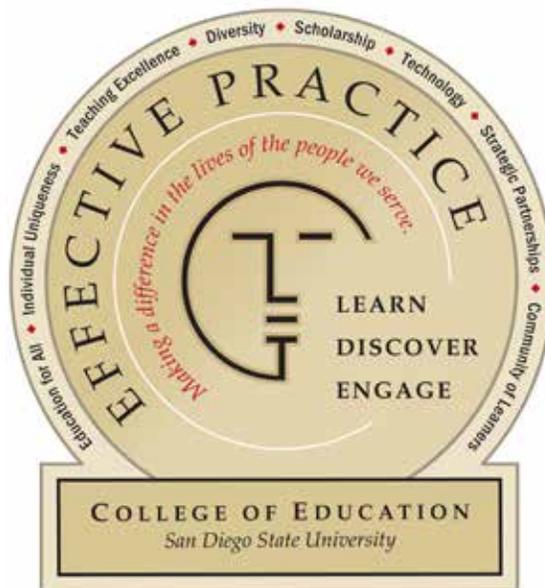


College of Education Grants, Contracts, and Other Externally Funded Projects

July 1, 2011 to June 30, 2012



2012



A Message from the Dean

The College of Education at San Diego State University holds as one of its primary tenets a commitment to improving the field of practice through the application of knowledge and through strategic partnerships to facilitate positive change. The College's ability to secure external funding for research, evaluation, training, and demonstration projects is one measure of success in fulfilling this commitment.

This report presents descriptions of the grants, contracts, and other externally funded projects in operation under the auspices of the College of Education during the period from July 1, 2011 to June 30, 2012. Included are projects and programs representing the work of the following:

- 36 Education faculty and administrators who serve as Principal Investigators and Project Directors.
- The Imperial Valley Campus of SDSU as well as the San Diego campus.
- Interdisciplinary projects and programs with other Colleges within the University.

These efforts resulted in a total of \$14,635,339 million for the College of Education at the San Diego campus in 2011-12. This total includes the College's portion of \$1,285,127 interdisciplinary grants involving the College of Education. In addition, efforts of Education faculty at the Imperial Valley Campus of San Diego State University resulted in funding totaling approximately \$244,593 for a grand total of \$14,879,932.


Ric A. Hovda
Dean, College of Education

Organization of The Report

This report provides information about the grants, contracts, and other externally funded projects awarded to the College of Education at San Diego State University during the 2011-2012 academic year. The report is organized by the departments within the College of Education. Departments from the West SDSU campus appear first, followed by the Imperial Valley Campus. Within each department, grants and contracts are listed in alphabetical order. Interdisciplinary awards are presented at the end of each department's entries, if applicable.

Each project description contains these elements: title of the grant or contract, principal investigator or investigators, sponsoring agency, total award for academic year 2011-12, beginning and ending dates for the project, and a brief summary of the project's purpose and scope. Interdisciplinary projects also contain information about the total award and the amount allocated to the College.

An appendix provides information about internal grant awards to faculty in the College of Education for academic year 2011-2012. Internal grant competitions include those sponsored by SDSU and the College of Education Inquiry Grant program. At the end of the report is an index of principal investigators.

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Administration, Rehabilitation, and Postsecondary Education

Aging and Disability Resource Center/ Area Agency on Aging

Caren Sax
California State Independent Living Council
Award (AY 2011-12): \$44,650
10/1/2011 to 9/30/2012

The project will provide the following services to the State Independent Living Council- collect survey data, conduct interviews and focus groups to determine the efficacy of the Nevada County Aging and Disability Resource Center (ADRC). The goal of the project is to enhance the California ADRC network. The objectives are: 1) expanding the network by one more site, 2) teaching and promoting practice of the Coleman Care Transitions Intervention Model, 3) participation in the ADRC cross-agency Steering Committee work group activities, and 4) strategic planning to design a master plan to expand the ADRC network throughout California.

American Samoa Business Employment Network Development Program

Caren Sax
American Samoa Government Department
of Education
Award (AY 2011-12): \$3,635
10/1/2011 to 11/30/2011

The Business Employment Network Development Program will consist of the following: 1) contacting Federal and local government agencies and provide them with an employer awareness training that focuses on the employment of people with disabilities, employer responsibilities under the ADA, resources from American Samoa's Office of the Governor, Office of Vocational Rehabilitation (AS-OVR) that can assist with placement and reasonable accommodation, incentives for hiring people with disabilities, and the need for an active, ongoing network of business in American Samoa committed to advancing employment opportunities

for people with disabilities; 2) Developing a database of employers and service organizations that will comprise the Business Employment Network, and establishing guidelines and an ongoing schedule for meetings that will ensure the longevity of the Network. TACE IX staff will coordinate with AS-OVR staff to develop and present the employer awareness training and lay the groundwork for future meetings of the Business Employment Network.

American Samoa Financial Management Program

Caren Sax
American Samoa Government Department
of Education
Award (AY 2011-12): \$7,980
8/1/2011 to 6/30/2012

The Financial Management Program will provide technical assistance (TA) to American Samoa's Office of the Governor, Office of Vocational Rehabilitation (AS-OVR) on the following: 1) Compliance with RSA's specific financial requirements for VR and OIB program including maintenance of effort, program income, carryover, re-allotment, liquidation of outstanding obligations and grant closeout; 2) procurement policies and fee schedule changes; 3) sufficiency of matching resources; 4) strategies for reducing carryover; 5) transfer of Social Security program to other formula grant programs; 6) accuracy and completeness of financial reports; 7) allowable innovation and expansion authority expenditures; 8) funding support for the SRC and SILC; and 9) establishment of a sound financial plan for the overall program.

American Samoa Needs Assessment

Fred McFarlane
American Samoa Government Department
of Education
Award (AY 2011-12): \$22,816
7/1/2011 to 9/30/2011

To identify the unmet needs of persons with disabilities related to desired employment outcomes. The American Samoa comprehensive statewide needs assessment project will consist of the following work and will culminate in data and technical reports of findings with respect to the following issues: needs assessment questions (1) What are the unmet needs of individuals with disabilities in American Samoa in the following domains: • Mobility • Communication • Self Care • Interpersonal Skills • Work Skills • Work Tolerance (2) Are there groups of individuals that are un-served or under-served by the Office of Vocational Rehabilitation in American Samoa? (3) What are the unmet needs of individuals with the most significant disabilities? and (4) What are the unmet needs with respect to developing or improving community rehabilitation programs in American Samoa?

American Samoa Supported Employment Program Enhancement Project

Caren Sax
American Samoa Government Department
of Education
Award (AY 2011-12): \$14,775
8/1/2011 to 6/30/2012

The Web Based Supported Employment (SE) Program Enhancement Project will consist of 1) training provided to the Supported Employment Program Coordinator and Job Coaches in American Samoa's Office of the Governor, Office of Vocational Rehabilitation (AS-OVR) on the history, philosophy, purpose and policies and procedures of the SE program; 2) exposure of AS-OVR SE Staff to on-site individual and group SE placements to provide training on SE capacity building regarding best practices for job coaching and development; 3) long-term follow-up to ensure implementation of training activities and to further enhance the SE program in American Samoa.

CAL-IARP (California Chapter of the International Association of Rehabilitation Professionals), Analyze Responses of an Online Member Survey

Caren Sax
California Association of Rehabilitation
Professionals
Award (AY 2011-12): \$4,000
4/26/2012 to 6/16/2012

Online survey design, administration, & analysis for the California Chapter of the International Association of Rehabilitation Professionals (CAL-IARP).

California Health Incentives Improvement Project

Caren Sax
Department of Health and Human Services,
Centers for Medicare and Medicaid Services
Award (AY 2011-12): \$250,000
7/1/2011 to 12/31/2011

The California Health Incentives Improvement Project (CHIIP) is a part of the San Diego State University (SDSU) College of Education's Interwork Institute and works in administrative partnership with the SDSU Research Foundation (SDSURF). CHIIP and staff members are collocated in Sacramento with the Governor's Committee on Employment of People with Disabilities (within the Employment Development Department), within the Department of Health Care Services and within the Department of Rehabilitation. CHIIP staff members are also located at the Interwork Institute in San Diego.

Capacity Building for Traditionally Underserved Populations: Capacity Building Success II

Bobbie Atkins
Department of Education, Office of Special
Education/ Rehabilitation Services
Award (AY 2011-12): \$267,032
10/1/2011 to 9/30/2012

The project will provide training and focused technical assistance (FTA) to enhance the capacity of minority entities and Indian tribes to participate in Rehabilitation Services Administration (RSA) and National Institute on Disability and Rehabilitation Research (NIDRR) funded programs.

Care Transitions Intervention-Options Counseling Project

Caren Sax
 California Health and Human Services Agency
 Award (AY 2011-12): \$193,512
 11/8/2011 to 9/29/2012

Provide to the California Health and Human Services Agency (CHHS) services that support the development of state options counseling standards and the evaluation of pilot implementation of the draft options counseling standards through the Aging and Disability Resource Connection (ADRC) service delivery model. The project has the following goals: 1) to identify and develop an enhanced Options Counseling framework - core service elements (modules), methods, scope of practice and staffing standards (e.g. Options Counselor skills, cultural and disability competencies, experience and knowledge requirements, etc.); 2) to develop a training curriculum and Counseling provide training (for Options Counselors); 3) to pilot the new Options framework with five ADRC's and one MFT Lead Organization; 4) to create an Options Counselor Corner (to provide online information and support); and 5) to develop and implement an evaluation plan.

CNMI Supported Employment Program Enhancement Project

Caren Sax
 Commonwealth of the Northern Marianas Islands
 Award (AY 2011-12): \$20,963
 8/15/2011 to 9/30/2011

Region IX TaCE will complete, review and implement the New Policies and Procedures Manual. Will provide training on the New Policies and Procedures Manual to CNMI-OVR Staff, the SRC members, and the other on-island stakeholders. Will also provide training and technical assistance leading to the development of a community rehabilitation program (CRP) on CNMI, including services to provide supported employment (SE) services to OVR consumers.

COM/FSM Master of Arts in Education with a concentration in Postsecondary Education Leadership

Caren Sax and Steven Spencer
 San Diego State University
 Award (AY 2011-12): \$328,645
 10/1/2011 to 12/31/2012

SDSU will partner with the College of Micronesia - Federated States of Micronesia (COM-FSM) to implement a hybrid Master Degree Program consisting of in-person and on-line instruction of 10 courses (totaling 30-unit [i.e. semester hours]), leading to a Master of Arts in Education, with a Concentration in Postsecondary Education Leadership.

Comprehensive System of Personal Rehabilitation- Rehabilitation Counseling

Fred McFarlane and Tom Turner
 Department of Education, Rehabilitation Services Administration
 Award (AY 2011-12): \$151,442
 7/1/2011 to 6/30/2012

The project will assist Designated State Units (DSUs) and American Indian Vocational Rehabilitation Service (AIVRS) programs throughout the nation, including the Territories and the Commonwealth, meet the statutory and regulatory requirements for qualified vocational rehabilitation counselors (VRCs) through access to high quality, CORE accredited, graduate level courses and degrees. Distance learning technologies and adult learning principles are applied to offer CORE accredited curricula entirely through distance learning strategies.

Develop Rubric and Evaluate Proposals for the College Access Challenge Grant (CACG)

Jonathan Wood
 University of North Carolina-Chapel Hill
 Award (AY 2011-12): \$26,762
 5/21/2012 to 6/30/2012

To develop Rubric and Evaluate Proposals for the College Access Challenge Grant, University of North Carolina-Chapel Hill

Development of Doctoral Courses for Hybrid/Online Delivery

Fred McFarlane
San Diego State University
Award (AY 2011-12): \$66,000
7/1/2011 TO 6/30/2012

For the purpose of this project, the contractor shall provide independent doctorate website development, redevelopment and maintenance. Conversion of the doctoral courses for hybrid delivery, including design, initial and repeated delivery, and technical support of 24 online courses for the College of Education at San Diego State University. Services shall include but not be limited to, course development, instruction and materials.

Distance Learning Courses for the Advanced Certificate Program in Education Facility Planning

Fred McFarlane
San Diego State University
Award (AY 2011-12): \$18,000
7/1/2011 TO 6/30/2012

As requested by the Department of Educational Leadership's NC2 1, II-CDL agrees to provide the technical and administrative support and equipment necessary for NC2 1 to re-offer the existing Advanced Certificate Program in Educational Facility Planning online courses, which II-CDL has developed and provided support to NC2 1 in the past and under separate agreement(s). This support applies to existing distance courses, including EDL 620, 621, 622, 623, 624, and 625, and does not apply to new course development.

Distance Learning Courses for the College of Sciences' Center for BioPharmaceutical and Biodevice Development

Fred McFarlane
San Diego State University
Award (AY 2011-12): \$10,000
7/1/2011 TO 6/30/2012

During the period of 7/1/11 through 6/30/12, the contractor shall provide distance learning support services related to existing and new RA and BQS distance courses (including development, delivery, technical, and

administrative support) through the Center for Distance Learning (CDL) to the Center for Bio/Pharmaceutical and Biodevice Development (CBBDD) at SDSU.

Early Start Referral Services

Caren Sax
San Diego County Superintendent of Schools
Award (AY 2011-12): \$12,960
7/1/2011 to 6/30/2012

The Exceptional Resource Center (EFRC) will provide referral services for HOPE. This will consist of all California Early Start fax referrals from doctors and service providers within the HOPE catchment area (North County and South County). EFRC will contact families, complete the point of entry paperwork and upload to regional center early start database in order to begin the process for the early start program.

EFRC Resolutions for Student Success

Caren Sax
San Diego County Office of Education
Award (AY 2011-12): \$88,720
7/1/2011 to 6/30/2012

The purpose of this project is to provide school districts and parents with a locally developed and less formal way of settling disputes. EFRC continues to be driven by the positive partnership with NCCSE and their pledge to provide a quality, responsive dispute resolution process for families and districts. The NCCSE districts, working in conjunction with the Exceptional Family Resource Center (EFRC), have developed a framework, which we believe will allow the parties to mediate their differences without either party engaging the services of either the California Department of Education or legal representation.

Family Empowerment Center

Caren Sax
California Department of Education
Award (AY 2011-12): \$252,911
7/1/2011 to 6/30/2012

This family empowerment project will focus on the provision of support to families of children and youth with disabilities via parent-to-parent support, accurate information, and specialized training and resources by parents of children with disabilities in San Diego and Imperial Counties. Culturally and linguistically competent services, supports, individualized assistance and training opportunities will be offered to help in the availability and understanding of and how to effectively access and utilize the educational, local, and regional service delivery systems created by PL 105-17 and Title 34 CFR 301, Preschool Grants for Children with Disabilities (including understanding of educational and developmental needs, decision-making processes, IEP development, procedural safeguards, transition assistance, alternative forms of dispute resolution, etc.) Project name is also known as FEC.

Federated States of Micronesia Special Education Program Monitoring & Technical Assistance

Fred McFarlane and Steven Spencer
Federated States of Micronesia
Award (AY 2011-12): \$111,650
7/1/2011 to 8/30/2012

RFP requests activities in three areas: 1) Special Education Program monitoring; 2) policy and procedure training and technical support; and 3) data management technical support for the Special Education Student Tracking System (SITS). A. Special Education Program Monitoring: This proposal will address specific activities to ensure technical assistance is provided to implement the General Supervision Monitoring requirements as well as provide training support and capacity building for the FSM Department of Education, Special Education Program to be able to conduct the monitoring activities with their own personnel. B. Policy and Procedure Technical Support: SDSURF will provide technical assistance and training support in the following specific areas: 1) policy and procedure training, 2) integrated service delivery (ISD) training,

3) policy and Procedure Development and Review, 4) IDEA Implementation Support, C. Data Management — Special Education Student Tracking System (SITS) Data Management— Further development and support for the Special Education Information Tracking System (SITS). This will include additional development of the state, national, and U.S. federal reports that will be required for completion of the SPP/APR and the 618 data reports. Support will also be provided in maintaining, troubleshooting, and repairing any problems that may occur with the operation of SITS.

Financial Management Program

Caren Sax
Hawaii Vocational Rehabilitation & Services for the Blind
Award (AY 2011-12): \$55,793
8/1/2011 to 6/30/2012

Provide technical assistance (TA) to the State of Hawaii Vocational Rehabilitation and Services for the Blind Division (HIVRSBD) on the following: 1) Compliance with RSA's specific financial requirements for the VR and OIB programs; 2) Procurement policies and fee schedule changes; 3) sufficiency of matching resources; 4) strategies for reducing carryover; 5) transfer of Social Security program and other formula grant programs; 6) accuracy and completeness of financial reports; 7) cash management procedures; 8) allowable innovation and expansion of authority expenditures; 9) funding support for the SRC and SILC; and 10) establishment of a sound financial plan for the overall program.

Focus on Quality, 2011 Program

Caren Sax
Hawaii Vocational Rehabilitation & Services for the Blind
Award (AY 2011-12): \$49,625
11/15/2011 to 12/31/2012

Develop the managerial and leadership skills of staff at the upper, middle and first-line levels of supervision within the State of Hawaii Vocational Rehabilitation & Services for the Blind Division (HIVRSBD). The focus of this program includes on-site training and executive coaching for HIVRSBD management and supervisory staff accomplishing the following: 1) develop a succession plan-

ning strategy to identify and prepare future leaders in the organization; 2) develop strategies to help staff meet established timetables; 3) develop strategies to help consumers achieve high quality, career-level employment outcomes; 4) improve the capacity of supervisory and management staff to resolve interpersonal conflicts, enhancing communication and collaboration.

MHSA: Workforce Education and Training (WET)

Marjorie Olney
San Diego County Health and Human Services Agency
Award (AY 2011-12): \$50,000
2/1/2012 to 1/31/2013

Contractor shall provide stipends to individuals interested in entering the public mental health field by funding stipends to Master of Science in Rehabilitation Counseling Program (RCP) students in exchange for a commitment to practice in San Diego County's public mental health workforce.

Mother Lode Micro Business Project

Caren Sax and Ian Pumpian
California Council on Developmental Disabilities
Award (AY 2011-12): \$33,353
10/1/2011 to 9/30/2012

This project will promote successful micro-business employment opportunities for adults with developmental disabilities in the Foothills region (Amador, Calaveras, and Tuolumne Counties).

National Rehabilitation Leadership Institute

Fred McFarlane
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$249,993
10/1/2011 to 9/30/2012

The Leadership Institute will create an effective educational environment to instill in rehabilitation leaders the knowledge, skill, and understanding to meet the constantly changing requirements and standards in the field of vocational rehabilitation. The Institute's goal is to develop, expand and enrich

the executive leadership capacities of senior administrators in state agencies, tribal rehabilitation agencies, and programs in the public program of rehabilitation.

North Coastal Consortium for Special Education (NCCSE) Partnership

Caren Sax
San Diego County Office of Education
Award (AY 2011-12): \$33,087
7/1/2011 to 6/30/2012

North Coastal Consortium for Special Education (NCCSE) and Exceptional Family Resource Center (EFRC) continue to work together to offer support, information, resources, education opportunities, and referral for families of children with disabilities and special needs within the NCCSE Special Education Local Planning Area (SELPA). EFRC works with families and district staff to provide parent-to-parent support, in-service trainings as requested, resources, information and support, respond to district identified needs as appropriate, and support the Community Advisory Committee under the NCCSE SELPA.

Pacific Island Rehabilitation Supervisor's Academy

Caren Sax
Hawaii Vocational Rehabilitation & Services for the Blind
Award (AY 2011-12): \$17,821
11/15/2011 to 6/30/2012

Enhance the development of the managerial and leadership skills of staff and the middle and first-line levels of supervision within the State of Hawaii Vocational Rehabilitation and Services for the Blind Division (HIVRS-BD), and of other staff that demonstrate the potential for future leadership positions.

Palau Community College- Bachelor of Arts in Education

Fred McFarlane and Steven Spencer
Palau Community College
Award (AY 2011-12): \$141,330
12/1/2011 to 5/31/2012

The purpose of this project is for San Diego State University to offer an interdisciplinary bachelor's degree program that allows for

selection of relevant courses from three different departments. This is known as the 3D program. From the Palau Cohort, courses have been selected from Teacher Education; Education Technology; and Administration, Rehabilitation and Post Secondary Education. The 18 courses selected are specifically designed to meet the needs of educators in Palau. Students who pursue the 3D BA degree will be prepared to provide effective instruction for diverse student population. Students pursue courses and learning experiences that are relevant and practical given the unique educational needs represented in their country. Courses are designed to be practical and targeted to respond to critical education issues facing each nation.

Palau Community College - Interdisciplinary Bachelor of Arts in Three Departments

Caren Sax
 San Diego State University
 Award (AY 2011-12): \$300,000
 1/1/2012 to 12/31/2012

San Diego State University's Interwork Institute will partner with Palau Community College to implement an interdisciplinary Bachelor of Arts Degree in Three Departments for educators. The program is designed for practicing teachers and other educational personnel who have completed an Associate of Arts degree, including necessary general education courses needed to transfer to San Diego State University, and have a desire to complete a bachelor's degree.

Palau Community College- Master of Arts in Education with a Concentration in Postsecondary Education Leadership

Fred McFarlane and Steven Spencer
 Palau Community College
 Award (AY 2011-12): \$21,004
 12/1/2011 to 8/31/2011

San Diego State University to implement a 30-hour semester, 10-course master's degree program. San Diego State University, Interwork Institute, has partnered with Pacific entities to provide degree and certificate training programs in the Republic of Palau and other Pacific entities for the past 30 years. These programs have resulted

in over 100 individuals completing masters programs. The program is designed to allow working professionals to complete an advanced degree program without having to leave the island or their current position.

Partners in Resolution: Poway Alternative Dispute Resolution Process

Caren Sax
 Poway Unified School District
 Award (AY 2011-12): \$10,000
 7/1/2011 to 6/30/2012

EFRC will provide an impartial collaborative forum to resolve differences and find common ground solutions that assure educational services for children are met in a timely manner. Partners in resolution facilitate mediation process as designed by Poway SELPA by guiding the new ADR process that responsive to the needs in Poway, utilizes best practices to ensure access for families within the Poway SELPA, and resolves conflict at the lowest possible level.

Post Employment Training American Indian Rehabilitation (PETAIR) Training

Fred McFarlane
 Department of Education, Office of Special Education/ Rehabilitation Services
 Award (AY 2011-12): \$100,000
 10/1/2011 to 9/30/2012

The project outlines a three cycle, 21-unit advanced graduate certificate program designed to provide administrative training for 10 rehabilitation personnel per cycle (for three cycles) who coordinate and manage programs for American Indian consumers through the state-federal rehabilitation system

Prevention Resources & Referral Service

Caren Sax
 Family Resource Center
 Award (AY 2011-12): \$248,706
 7/1/2011 to 6/30/2013

EFRC will provide parent-to-parent support, information dissemination and referral, public awareness, family-professional collaboration activities, and transition assistance for families to children enrolled in the California Early Start Program.

Project Pendleton- Military Family Support 360

Caren Sax
Department of Health and Human Services
Administration for Children and Families
Award (AY 2011-12): \$200,000
9/30/2011 to 9/29/2012

Project Pendleton is a collaborative endeavor among military families, youth with developmental disabilities (ages birth - 25), and professionals from related agencies to establish the San Diego Family Support 360 Center at Camp Pendleton for seamless access to supports and services. The goal of the project is to empower and strengthen the military family's capacity to assist their child with developmental disabilities in maximizing their independence, productivity, integration, and inclusion into the community.

Rehabilitation Counseling for Consumers with Disabilities

Nan Hampton
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$150,000
10/1/2011 to 9/30/2012

Prepare graduate trained rehabilitation counselors (qualified rehabilitation personnel) to provide vocational rehabilitation services for individuals with disabilities who are seeking, securing, and/or maintaining effective employment and community integration.

Rehabilitation Counseling Program, Specialization in Psychiatric Rehabilitation

Marjorie Olney
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$100,000
10/1/2011 to 9/30/2012

The project 1) supports the RSA's mission of full integration and participation for individuals with significant disabilities; 2) increases the supply of qualified personnel trained to support persons with psychiatric disabilities within the state-federal system, 3) features an intensive, 60 credit hour accredited curriculum with a broad base of generalist rehabilitation training plus intensive training in psychiatric rehabilitation principles, models and techniques; 4)

focuses on the recruitment of diverse, qualified students with psychiatric and other disabilities, and persons from diverse, linguistic and cultural backgrounds; 5) will result in the improved capacity of the state-federal rehabilitation system and the larger community to support individuals with psychiatric disabilities in employment; 6) will provide an avenue for further credentialing with the availability of the Advanced Certificate in Psychiatric Rehabilitation and 7) offers the program by distance to students throughout the state and country.

Rehabilitation Counseling Program-Specialization in the Employment of Persons with Cognitive Disabilities

Charles Degeneffe
Department of Education, Rehabilitation Services Administration
Award (AY 2011-12): \$97,600
7/1/2011 to 6/30/2012

Prepare graduate trained rehabilitation counselors (qualified rehabilitation personnel) to provide vocational rehabilitation services which result in effective community adjustment to individuals with disabilities who are seeking, securing, and/or maintaining effective employment and community integration. Vocational rehabilitation is experiencing a critical need for counselors who are skilled in job placement and job development for consumers with cognitive disabilities, including those with learning disabilities, autistic spectrum disorders, intellectual disability, and traumatic brain injury. The goal of this proposal is to increase the pool of graduates with a specialization in the employment of persons with cognitive disabilities.

Si Niños: Soporte e Información Familiar Niños Sanos y Listos Para Aprender (Yes Kids: Family Support and Information)

Caren Sax
Imperial County
Award (AY 2011-12): \$73,507
7/1/2011 to 6/30/2012

The project's first objective is to provide families with culturally and linguistically appropriate emotional support, information, options, programs, services, resources and referral. The second is to provide culturally and linguistically responsive workshops, trainings, and presentations for families that include health delivery models, health care choices,

partnering with professionals, service systems navigation, health care and leadership. The target population for this proposal is families of children 0-5 years

Technical Assistance Continuing Education IX

Caren Sax and Thomas Siegfried
 Department of Education, Rehabilitation Services Administration
 Award (AY 2011-12): \$792,084
 10/1/2011 to 9/30/2012

TACE IX presents a comprehensive, integrated and systematic approach in providing rehabilitation TA/CE activities in Region IX over a 60 month time period (October 1, 2008 through September 30, 2013). The underlying principles of this proposal concentrate on improving quality assurance, using program data for program improvement, and insuring the effective development of personnel. These principles are directly linked to competitive employment outcomes through quality rehabilitation services with individuals with disabilities. To ensure these quality outcomes and services, TACE IX will assist states and community partners in their comprehensive system of personnel development and recruitment and retention efforts and strategies. In Year One, TACE IX projects a service plan to impact at least 2,000 participants in over 200 TA/CE activities

Training for Rehabilitation Technology for Rehabilitation Professionals - Certificate of Rehabilitation Technology

Caren Sax
 Department of Education, Rehabilitation Services Administration
 Award (AY 2011-12): \$99,996
 7/1/2011 to 6/30/2012

San Diego State University Interwork Institute developed the 15-unit graduate Certificate of Rehabilitation Technology (CRT) as an area of specialization within the Rehabilitation Counselor Program (RCP) in 1998. The continued implementation and expansion of the CRT assures direct relevancy to the state/federal program through 1) the composition and interaction of an advisory committee, 2) involvement in state/federal system training and educational activities including the Comprehensive System of

Personnel Development (CSPD), 3) the relationship to other SDSU rehabilitation and research efforts in the San Diego area, 4) input from practitioners in the field who enrich the academic and experiential components of the curriculum, and 5) utilization of accessible and responsive instructional strategies and computer-based technology.

Tribal Vocational Rehabilitation Circle

Fred McFarlane
 Consortia of Administrators for Native American Rehab. Inc.
 Award (AY 2011-12): \$26,743
 10/1/2011 to 9/30/2012

The intention of the Consortia of Administrators for Native American Rehabilitation (CANAR), Inc., hereinafter referred to as CANAR, and the San Diego State University, Research Foundation, hereinafter referred to as the Cooperator, to participate in this technical assistance program entitled Tribal Vocational Rehabilitation Continuous Improvement of Rehabilitation Counselors, Leaders and Educators (TVT CIRCLE) and that the TA and counseling education shall benefit the American Indian Vocational Rehabilitation Services (AIVRS) projects.

Child and Family Development

Achievement-Focused Partnerships Training

Shulamit Ritblatt
Mountain View School District, Ontario, CA
Award (AY 2011-12): \$8,500
8/1/2011 to 9/15/2011

The purpose of this project is for the California Parent Center (CPC) to provide a one-day training for the DISTRICT as described below. Any changes to services as described below will be agreed upon by CONTRACTOR and DISTRICT. Training will be provided for a total of 75 participants, with participants to be determined by the district. Leadership development training will include 1) a research-based framework and operational model for connecting programs of school, family and community partnership directly to each school's academic goals for students in their Single Plan for Student Achievement to support increased achievement; 2) using an organized action team approach to planning, implementing and evaluating effective partnership activities to increase the positive involvement and support of families and effective collaboration with community partners; 3) resources and strategies for organizing purposeful family and community involvement linked to student learning at elementary and secondary levels; 4) identification of strengths of culturally and linguistically diverse school communities and the importance of building a welcoming school climate.

Developing Achievement - Focused Partnerships

Shulamit Ritblatt
Normandy, West Contra Costa, and Twin Rivers Unified School Districts
Award (AY 2011-12): \$65,000
8/15/2011 to 7/31/2012

The purpose of this fund is to provide for the overarching goal of Normandy School District to improve the academic performance for all students, by assisting schools to im-

plement an organized approach to directly engage families and the school community as active partners in this endeavor. California Parent Center will provide the technical assistance needed at school level to support the Board of Education's strategic plan goal to increase community involvement. Provide leadership development training for Twin Rivers and for West Contra Costa Unified School Districts.

Early Childhood-Social, Emotional and Behavioral Regulation Intervention Specialists (EC-SEBRIS)

Shulamit Ritblatt
San Diego County Health and Human Services Agency
Award (AY 2011-12): \$224,000
6/1/2012 to 6/30/2013

The purpose of this program (EC-SEBRIS) is to establish a recognition and response model to meet the needs of the increasing number of young children who attend childcare programs and who have socio-emotional and behavioral problems.

Parent Education Empower (IA PESE Service)

Shulamit Ritblatt
Family Health Centers of San Diego
Award (AY 2011-12): \$141,274
7/1/2011 to 6/30/2012

The purpose of this program is to improve the physical health, developmental status, school readiness, and life prospects of all children ages 0-5 in the East and Central Regions of San Diego County, with particular reference to low-income, medically underserved children, working in partnership with FHCS under Healthy Development Services (HDS) Program.

San Diego CARES Program

Shulamit Ritblatt
YMCA of San Diego County
Award (AY 2011-12): \$900
7/1/2011 to 6/30/2011

The purpose of the San Diego CARES (Comprehensive Approach to Raising Educational Standards) Stipend Program is to market and recruit CARES participants for the program, provide campus events, provide expertise and counseling to participants, and participate in YMCA CRS CARES Liaison meetings and disseminate current information back to all child development department members. CARES participants will be provided with support including tutoring, transcript review, as well as technical assistance such as completing applications and forms, and transferring to a four year university. The program will host campus events to provide faculty and counselors an opportunity to present information.

Counseling and School Psychology

Building Capacity in Military-Connected Schools: Adding School Counseling Students

Jose Estrada
University of Southern California
Award (AY 2011-12): \$23,992
1/15/2012 to 8/31/2012

The work will involve finding and coordinating school site placements for the SDSU school counseling students so they can help in creating sustainable and replicable infrastructures that build capacity by providing extra resources and support at military-connected schools which currently do not have school counseling trainees. The school counseling trainees will work with students, staff, and parents to improve the school climate for military students.

Building Capacity to Create Highly Supportive Military-Impacted School Districts

Colette Ingraham
University of Southern California
Award (AY 2011-12): \$33,520
9/1/2011 to 8/31/2012

Tasks: 1) place 5-10 School Psychology interns at schools within the Building Capacity Consortium, 2) provide supervision for interns, 3) interns will be at the field placement 2-3 days a week, and participate in seminars and community activities related to the Consortium, 4) interns will complete an evaluation of the field placement at the end of 2011 Fall and 2012 Spring semesters, 5) interns will collect process and outcome data related to the internship.

Cultural-Linguistic Advocates for Spanish-Speaking English-Learners (CLASS-EL)

Carol Robinson-Zañartu
U.S. Department of Education
Award (AY 2011-12): \$400,000
5/1/2012 to 4/30/2013

The focus of this project on developing the skills to serve Latino Spanish-speaking students in the schools, encourages applications from prospective Latino/a students. Persons from underrepresented groups, including Latino/as and individuals with disabilities, are project personnel (see Personnel) and on our Advisory Board. Priority will be given to hiring a S-PSY GA who has conversational Spanish-skills supporting relationship building with potential applicants. Trainees with disabilities have access to appropriate modifications, accommodations, assistive devices and services through our Office for Students with Disabilities.

Linguistically, Ethnically, and Diverse (Lead) Interns Training In Marriage and Family Therapy

Gerald Monk
San Diego County Health and Human Services Agency
Award (AY 2011-12): \$69,999
9/1/2011 to 8/31/2012

SDSU Foundation for MHSA Workforce Education and Training shall provide a program to increase the presence of licensed individuals in San Diego County by funding stipends to offer MFT interns compensation in exchange for a commitment to practice in San Diego County's public mental health workforce. SDSU shall also provide supervision hours and classes to prepare interns for licensure. SDSU shall create culturally and linguistically appropriate, targeted approaches to ethnically and linguistically diverse populations based on community and public mental health workforce need.

Price Charities Counseling Program

Brent Taylor
Price Family Charitable Fund
Award (AY 2011-12): \$75,000
8/1/2011 to 9/30/2012

The goal of Project IMPACT (Marriage and family therapist trainees, Parents And Children Together) is to provide quality therapeutic services to improve behavioral and academic outcomes for identified children at Adams, Franklin and Central Elementary Schools in City Heights.

San Diego County Bilingual School Psychology Consortium

Valerie Cook-Morales
U.S. Department of Education
Award (AY 2011-12): \$300,000
7/2/2011 to 7/1/2012

The San Diego Bilingual School Psychology Consortium brings together the nationally accredited program in school psychology at San Diego State University and five school districts in San Diego County. These five districts enroll over half of the County's Spanish-speaking English-learners. As a Consortium, we have five goals: 1) to increase the number of new bilingual school psychologists; 2) to provide a specialized bilingual extension of the SDSU School Psychology Program (pre-service); 3) to ensure that our graduates are highly qualified bilingual school psychologists; 4) to build the capacity of the San Diego County Bilingual Consortium to prepare new bilingual psychologists by preparing highly qualified bilingual school psychologists as effective field supervisors; and 5) to improve services to Spanish-speaking English-learners in San Diego County (PreK-12 public schools).

The SDSU Native American Collaborative Project: A Multidisciplinary University-School Collaboration for Culturally Competent Related Services Preparation in a Minority Institution

Carol Robinson-Zañartu
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$300,000
1/1/2012 to 12/31/2012

The SDSU Native American Collaborative Project (NACP) proposes to reduce the profound gap in numbers of school counselors and psychologists appropriately trained to serve Native American youth and communities. Augmenting SDSU's nationally recognized training in school psychology and school counseling, the NACP Project will provide a cohort model with Native American mentors, models, readings, an ongoing specialty seminar, and supervised specialized field placements in schools with substantial Native American populations and opportunities to work with special and regular educators, UDI principles and strength based and resilience oriented systemic intervention in a high poverty school. Financial incentives and stipends offset the high costs of tuition and fees, and help support scholars with necessary costs of professional supplies and development, mileage to rural placements, and involvement in Native American educational activities and professional conferences. This will enhance and support a candidate pool otherwise unlikely or unable to attend the two year (M.S. in School Counseling) and four year (Ed.S. in School Psychology) graduate programs. Two partner school districts provide access to Native American students, parent groups, and tribal support.

Wellness and Restorative Practices Partnership

Colette Ingraham, Audrey Hokoda and Gerald Monk
California Endowment
Award (AY 2011-12): \$341,296
2/15/2012 to 2/14/2013

To support resident engagement in shaping and advising practices and policies involved in promoting peace to improve health and wellness in the Cherokee Point neighborhood in City Heights, San Diego.

Counseling and School Psychology / Interdisciplinary

Special Education-Personnel Development to Improve Services and Results for Children with Disabilities

Valerie Cook-Morales
Department of Education, Office of Special
Education Programs
Award to College: \$300,000
1/1/2012 to 12/31/2012

Project CI2ELO will improve preservice preparation of school psychologists and speech-language pathologists to serve English-learning students (ELs) with or at risk of high incidence disabilities in California's public schools. This preparation involves a collaborative partnership between SDSU's programs in School Psychology and Speech-Language Pathology with San Diego City Schools' Transdisciplinary Services. CI2ELO has four goals: 1. To increase the numbers and diversity of school psychologists (PSYs) and speech-language pathologists (SLPs) prepared to serve high-needs ELs with, or at risk of, disabilities. 2. To offer a model transdisciplinary collaborative education program to ensure that those PSYs and SLPs have the knowledge, skills and dispositions to provide services for high-needs ELs with, or at risk of, disabilities via collaborative instruction and interventions. 3. To enhance the capacity of SDSU's PSY and SLP programs to prepare professionals for high-needs, low-performing multilingual schools in communities of poverty. 4. To enhance the effectiveness of collaborative prevention and intervention services for high-needs ELs with, or at risk of, disabilities in San Diego's multilingual schools.

Training Personnel to Provide Related Services to Children, Including Infants and Toddlers, With Disabilities: Transdisciplinary Approaches to Autism Spectrum Disorders (TAASD)

Valerie Cook-Morales
U.S. Department of Education
Award to College: \$149,768
1/1/2012 to 12/31/2012

Project TAASD was developed to improve the quality and address the shortages of personnel who are fully credentialed to serve high-need CLD children with ASD. TAASD will support 12 trainees annually, 6 each in speech-language pathology and school psychology, all of which will commit two years to the project. Over the next 4 years, we anticipate the training of 24 master's level professionals with the knowledge and skills to serve CLD children with ASD. Trainees from the two disciplines will acquire evidence-based expertise and will be prepared to apply a collaborative service delivery model that is consistent with current recommendations for the improvement of autism services (Lord & Bishop, 2010; National Autism Center, 2009; National Research Council, 2001). Finally, TAASD furthers efforts toward addressing the needs of CLD children with ASD by preparing new trainees to work with diverse children and their families. These graduates will obtain state certification and professional license and we expect that they will enjoy multiple offers and 100% employment in the schools.

Educational Leadership

APLUS (Advancing Principal Leadership in Urban Schools), Crawford High School

Joseph F. Johnson
San Diego Unified School District
Award (AY 2011-12): \$7,500
10/1/2011 to 6/15/2012

A-PLUS program engaging the principals of three schools in solving specific achievement challenges that confront their school. The program integrates on-site problem analysis, peer review and analysis, and consultations with principals of high-performing schools in a manner that supports principals in attaining improved learning results associated with a specific achievement challenge.

APLUS (Advancing Principal Leadership in Urban Schools), Seminola County, Florida

Joseph F. Johnson
Seminole County Public Schools
Award (AY 2011-12): \$180,000
7/1/2011 to 6/30/2012

Contractor shall provide to district the Contractor's A-PLUS Program (Advanced Principal Leadership in Urban Schools). The program will be provided in support of eight principals of schools identified by the district. The eight schools will be organized into two networks in a manner agreeable to the district. Each network will be facilitated by an Executive Coach provided by Contractor. The Executive Coach will have experience directing and supporting urban school improvement efforts. Services associated with the A-PLUS program will include network meetings, coaching meetings, visits by principals of high-performing urban schools, visits to high-performing urban schools, and meeting with district leaders.

APLUS (Advancing Principal Leadership in Urban Schools), St. Louis, MO

Joseph F. Johnson
Normandy School District
Award (AY 2011-12): \$188,000
8/15/2011 to 7/30/2012

A-PLUS program engaging the principals of three schools in solving specific achievement challenges that confront their school. The program integrates on-site problem analysis, peer review and analysis, and consultations with principals of high-performing schools in a manner that supports principals in attaining improved learning results associated with a specific achievement challenge.

Consultant for Campus Improvement Teams

Joseph F. Johnson
Houston Independent School District
Award (AY 2011-12): \$524,790
7/1/2011 to 6/30/2012

Through the Advancing Principal Leadership in Urban Schools (A-PLUS) program, we will generate dramatic improvements in student learning results to help seven selected HISD schools earn a recognized accreditation rating from the Texas Education Agency in three years. This goal is attainable because the A-PLUS Program is based upon our study of the best practices of many of the nation's highest performing urban schools, including urban schools in Texas that have achieved exemplary accreditation ratings.

Creative Support Alternatives: Community Employment Services

Ian Pumpian
San Diego Regional Center for the Developmentally disabled
Award (AY 2011-12): \$14,427
10/1/2011 to 12/31/2012

The purpose of this project is to support people with developmental disabilities to work at a real job in the community, which offers meaningful work, fair compensation and dignity. Services include job development, job coaching, job skill development and advocacy.

Creative Support Alternatives: Independent Living

Ian Pumpian
San Diego/Imperial Counties Developmental Services Inc.
Award (AY 2011-12): \$27,175
10/1/2011 to 12/31/2012

The purpose of this project is to provide support to people with developmental disabilities who live in their own homes. The emphasis of Independent Living Services is the provision of critical instruction in meaningful activities such as managing supports, budgeting, home management, meal preparation and planning, home safety, personal care, health management, parenting, recreation, community involvement, relationship building and employment services.

Creative Support Alternatives: Independent Living Services Program

Ian Pumpian
Valley Mountain Regional Center
Award (AY 2011-12): \$100,837
1/1/2012 to 12/31/2012

Creative Support Alternatives - Valley Mountain provides Independent Living Services. Services are funded and provided for developmentally disabled individuals and scheduled according to the individual's needs and preferences. Services will be provided utilizing the proven person-centered planning strategies, while developing special methodologies for serving the rural community.

Creative Support Alternatives: Services BizCircles

Ian Pumpian
Valley Mountain Regional Center
Award (AY 2011-12): \$12,355
3/1/2012 to 2/28/2013

Specific Employment Services. Contractor shall assist consumers in developing micro-businesses as an employment option.

Creative Support Alternatives: Supported Living

Ian Pumpian
San Diego/Imperial Counties Developmental Services Inc.
Award (AY 2011-12): \$868,412
10/1/2011 to 12/31/2012

The curricular focus of Creative Support Alternatives addresses instructional and support issues/needs related to functional and meaningful environments and activities relevant to an individual's age, preferences and neighborhood of residence. Curriculum, in the context of Independent Living Services, includes 1) the provision of critical instruction in meaningful activities and environments; 2) the identification of support needs and provision of support to meet those needs; and, 3) the facilitation of personal connections to one's neighborhood/community and other environments that an individual accesses on a regular basis.

National Center for Urban School Transformation (NCUST)

Joseph F. Johnson
California State University Office of the Chancellor
Award (AY 2011-12): \$22,600
7/18/2011 to 6/30/2012

For the National Center for Urban School Transformation

Phoenix Advancing Principal Leadership in Urban Schools (Phoenix A-Plus)

Joseph F. Johnson
Phoenix Elementary School District #1
Award (AY 2011-12): \$106,000
6/1/2012 to 6/30/2013

A-PLUS program engaging the principals of three schools in solving specific achievement challenges that confront their school. The program integrates on-site problem analysis, peer review and analysis, and consultations with principals of high-performing schools in a manner that supports principals in attaining improved learning results associated with a specific achievement challenge.

This direct access grant will partially fund the additional outreach services we need to deploy in order to ensure that a greater number of Spanish speaking students and families have access to and use 21st century learning. A small cadre of workers/students working on either their school counseling or social work Master's Degrees will be created. Each students would work an average of three hours AM or PM per day, as an addendum at their school internships. During this time they would target families, conduct home visits, and hold group meetings for families and students, all for the purpose of ensuring their access to the 21st Century Learning Center.

Springdale Professional Development

Douglas Fisher
Springdale School District
Award (AY 2011-12): \$30,000
9/1/2011 to 6/30/2012

The purpose of this project is to provide professional development focused on English language learners to teachers in Springdale, Arkansas. This includes providing monthly videos that can be used in professional development.

SYNERGY: A 21st Century Learning Center at Hoover High School

Douglas Fisher
California Department of Education
Award (AY 2011-12): \$295,000
7/1/2011 to 12/31/2012

SYNERGY Community Learning Center will organize and provide extended day programs and services in three areas: 1) academic support that is standards-based; 2) enrichment activities that allow students to explore connections between academics and the world; and 3) ongoing and accessible family literacy services that are site-based and promote community involvement. The overall program is founded on principles of collaborative planning that are focused on assisting students to meet or exceed state performance standards through programs that are offered in a safe, drug-free environment.

Educational Technology / Interdisciplinary

Project PLURIS: Purposeful Learning in Undergraduate Research and Independent Studies

Brock Allen
National Science Foundation, Directorate
for Education and Human Resources
8/1/2011 to 7/31/2012
Award to College: \$99,920.50

*For Project PLURIS: Purposeful Learning in
Undergraduate Research and Independent
Studies.*

Policy Studies in Language and Cross-Cultural Education

Child Care Providers of Even Start Literacy Courses

Alberto Ochoa
San Diego Council on Literacy
Award (AY 2011-12): \$500
4/1/2012 to 6/30/2012

The San Diego Council on Literacy is providing funding to support childcare services for Even Start.

Common Core Objectives to Reform Education for English Learners

Karen Cadiero-Kaplan
Department of Education, Office of Elementary and Secondary Education
Award (AY 2011-12): \$262,746
9/1/2011 to 8/31/2012

Project CORE brings together an experienced consortium of educators and second language acquisition experts from San Diego State University, San Diego County Office of Education, and local school districts, to address the critical and urgent need to transition to (CCLAS) and prepare SDSU College of Education (COE) Faculty, pre-service and in-service teachers to provide English Learners in San Diego County access and opportunity to achieve (CCLAS) and acquire 21st Century skills. Project CORE will provide teacher education faculty along with in-service teachers an opportunity to develop curricula processes and materials that align the California CCLAS to English Language Proficiency Levels with the goal of accelerating English Learners acquisition of language and literacy with a focus on 21 Century Skills.

Effective Science Teaching for English Language Learners: A Pre-service Teacher Professional Development Research Project Across Three Universities in California

Alberto Rodriguez
University of California at Santa Cruz
Award (AY 2011-12): \$111,498
9/1/2011 to 8/31/2012

Project investigators will conduct an experimental design study on the impact of an ESTELL elementary teacher education designed to prepare novice teachers to teach science to English Language Learners (ELL) and a qualitative study on program implementation. The ESTELL project builds on prior research in two areas: the integration of inquiry science, language and literacy practices; and the CREDE Five Standards for Effective Pedagogy which have identified a common set of teaching practices associated with increased achievement of ELLs. This project will adapt this approach to pre-service teacher preparation. The ESTELL model of pre-service teacher education will be integrated into every stage of teacher preparation and induction from the science teaching methods courses in the post-baccalaureate credential programs, to the clinical setting of student teaching and the first two years of teaching. Researchers will focus on three research questions: (1) What is the impact of the ESTELL teacher education program on novice teachers beliefs and practice; (2) What is the relationship between the use of ESTELL by program graduates and the science achievement of 4th/5th grade students and (3) What is the impact of the ESTELL program on the beliefs and practice of the participating science methods faculty, teacher supervisors and cooperating teachers?

Even Start Programs Project ACCESS (Kimbrough and Edison Elementary Schools)

Karen Cadiero-Kaplan
California Department of Education
Award (AY 2011-12): \$80,000
7/1/2011 to 6/30/2012

The Family Access Even Start Program will continue to serve 30 families at the two school sites-Edison Elementary and Balboa Elementary. The Family Access Even Start Program will continue to build upon established collaborations and community partnerships in support of the goals of the San Diego Unified School District and of Edison and Balboa Elementary Schools.

Even Start Programs Project ACCESS (Kimbrough and Edison Elementary Schools)

Alberto Ochoa
California Department of Education
Award (AY 2011-12): \$34,100
7/1/2011 to 8/31/2012

The Family Access Even Start Program will continue to serve 30 families at the two school sites-Edison Elementary and Balboa Elementary. The Family Access Even Start Program will continue to build upon established collaborations and community partnerships in support of the goals of the San Diego Unified School District and of Edison and Balboa Elementary Schools.

Family Literacy Coaching Project

Karen Cadiero-Kaplan
California Department of Education
Award (AY 2011-12): \$114,000
7/1/2011 to 6/30/2012

The purpose of these coaching funds is to assist the California Department of Education/Even Start Office in providing additional technical assistance to local Even Start projects. Coaching funds are provided to institutions of higher education, local educational agencies, nonprofit organizations, other educational organizations or agencies.

Professional Development for Pre-service Bilingual Special Education Teachers of English Learners: ALAS

Alberto Ochoa and Eugene Valles
U.S. Department of Education
Award (AY 2011-12): \$228,836
7/2/2011 to 7/1/2012

The overall goal of the ALAS project is to actively address the need of qualified bilingual special education teachers who are trained to teach K-8 LEP students by providing high-quality professional development in bilingual special education.

Policy Studies in Language and Cross-Cultural Education / Interdisciplinary

San Diego Area International Language Network (SALIN): NCLB 8 Federal Funds

Alberto Ochoa
University of California Office of the President
7/1/2011 to 6/30/2012
Award to College: \$32,623.50

The Southern Area International Language Network (SAILN), based at San Diego State University (SDSU), is an interdisciplinary program between SDSU's College of Education and College of Arts and Letters. SAILN offers support to teachers of Languages Other than English (LOTE) who are interested in pursuing a teaching credential, particularly where there are no existing approved credentialing programs. LARC encourages teachers in its Critical Language Programs to attend SATLN Tiered Workshops Series (Foundation through/Leadership) and to receive mentoring from SAILN veteran teachers and Team Leaders in acquiring knowledge and skills necessary to plan and implement standards-based lesson plans with their students. SAILN programs supported more than 94 such teachers last year alone. LARC's support was critical to increase capacity to serve these teachers who are in high demand throughout our service region. SAILN conducts teacher-developed reviews of standard-based lesson plans and models the teaching of these lessons to all its program participants.

School of Teacher Education

CAREER: Characterizing Critical Aspects of Mathematics Classroom Discourse

Jessica L. Pierson
National Science Foundation, Directorate for
Education and Human Resources
Award (AY 2011-12): \$146,081
6/1/2012 to 5/31/2013

For Characterizing Critical Aspects of Mathematics Classroom Discourse

Headquarters Support

Nadine Bezuk
Association of Mathematics Teacher Educators
Award (AY 2011-12): \$28,983
1/1/2012 to 12/31/2012

The grant from the Association of Mathematics Teacher Educators (AMTE) provides funding to cover website and administrative support tasks conducted at AMTE Headquarters and San Diego State University.

Investing in Innovation (i3) Grant- Reading: Scaling Up What Works

Sharan Gibson
Ohio State University, The
Award (AY 2011-12): \$180,505
10/1/2011 to 6/30/2012

Monies from this grant will directly support the SDSU Reading Recovery Program's ability to arrange for the training of 92 new Reading Recovery intervention teachers and 2 Reading Recovery teacher leaders in school districts in Utah, Colorado, and southern California over a four-year period (August 2011 through June 2015). Grant monies will cover tuition, supplies, instructional fees, and stipends for each new Reading Recovery teacher and teacher leader. Each school district will be required to fund each new Reading Recovery teacher's 50% position for at least three years.

Math for America San Diego (JCF)

Lisa Lamb
Jewish Community Foundation San Diego
Award (AY 2011-12): \$17,069
8/1/2011 to 7/31/2012

This grant is designated for Math for America San Diego Fellows for tuition and stipends along with welcoming events.

San Diego Mathematics Project

Rafaela Santa-Cruz
San Diego State University
Award (AY 2011-12): \$3,100
7/1/2011 to 6/30/2012

Reimbursement of student test fees associated with CSET Mathematics and Science subtests, and copies of the CSET General Science 118, 119 (XAM Test).

SDMP Professional Development Institute Project

Rafaela Santa-Cruz
University of California at San Diego
Award (AY 2011-12): \$124,600
7/1/2011 to 6/30/2012

SDSU Research Foundation and the San Diego Mathematics Project (SDMP) - will collaborate with UC Professional Development Institute in the California Math and Science Partnership grant, entitled Preparing for Success in Algebra. The work involves travel, planning and mathematics curriculum development, presenting and providing instructional supplies materials and assessments. The project works with approximately 100 teachers from the Los Angeles Unified School District, grades 5-8. Funding is a fixed price contract.

SDSU Health Careers Opportunity Program (HCOP)

Cynthia Park
University of California at San Diego
Award (AY 2011-12): \$176,299
9/1/2011 to 8/31/2012

The SDSU HCOP program will collaborate formally with the SDSU Pre-Professional Health Careers Office directed by Barbara Huntington through a half-time Health Careers Advisor. This liaison will increase the number of DUR students at SDSU who become interested in and decide to enter health and allied health professions. It will also increase the numbers of DUR students who take advantage of the services the office provides.

SDSU Upward Bound Classic

Cynthia Park
U.S. Department of Education
Award (AY 2011-12): \$357,329
9/1/2011 to 8/31/2012

This program assists student participants with high school study and encourages them to pursue a college education. The program consists of two main components. The first is study sessions, where tutors help students with basic skills and current courses. The second part involves a six-week intensive training session at SDSU Campus. For five weeks students and staff live in a campus residence hall where they enjoy full access to the University and its resources. Student participants are recruited from target schools, and are selected according to their potential academic success.

Talent Search

Cynthia Park
U.S. Department of Education
Award (AY 2011-12): \$321,093
9/1/2011 to 8/31/2012

The legislated purposes of Talent Search (TS) are threefold: (1) to identify qualified youths with potential for education at the postsecondary level and to encourage such youths to complete secondary school and to undertake a program of postsecondary education; (2) to publicize the availability of services and facilitate the application for student financial assistance available to

persons who pursue a program of postsecondary education; and (3) to encourage persons who have not completed programs of education at the secondary or postsecondary level to enter or re-enter and complete such programs. The overall goal of SDSU's TS program is to enable 1045 low-income and potential first-generation college students to complete secondary school meeting the requirements of a rigorous curriculum and to enroll in a postsecondary education program of their choice with financial aid. In California a rigorous curriculum is defined as the a-g high school subject area courses approved by the UC and CSU for entrance * (<http://www.csumentor.edu>).*

Teacher Preparation through a Linked Learning Lens: A Collaborative Approach to Deepening and Expanding the Linked Learning Lens in California's Single Subject Credential Programs

Nancy Farnan
James Irvine Foundation
Award (AY 2011-12): \$1,000,000
1/1/2012 to 12/8/2013

The purpose of this project is to create a movement, a growing and sustainable revolution in teacher preparation that establishes a Linked Learning identity among new teachers that they passionately carry with them into their profession. The project will: 1) provide collaborative professional development, to include the seven university teacher preparation institutions and their school district partners, to include CSU Los Angeles as a new university network partners; 2) create, in partnership with the CSU Office of the Chancellor, sustainable collaborations and a strong community of practice between Linked Learning District Initiative (DI) districts and the partner teacher preparation institutions; 3) enhance and deepen the expertise and skill sets of Linked Learning teachers by a) developing and implementing a Recognition of Study; Linked Learning and b) creating a dual credential option for the Single Subject and Career Technical Education credentials; 4) engage university teacher preparation faculty and their school district partners in an online and sustainable network community of practice; 5) conduct a rigorous evaluation of the project's outcomes.

Upward Bound -Student Achievement in Reading (STAR)

Cynthia Park
U.S. Department of Education
Award (AY 2011-12): \$284,075
9/1/2011 to 8/31/2012

The purpose of this program is to serve 60 limited English-speaking students during academic year. Fifty of them will be selected for the intensive summer program. This program targets two schools that had never before been served by any Classic Upward Bound Program. The students attending these target schools are ethnically diverse. They live in pockets of poverty in some of the most economically depressed neighborhoods in the county. The SDSU Pre-college Institute wishes to expand its services to these schools because they are among the lowest income schools in their districts, and because educational achievement indices place them in the lowest 10% of the country's schools due to the high numbers of limited English speaking students served. This new Upward Bound ELL program will also serve Hoover High School and San Diego High School. Both of these schools have high free and reduced lunch eligibility rates and large numbers of limited-English-speaking students for whom there is no specialized program now that bilingual education was outlawed in California with the passage of Proposition 227.

Upward Bound Summer Residential Program

Cynthia Park
California Department of Education
Award (AY 2011-12): \$12,234
7/1/2011 to 8/31/2011

The California Department of Education Summer Food Service Award partially reimburses the summer residential programs under the PreCollege Institute for the costs expended for food. The programs are Upward Bound Classic and STAR. The annual reimbursement is between 8,000 and 12,000 per year per program depending on the number of low-income eligible students served and the number of meals served.

School of Teacher Education / Interdisciplinary

Collaborative Research: Type 1: CE 21: Computing Principles for all Students' Success (CompPASS)

Alexander Chizhik
National Science Foundation, Directorate
for Computer and Information Science and
Engineering
9/1/2011 to 8/31/2012
Award to College: \$147,215

The CompPASS project seeks to springboard Southern California students into computing education, impacting 5000 students, 105 pre-service teachers, and 19 in-service teachers. Leveraging UCSD's successful pilot of the CSIOK project's proposed AP CS Principles, we will build local capacity and competency in teaching this course in the two leading San Diego-area universities, five local community colleges, and 15 local high schools.

CSMP/San Diego Mathematics Project: State

Rafaela Santa-Cruz
University of California Office of the
President
7/1/2011 to 6/30/2012
Award to College: \$7,950

Funding supports activities for California Subject Matter Project priorities, the development of highly-qualified teachers, developing teacher leadership, and supporting teachers of students struggling to meet the standards. State funds support a portion (13%) of the director's salary so that she may continue collaboration with partner organizations and districts. Funding will also be utilized to support the annual leadership retreat.

GEAR UP to College Avenue

Cynthia Park
Department of Education, Office of
Postsecondary Education
7/31/2011 to 7/30/2012
Award to College: \$455,600.50

GEAR UP to College Avenue is a seven-year project to increase the number of low-income students graduating high school and prepared to enter and succeed in post-secondary education. Target schools include Wilson and Clark Middle School and Hoover High School. To increase the rate of post-secondary participation of Hoover graduates, the College Avenue Compact guarantees SDSU admission to Hoover's graduation seniors

Inquiry in Mathematics Teaching and Learning (IMTL)

Nadine Bezuk
Cajon Valley Union School District
7/1/2011 to 6/30/2012
Award to College: \$78,050

This project will plan, prepare and present a minimum of 60 hours of intensive learning with forty-five hours in the summer and 15 hours in January. The focus of the math content addressed will be rational numbers, integers, and proportional reasoning. The specific content will address the identified needs of CVUSD and NSD teachers, teacher assessments, input from teachers, student assessment data, and observations in a sample of treatment teacher's classrooms. Each session will be videotaped and SDSU faculty will post the video, assignments, and handouts, within seven days to facilitate every teacher meeting 100% of the learning requirements.

**NCLB/San Diego Mathematics Project:
Federal**

Rafaela Santa-Cruz
University of California Office of the
President
7/1/2011 to 6/30/2012
Award to College: \$14,000

California Subject Matter Projects, No Child Left Behind (NCLB) Technical Assistance and Support Program, shall maintain the San Diego Mathematics Project. CSMP is closely aligned with California's No Child Left Behind goals, as well as the current state policy related to standards, instructional materials, assessment, and accountability. The California Legislature enacted Assembly Bill 2950 to establish and maintain cooperative endeavors designed to strengthen the subject matter knowledge and enhance the instructional strategies in each subject area of teachers in the public schools and improve student learning and academic performance as measured against adopted State Board of Education standards.

Special Education

Personnel Development to Improve Services and Results for Children with Disabilities

Bonnie Kraemer and Laura Hall
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$299,997
1/1/2012 to 12/31/2012

The goals, objectives and design of the proposed project are consistent with the purpose and priorities of federal and state initiatives to a) prepare fully certified special education teachers who implement evidence-based strategies and b) who sustain their contributions by continuing to obtain advanced knowledge and skill while mentoring beginning special educators (California Department of Education, 2010; No Child Left Behind Act, 2002).

Preparing Secondary Special Educators with a Specialization in Evidence-Based Transition Practice

John Johnson
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$249,998
10/1/2011 to 9/30/2012

*This project entitled, *Preparing Secondary Special Educators with a Specialization in Evidence-Based Transition Practice*, is a collaborative effort between the Department of Education and the Department of Administration, Rehabilitation and Postsecondary Education (ARPE) at San Diego State University that will prepare 45 scholars to become highly-qualified high school education special education teachers with California Clear Education Specialist Credential (ESC) study in either Mild-Moderate Disabilities or Moderate-Severe disabilities and a Transition Specialization Certificate. This project addresses Focus Area E: Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities and Competitive Preference Priority #1.*

Social Skills Intervention for Adolescents with ASD: An Evaluation of the PEERS Program

Bonnie Kraemer
National Foundation for Autism Research Award (AY 2011-12): \$9,500
1/1/2012 to 6/30/2012

The Program for the Education and Enrichment of Relational Skills (PEERS; Laugeson & Frankel, 2010) is a newly developed, manualized, parent-assisted intervention focusing on the skills needed to make and keep friends, that has been proven to be efficacious for adolescents with ASD (Laugeson et al., 2009). The PEERS program is a 14-week intervention that consists of didactic lessons, followed by role-playing exercises, and performance feedback. Each of the 14 weeks focuses on one area of instruction such as entering and exiting conversations, choosing appropriate friends, handling teasing and bullying, resolving disagreements with friends, and having appropriate get-togethers with friends. Additionally, each week the adolescents, as well as their parents, have social homework assignments to complete that promote generalization of skills and serves as reinforcement for the lessons taught.

Sustaining Evidence-based Practices for Young Learners with Autism Spectrum Disorders Through a Master's Degree Program

Laura Hall
Department of Education, Office of Special Education/ Rehabilitation Services
Award (AY 2011-12): \$199,997
8/1/2011 to 7/31/2012

This Master's of Arts in Education with a concentration in Special Education/Autism Specialization project will be offered by the Department of Special Education with San Diego State University (SDSU) Foundation serving as the fiscal agent. In the State of California teachers credentialed to work in

early childhood special education are prepared to work with children in early intervention (birth through 2) and in preschool programs (ages 3 through 5) or is a combined EI/EC credential. This collaborative project involves partners from both EI and EC programs. Preschool programs from four school districts: San Diego Unified School District (a suburban district in the South County with 70% identified from traditionally underrepresented groups), Poway Unified School District (in the North County with a growing population of young children), and La Mesa/Spring Valley School District (a suburban district in the east county) will participate.

Imperial Valley Campus

Imperial Valley Mathematics Project CSMP State Funds

Gregorio Ponce
University of California Office of the
President
Award (AY 2011-12): \$15,900
6/30/2012 to 7/1/2011

IVMP converges upon transforming (a) mathematical understanding, (b) classroom practices, and (c) leadership experiences of teachers to improve the learning experiences of students in mathematics. Therefore, IVMP proposes to simultaneously infuse its resources within these three themes in a systematic manner.

Migrant Education Summer Academy

Gregorio Ponce
Imperial County Office of Education
Award (AY 2011-12): \$141,942
7/31/2012 to 4/23/2012

This program uses non-traditional, interactive student-centered approaches to help students overcome their fears, frustrations, and anxieties about mathematics, language arts, and the high school exit exam. The intent is to facilitate the creation of intellectual bridges within students so they connect abstract ideas through the use of concrete hands-on classroom experiences.

Migrant Education Summer Lyceum

Fernando Rodriguez-Valls
Imperial County Office of Education
Award (AY 2011-12): \$58,751
7/31/2012 to 5/2/2012

Project created a Migrant Education Summer Lyceum guided by a Participatory Pedagogy, which implies the informational efficiency of pedagogic communication to

link teachers' theoretic and students' utterances. Moreover, Participatory Pedagogy is a new way to reach migrant students who, though oftentimes silent, have powerful voices within themselves waiting for an opportunity to dialogue with their teachers about who they are and how they see themselves within their communities.

R9BMP- Imperial Valley Mathematics Project NCLB 8

Gregorio Ponce
University of California Office of the
President
Award (AY 2011-12): \$28,000
6/30/2012 to 7/1/2011

The R9B-Imperial Valley Mathematics Project (IVMP) will continue to provide direct services to teachers, support similar efforts by Imperial County Office of Education (ICOE), and continue to search for additional external funding sources to keep influence the teaching and learning of mathematics in this region.

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Internal Grant Awards, 2011-12

(Effective AY 2012-13)

San Diego State University Grants Program Awards

Cristian Aquino-Sterling, Policy Studies in Language and Cross-Cultural Education, *A National Assessment on the Spanish Oral Language Proficiencies of K-12 Bilingual and Dual-Language Teachers: Implications for Bilingual Teacher Preparation Policy and Practice*

Luke Duesbery, Special Education, *Instruction in Fractions for At-risk Seventh Grade Students*

Joey Estrada, Counseling and School Psychology, *An Exploratory Study of Gang Membership and School Violence Prevalence Rates: Comparing Military-Connected and Civilian Students from Eight School Districts*

Sarah Garrity, Child and Family Development, *Using a Cultural Communities Lens to Unpack Teacher Beliefs and Practices*

James Marshall, Educational Technology, *Effective Online Course Selection: Towards a Predictive Model Involving Standardized Course Dashboards*

Jason Naranjo, Special Education, *Factors and Processes that Promote Postsecondary Educational Engagement at the 4-year College Level Among Young Adults with Learning Disabilities*

Yasemin Turan Qian, Special Education, *Acceptability and Sustainability of Evidenced-Based Practices for Children with ASD Among Early Childhood Special Educators*



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