

November 2009: OSEP Offers RFP Opportunity for Community Colleges

tags: evidence-based practice, professional development, research

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The Office of Special Education and Rehabilitative Services (OSERS) has announced a new funding competition focused on improving the quality of paraprofessional preservice programs. This competition would provide support to institutions of higher education, with a particular focus on community colleges, to improve their early childhood or early childhood special education preparation programs.

Grant Application Information: <http://edocket.access.gpo.gov/2009/pdf/E9-21436.pdf>

Resources that may be useful for interested applicants.

Information about CONNECT

CONNECT is creating web-based, instructional resources for 2 and 4 year faculty that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules are designed to build early childhood practitioners' abilities to make evidence-based decisions. CONNECT modules may be useful for addressing OSEP's request that applicants collaborate with other OSEP funded projects to incorporate existing resources on evidence-based practices.

Upcoming modules:

- Embedded Interventions (preview available October 2009)
- Family-professional partnership (available 2010)
- Transition(available 2010)

Faculty Preview Opportunity: Would you like to preview our first module on Embedded Interventions? - [CLICK HERE](#)

- CONNECT homepage
- Fact Sheet
- Presentation at the 2009 Inclusion Institute on CONNECT: *Embedded Learning Opportunities to*

Support Inclusion

- Rubrics for developing CONNECT modules

Resources on Evidence-Based Practice

- FPG Snapshot: *Evidence-Based Practice Empowers Early Childhood Professionals and Families*

Information on the Professional Development Needs of Faculty

- FPG Snapshot: *Early Childhood Teachers Often Ill Prepared to Care for Children with Disabilities*

State Specific Information on Early Childhood Higher Education Programs (e.g., areas of coursework and practica that might be addressed in a proposal)

- State Reports of Early Childhood Teacher Preparation Programs

Effective Models of Collaboration with Higher Education

- FPG Snapshot: *Building Professional Development Partnerships for Inclusion*

Resources from the Crosswalks Project

The Crosswalks Project developed and tested a model for supporting change in a preservice program. Several resources from the Crosswalks project might be useful to applicants, including

- The Crosswalks Coursework, Practica, and Program Evaluation (CCPPE) is a pre/post measure that assesses the extent to which an emphasis on diversity is discernible in coursework, practica, and program practices. (NOTE: faculty and student versions are available)
- The Crosswalks Assessment of Knowledge, Skills, and Instructional Strategies (CAKSkIS) is a pre/post measure for determining what faculty know about diversity (and instructional strategies for addressing diversity) and how that changes over time. There's also a student version (Crosswalks Assessment of Student Knowledge and Skills).
- Crosswalks also developed a preservice program redesign process

The measures and additional information about the Crosswalks project are available at the project website (<http://www.fpg.unc.edu/~scpp/Crosswalks>). If you would like additional information, please contact Camille Catlett, principal investigator for the Crosswalks project, at (919) 966-6635 or <mailto:catlett@mail.fpg.unc.edu>.

Conceptual Framework for Professional Development (e.g., a definition of professional development, a framework for planning)

- Concept Paper: *What do we mean by professional development in early childhood field?*

Resources on Supporting Young Children with Disabilities in Early Childhood Settings

- Early Childhood Inclusion
- Research Synthesis Points on Inclusion