectively with children with disabilities and their families.