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Abstract 9/18/2013

Grant/Contract #	H325T080036
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition	Special Education Preservice Training Improvement Grants
Title	Transforming Curriculum in Special Education Project (T-SPED)
Project Director(s)	Chakravarthi, Srimani Cunningham, Lauren
Email	schakravarthi@stfrancis.edu
Web	

Organization			Project Officer	Sarah Allen
University of St. Francis	Phone	815-740-3378	Begin Date	10/1/2008
500 Wilcox Street	Fax		End Date	9/30/2013
Joliet IL 60435	TTY		Extension Date	

Key Personnel	Time on Proj AY	Time on Proj S	Key Personnel	Time on Proj AY	Time on Proj S
Chakravarthi, Srimani	10%		Cunningham, Lauren	10%	

Fiscal Info		
Year	Requested	Actual
2008	$100,832	$100,832
2009	$99,792	$99,792
2010	$99,792	$99,792
2011	$99,792	$99,792
2012	$99,792	$99,792

Note:

Purpose: This project will fund a special education preservice planning improvement initiative to enhance special education teacher education curricula at five member colleges and universities of the Associated Colleges of Illinois (ACI). The project involves a collaboration with ACI's Center for Success in High-Need Schools, in which the University of St. Francis and all T-SPED schools are active partners. The project is meant to improve the preparation of highly qualified special education teachers (HQTs) in Illinois.

Method: The project will use curriculum transformation to ensure that: (a) graduates of partner programs meet the HQT requirements in both the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act (IDEA); (b) graduates who expect to teach core academic subjects have the necessary content knowledge to meet the HQT requirements of NCLB and IDEA; (c) graduates are accomplished with evidence-based practice, including the Response to Intervention approach now being implemented in Illinois schools; (d) graduates of the program benefit from coursework and clinical experience that prepare them for the hands-on realities of high-need classrooms; and (e) the project shares the knowledge it develops about the use of evidence-based practices that help more children with high-incidence disabilities meet high standards for learning core academic subjects, regardless of classroom setting.

Products: