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| Grant/Contract # | H325T110016 |
| Program Name | Personnel Development to Improve Services and Results for Children with Disabilities |
| Competition Title | Special Education Preservice Program Improvement Grants Rigor, Equity and Access through Collaboration in Higher Education (REACH) to Support Students with High Incidence Disabilities |
| Project Director(s) | Cho, Su-Je |
| Email | scho@fordham.edu |
| Web | |

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|--------------|------------------------------|-------|--------------|-----------------|-------------|
| Organization | Fordham University | Phone | 212-636-6444 | Project Officer | Sarah Allen |
| | Graduate School of Education | Fax | 212-636-6452 | Begin Date | 10/1/2011 |
| | 441 East Fordham Road | TTY | | End Date | 9/30/2016 |
| | Bronx NY 10468 | | | Extension Date | |

| Key Personnel | Time on Proj | | Key Personnel | Time on Proj | | Fiscal Info | | |
|---------------|--------------|---|---------------|--------------|---|-------------|-----------|-----------|
| | AY | S | | AY | S | Year | Requested | Actual |
| Cho, Su-Je | 0% | | | | | 2011 | \$299,636 | \$299,636 |
| | | | | | | 2012 | \$299,901 | \$299,901 |
| | | | | | | 2013 | \$299,406 | \$299,406 |
| | | | | | | 2014 | \$299,735 | |
| | | | | | | 2015 | \$299,875 | |

Note:

Purpose: This project will redesign and implement a new integrated teacher preparation program to better prepare highly qualified dually certified general and special education teachers to provide rigorous and accessible services for students with high-incidence disabilities in grades 1-12 urban schools.

Method: Activities of this project include: (a) integrating program tracks in special education-childhood education, and special education-secondary education; (b) collaborating among faculty in special education, general education, counseling, school psychology, and educational leadership programs to plan, implement, and sustain the redesigned programs; (c) increasing the number of program graduates that meet the highly qualified beginning teacher requirements of the Individuals with Disabilities Education Act and No Child Left Behind, as well as who possess the knowledge, skills, and dispositions to work with students with high incidence disabilities in general education contexts as required under these same guidelines; (d) improving gains of students who have high incidence disabilities as well as students from culturally, linguistically diverse backgrounds; and (e) sustaining mutually beneficial partnerships with local high-need urban school communities to increase the amount and integration of clinical experiences into coursework and support for program graduates.

Products:

