

PROJECT TITLE: Broadening Horizons: Expanding the Support Structures for Students with Sensory and Dual-sensory Impairments in Rural, Southern Ohio

Overview:

Shawnee State University and the University of Rio Grande are committed to the development and implementation of a series of courses, with field experiences, designed to provide educators with a working professional practice knowledge level in meeting the learning needs of students with sensory and dual-sensory impairments in a variety of instructional settings. Through a series of steps outlined in the Year 1 and Year 2 Topic Models, this undertaking can be accomplished through the efforts of the two universities and their regional stakeholder partners.

Year 1 and Year 2 Broadening Horizons Project Goals:

Key Year 1 Goal: Complete coursework development, field experience expectations and begin to identify key assessments so as to provide a crosswalk delineating the ways in which the newly designed course content meets the CEC Standards along with a description of how all intended field experiences will promote candidates' and/or practicing teacher/intervention specialist capacities for meeting the needs of students with sensory and dual-sensory impairments.

Additional Goals Year 1:

1. Identify and recruit one stakeholder representative from each identified county in this initiative with representation from local school districts, ESDs/SSTs, JVSs and County Boards of DD facilities
2. Plan and undertake a comprehensive regional assessment of the competencies needed by teachers who complete the sensory and dual-sensory impairments coursework
3. Hold a stakeholders face to face session to transition needs assessment data into action towards course development
4. Identify field experience options for students in this program across the geographic span of the counties of focus. These field experience sites will provide opportunities to see and interact with students with sensory and dual-sensory impairments in a variety of age and instructional settings. The rationale behind this is to provide the field experiences so as to enhance the practicing intervention specialist's abilities to meet the needs of students with sensory and dual-sensory impairments.
5. Develop an alignment of course content to CEC standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind teacher licensure and Ohio Educator Preparation Standards
6. Develop an alignment of CEC standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind teacher licensure with Broadening Horizons' Project field expectations

Key Year 2 Goal:

Broadening Horizons will have a complete curriculum including all course syllabi, assessments, field experience activities and expectations, all required readings, all in-class activities and field tracking mechanisms by the end of year two.

Additional Goals Year 2:

1. Establish program key assessments from both coursework and field experiences and create rubrics to comprehensively assess each
2. Develop an alignment document of the Broadening Horizons project key assessments to the CEC standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind teacher licensure
3. Conduct an onsite review of selected field experiences sites
4. Process IHE field experience contracts with local school districts to secure agreement of the use of their classrooms as Broadening Horizons field experience sites. Every effort will be made to have at least one field experience site in each partner county.
5. Insure key assessments and field tracking documents are in IHE data bases
6. Complete a course delivery trial run through Adobe Connect with the stakeholders, both IHEs and the external evaluator.
7. Submit necessary items and secure approval for Sensory Endorsement License*
8. Advertise the program to all education agencies in the project geographic focus area
9. Develop and implement a comprehensive external stakeholder assessment of the entire two year project to include detailed and substantive feedback on the process and the product.

*Denotes pending approval of endorsement

Anticipated Coursework:*

- Orientation to Deafness/Hearing Impairment and Sign Language
- Orientation to Blindness/Visual Impairment and Braille
- Instructional Methods and Supports for the Hearing Impaired/Dual-Sensory Impaired Child
- Instructional Methods and Supports for the Visually Impaired Child
- Instructional Methods and Supports for the Multiple Disabilities Sensory Impaired/Dual Sensory Impaired Child (For teachers with Mild/Moderate Licensure Only)

*Final course titles and content to be developed based upon needs assessment data and stakeholder input. Twelve hours of coursework for Intervention Specialist Moderate/Intense Teachers and fifteen hours of coursework for Intervention Specialist Mild/Moderate teachers is the anticipated structure.

Anticipated Key Candidate Assessments

After syllabi have been developed and field experiences and their expectations identified, the task of identifying key program assessments will begin. It is anticipated the key assessments will address these core components:

- Sign Language Basic Receptive and Expressive Competency
- Braille Basic Competency
- Instructional Planning and Supports for the child with sensory or dual-sensory Impairments
- Field Experience Based Assessment and tracking mechanism
- Meeting the educational needs of the multiple disabilities sensory or dual sensory impaired child (Intervention Specialist Mild/Moderate Teachers only)
- Teaming and Collaboration Project for working with parents and other providers supporting the instruction of students with sensory or dual-sensory impairments

SIGNIFICANCE

Program Overview:

This initiative is a nineteen month planning and implementation project to design a program under the requirements of Priority Area A: # 3 Preparation and Personnel Development in sensory and dual-sensory impairments through a consortium approach between the University of Rio Grande and Shawnee State University.

Program Vision

The decision to develop and submit this project was based upon defined needs and challenges within the geographic focus area of this project. Local districts in the Appalachian Region of Ohio have challenges recruiting and keeping licensed teaching professionals in all special education licensure areas. For the licensure areas associated with sensory impairments, Intervention Specialist Visually Impaired and Intervention Specialist Hearing Impaired, the recruitment and retention of fully licensed teachers is an even greater challenge.

Within the defined region of this project, itinerant teachers are often utilized to provide hearing impaired and visually impaired instructional and support services. By definition, itinerant means the teacher travels from school to school or even district to district or county to county. Often this travel is over wide distances in areas of the Appalachian Ohio that lack cell phone or internet service. Therefore, when a question or problem arises with a visually impaired or a hearing impaired child in their local school, it is probable the teacher of the visually impaired or the teacher of the hearing impaired will not be in the building at exactly that time. Further, given the intermittent cell phone and internet access of the region, calling, texting or emailing the teacher for information may not be possible in a timely manner.

This project seeks to develop an endorsement program focused on the educational needs of students with Sensory Impairments for teachers licensed in the areas of Intervention Specialist Mild/Moderate or Intervention Specialist Moderate/Intense to gain knowledge and skills in

meeting the needs of those students. This project is not going to be of the breadth or depth needed to provide those teachers the same knowledge and skill levels in educating children with sensory impairments as teachers licensed in the areas of Intervention Specialist Hearing Impaired or Intervention Specialist Visually Impaired. Rather this project seeks to broaden the horizons of Mild/Moderate and Moderate/Intense licensed teachers so as to allow them to appropriately handle some of the problems or questions that arise in the day to day educational experiences of children with sensory impairments in their local school settings.

As an example of what those writing this project envision is a teacher who has completed the Broadening Horizons project is an Intervention Specialist Mild/Moderate teacher working full time in a high school setting in Appalachian Ohio. This teacher provides academic support services in the Core Academic Areas of Math and English Language Arts to students with exceptional learning needs at the high school level using a co-teach model. After this teacher completes this program he will have a knowledge and skill base in the areas of sensory impairments. This information could then be put into use to provide instructional supports, especially in the general education English/Language Arts classroom, to a child with a hearing impairment or in the general education Math classroom to a child with a visual impairment for example on a day to day basis as part of his co-teach assignment.

Another scenario the writers envision is at the start of the school year, a teacher with a license in the area of Intervention Specialist Moderate/Intense who has completed this program could provide technical assistance to the building administrator in classroom accommodations to provide better access for a child with a hearing loss or a visual impairment that is not the primary special education condition (i.e. a child with Down's Syndrome and who is identified as cognitively impaired). The teacher who has completed this program can provide information to the administrator and classroom teacher on how to set up their classroom to allow maximum access to the instructional content. For example strategies to improve the signal: noise ratio to allow optimal access to key auditory information for the child with a hearing impairment or strategies to organize the classroom to maximize mobility access to instructional materials through mapping out the classroom or supporting visual access to materials through adjusting resolution and size in printed materials for the child with a visual impairment. Our desired outcome of the project is to design and provide coursework that will help Intervention Specialist Mild/Moderate and Moderate/Intense licensed teachers to assist students with sensory or dual sensory impairments in their local classroom settings.

Although the Broadening Horizons project is focused on meeting the needs of students identified as being sensory impaired and who have an active IEP for the provision of specially designed instruction, it should be remembered there are children with vision or hearing challenges who do not have an IEP for exceptional learner needs services or supports. For example, children with a unilateral hearing loss or recurrent middle ear issues might fall into this area. A teacher who has successfully completed this program could provide information on how to better accommodate this child to teachers in her school building (i.e. letting the classroom teacher know about the importance of seating the child near the teacher and away from background noise or the

importance of facing the child's normal hearing ear towards where key verbal instructions and instruction will originate).

Initial Program Offering--Geographic Focus Area:

Although the long term goal is for the final products (syllabi, assessments, field expectations and evaluations, and sign language and braille instructional supports) to be shared on a state-wide basis, the initial roll out of the program will be within the previously identified stakeholder counties of Gallia, Scioto, Lawrence, Meigs, Vinton, Jackson, Pike, Adams, Highland, Ross, Fayette, Clinton, and Brown.

This is a wide geographic area and it is anticipated the districts have varying challenges in terms of meeting the educational needs of students with sensory and dual-sensory impairments. Some of the school districts within these counties have the highest poverty and unemployment rates in the State of Ohio. These counties and their districts also often have difficulty recruiting and keeping licensed teachers, especially in high need areas like Special Education. According to the CEEDAR Center *Guidelines for Building State Capacity to Recruit, Prepare and Retain Qualified Special Education, Early Intervention and Related Services Personnel*, fall 2013 document, Key Component #3, we should "identify highest needs LEAs/programs using state and local data." This consortium is targeting some of the highest poverty and most rural local school districts in Ohio who have historically had challenges finding qualified teaching personnel, especially in the areas of Special Education.

Course Delivery and Scheduling:

Initial plans are to deliver the courses simultaneously to both consortium partner institutions and the geographic focus area counties with course origination to be undertaken from each college campus on a rotating basis. The initial plan is also to cross list each course at the undergraduate and graduate level to allow access for teacher candidates (undergraduate level) and practicing teachers (Graduate level). If demand is high, the courses could be offered separately at the graduate and undergraduate level based upon enrollment. Students enrolling for the courses would have the choice of attending live on either campus or attending live via the Adobe Connect software from off campus sites with Black Board content support.

After the first semester courses are taught, the initial courses, field experiences and key assessments, with data, will be reviewed and based upon initial feedback, revisions may be made based upon strong data.

Focus Population:

The Broadening Horizons program will be designed to provide a solid knowledge and skill base in educating a child with sensory impairments to Intervention Specialists Mild/Moderate and Moderate/Intense. The coursework will be provided at the Graduate Level to practicing licensed teachers and at the Undergraduate Level to teachers who are completing the coursework for their initial license in Intervention Specialist. These two groups of IS licensed teachers and IS teacher

candidates who successfully complete the required coursework and field experiences are the persons who will be eligible to add the proposed, future Sensory Impairments Endorsement. The focus population of Intervention Specialist teacher candidates and practicing Intervention Specialist candidates from the geographic focus counties in Appalachian Ohio will get first and continuing priority to enroll in the program. If the courses at the consortium schools are not full, the option to enroll in the graduate level courses will be opened to practicing Intervention Specialist teachers from other counties in Ohio not within the geographic focus of this project.

Marketing and Outreach:

At the undergraduate level the Intervention Specialist Mild/Moderate teacher candidates enrolled at the consortium partner institutions will get first priority to enroll in the undergraduate courses. The enrollment in the Intervention Specialist undergraduate programs at the two consortium institutions is not large. Therefore capacity for additional undergraduate students will be in place. If teacher candidates enrolled in other teaching licensure programs (i.e. Early Childhood), would like to take one or more courses to add to their knowledge base in Sensory Impairment; that would be encouraged with the understanding that they could not add the pending sensory endorsement. This would also serve to add more practicing teachers in schools with a base knowledge of the educational needs of sensory or dual-sensory impaired children.

As part of the marketing plan for this project, upon completion and pending approval of the endorsement, information on the project will be sent to the administrative office of each School District, ESD, JVSD and County Board of DD office in the geographic focus area. The information will explain that the Graduate level program is designed for practicing Intervention Specialist Mild/Moderate and Moderate/Intense teachers to complete the course and field work necessary to add the Sensory Impairment Endorsement. The information will also explain that practicing teachers in other licensure areas may enroll in coursework to enhance their own knowledge base at the Graduate course level if class space is available. At the Undergraduate course level, support para-professionals (i.e. interpreters, braille specialists, classroom aides, etc.) may take undergraduate courses with the clear understanding they will not receive the Sensory Impairment endorsement. Districts will also be able to pass this information along to parents of Sensory or Dual-sensory impaired children who will also be given the opportunity to take courses at the undergraduate level to learn more about their child's impairment and educational needs with the clear understanding that they will not receive the sensory impairments endorsement.

At Rio Grande, the undergraduate courses would be taken at the Community College rate of tuition and at Shawnee State at the undergraduate rate as well. Both institutions have low tuition rates as compared to other institutions in Ohio. This will afford education support professionals and parents of students with sensory impairments a better opportunity to enroll in the courses with the lower tuition rates at the consortium partner institutions.

Long Term Offering Plan

After all approvals are gathered, both consortium institutions plan to continue to offer the coursework in a regularly scheduled format. Both institutions also plan to build the option to

complete this coursework into their undergraduate Intervention Specialist Mild/Moderate programs. As part of the marketing plan, it will be noted in marketing materials that this coursework will be available at both partner institutions for future enrollment by practicing teachers at the graduate level and educational support personnel and others interesting in sensory impairments at the undergraduate level. This includes both intervention specialists who wish to add the endorsement and other teaching professionals who just wish to increase their own professional knowledge in the area of sensory impairment and sensory impairment education. This will only further increase the pool of professionals and support professionals with the knowledge, skills and dispositions in to support the learning of children with sensory and dual-sensory impairments in the region.

QUALITY OF PROJECT SERVICES:

Background to the Project-Status of Special Education

According to the 2008 report *Special Education in America*, students with exceptional learning needs are more likely than ever before to be receiving instruction in settings the same as or very similar to those serving the general student population.

Special Education Personnel

In a 2003 US Department of Education report it was noted that nationwide “47,532 individuals filling special education positions (approximately 11.4% of all teachers) lacked appropriate special education certification” (Tyler, 2005. p. 1). This issue has been and continues to be a challenge especially in rural areas of the country. The article goes on to say that “shortages are especially severe in rural areas where districts can often experience 100% turnover of their special education personnel during a three-year period” (2005, p. 1). One of the reasons individuals living in and wishing to teach in rural areas do not become certified to teach special education is due to not having access to university programs. One of the specific reasons cited for not undertaking the certification process was access to coursework being limited or non-existent. This can be due to long driving distances, terrain of the geographic area, technology access and even weather conditions. According to a quote from the West Virginia State Department of Education quoted in the CEEDAR Center report *Guidelines for Building State Capacity to Recruit, Prepare and Retain Qualified Special Education, Early Intervention and Related Services Personnel* from fall 2013, “the recruitment and retention of qualified special educators is a challenge for West Virginia. The rural nature of the state, high poverty, low salaries, and poor working conditional are significant barriers” to the recruitment and retention of appropriately credentialed teachers (PIC, 2014. p. 9). The same challenges noted by the WV Department of Education face districts in the geographic focus area for this project. The applicability of the WV quote to this grant is further substantiated since three of the Broadening Horizons project’s geographic area focus counties border West Virginia and almost all of the partner counties for this grant are in the area identified as Appalachian Ohio.

Educating Students with Vision and/or Hearing Impairments

Students with sensory impairments often bring supports necessary for accessing the class content with them to their instructional areas. These may include FM systems to provide auditory access support, a white cane to support classroom orientation and mobility, a braille specialist to assist with providing written content access support or a sign language interpreter to provide lecture based content access support. For students with combined vision and hearing impairment or who are defined as Deaf-Blind the supports will be even more complex based upon the child's degrees of hearing and vision impairment. The proposed Broadening Horizons project will familiarize the project participants with these and many other supports, especially technology supports for accessing academic content and promoting individual independence.

Combined Hearing and Vision Impairments including Deaf-blindness

When a child has limited or no ability to access auditory (Deaf/Hard of Hearing) or visual (Blind/Visually Impaired) information, the impact on their development and subsequent educational attainment is substantial. Often the degree of impact directly correlates to the degree of sensory impairment. For children who have sensory impairments in both vision and hearing or who are Deaf-Blind, the impact is far greater. The dual-sensory impairment has an impact on all aspects of the child's development. According to The National Deaf-Blind Child Count: 1998-2005 in Review "this combination of vision and hearing loss...results in an ongoing lack of clear and consistent access to the auditory and visual information presented day-to-day" (Killoran, 2007, p. 9).

Impairment of hearing and vision alone certainly has a profound impact on the child. However according to The National Deaf-Blind Child Count: 1998-2005 in Review, "over 90% of children and students reported in the Census are identified as having one or more disabilities" (Killoran, 2007, p. 10)." The report goes on to state that "Sixty-six percent of those reported as deaf-blind on the Census are also reported as having a cognitive impairment, followed by physical impairments (57%) and complex health needs (38%). Somewhat surprisingly, based on the limited communication skills of the majority of those reported in the Census, less than 9% are reported to have behavior challenges. Nearly 30% are reported to have an additional impairment under the "Other" category" (Killoran, 2007, p. 10).

According to the 2013 Deaf-Blind Child count report, "the percentage of young children (deaf-blind) ages 3-5 educated in a regular early childhood education setting has more than doubled in the past decade from less than 15% to almost 29%" (2013 Deaf Blind Child Count, 2014, p. 5). The report goes on to provide information for all Deaf Blind children, "over 60% of the children and youth in school age special education are receiving their education in local schools, with 65% of elementary school aged children being served at least (sic) portion of their day in a regular classroom in their local school" (2013 Deaf Blind Child Count, 2014, p. 5). In addition, "One quarter (26%) of the children and youth on the 2013 Deaf-Blind Child Count participate in the regular curriculum as indicated by participating in statewide assessments tied to grade level standards. This percentage increases to 42% when only those children and youth are considered who are at the age and/or grade level for which state assessments are administered" (2013 Deaf-

Blind Child Count, 2014, p. 5). The impact of this trend has “profound implications on the needs for information, resources, and access to expertise in deaf-blindness being available at a local level. Consequently, as schools and Part C agencies continue to appropriately place and serve children locally, there are increased needs for more interventionists and teachers with a knowledge of deaf-blind intervention and instruction as well as individualized supports” (2013 Deaf-Blind Child Count, 2014, p. 6).

Vision and Hearing Loss Comorbid with Other Primary Impairments

A child with a hearing impairment or a vision impairment often has other conditions which may impact their instructional needs. In a report issued by the Texas Deafblind Outreach, “Sixty to 80% of children with Down Syndrome have hearing deficits” (1998, p. 2). The report goes on to say that, “children with Down Syndrome may also have vision impairments that may include such conditions as congenital cataracts, crossed-eyes or strabismus, nearsightedness, farsightedness, inflammation of the eyelids (blepharitis) and conjunctivitis” (1998, p. 3). The report recommends, “A teacher of the deaf and hearing impaired should be consulted to advise the school and to work with an audiologist regarding the need for and benefit of amplification” (1998, p. 4). The report makes specific recommendations for classroom accommodations that range from very simple (orienting group instruction to the quietest part of the room) to more complex (limiting ambient noise through installation of noise reducing ceiling tiles). For a child with Down Syndrome who also has a vision impairment the report recommends insuring lighting comes from behind the student and avoiding glare as one of many recommendations. These types of instructional modifications and supports are what this Broadening Horizons project envisions training: practicing Mild/Moderate or Moderate/Intense licensed Intervention Specialists to do or recommend doing in their school buildings to support children with sensory or dual-sensory impairments.

Another condition that can result in impairments in vision or hearing or both is Cerebral Palsy (CP). In a report accessed from www.deafblind.com, the scope of vision impairments can vary in severity and in impact. The report details vision issues that may include Acuity Loss, Field Loss, Oculomotor Problems, and problems with visual concentration and eye-hand coordination. According to this report 40-75% of children with CP have some form of visual problem or impairment. In terms of hearing impairment, the report states 20% of children with CP have hearing or language problems. Typically the hearing loss is sensory-neural in nature.

This Broadening Horizons Project sets out to develop and provide a 12-16 semester hour program designed to provide Intervention Specialists licensed in the areas of Mild/Moderate or Moderate/Intense a solid base level of knowledge, skills and dispositions to help support the educational needs of any students in their school buildings on a day to day basis who have some degree of vision or hearing sensory impairments or a combined vision and hearing impairment. This specifically includes children who have comorbid conditions like those outlined previously. This project seeks to provide training in specific knowledge areas of education for hearing impaired and visually impaired children in their local school setting when the impairment occurs as a stand-alone condition or occurs in conjunction with other impairments.

Stakeholder Recruitment Geographic Target Area:

After discussing the project and its scope, the two affiliated IHEs began reaching out to their respective partner school districts, Educational Service Districts/State Support Teams, County Board of Developmental Disabilities and Joint Vocational School Districts. From those conversations, the determination was made to focus on the counties of Gallia, Scioto, Lawrence, Meigs, Vinton, Jackson, Fayette, Clinton, Pike, Adams, Highland, Ross and Brown. The grant administrators will seek to have at least one identified stakeholder from each county to be present at stakeholder meetings and to receive periodic stakeholder updates for feedback and/or distribution within their respective counties. The stakeholder representatives will be teachers certified in Intervention Specialists-Hearing Impaired, Intervention Specialists-Visually Impaired, Intervention Specialists-Mild/Moderate, Intervention Specialists-Moderate/Severe, K-12 administrators and special education administrators. It is the intent of the grant administrators to have at least two representatives from each of the above named practitioner roles.

The geographic scope of the identified area is quite large. Using information gathered from www.indexmundi.com the following information on the stakeholder counties was obtained. The above identified stakeholder counties together are 6,354 square miles. According to www.Ohio-Demographics.com, the total population of the 12 focus counties of this grant is 501,130 persons. Granted the populations of the individual counties are not large, but the total number of persons in the large geographic region of this project's focus is substantial. Of the twenty Ohio counties with the highest poverty rates in Ohio, nine of them are included in this project. Of the ten counties with the highest poverty rates in Ohio, six are included in this project. Further of the six Ohio counties with the highest poverty rates in Ohio, five are included in this project. The geographic focus area of the project includes some of the highest need counties and school districts in Ohio.

Regional Outreach:

After identifying the geographic focus of the project, the effort to identify stakeholder partners was undertaken. Stakeholder partner support letters are provided with this submission. The recruitment of stakeholder partners to provide input will continue if this grant is funded. The initial response was nothing short of amazing. School Districts and SSTs/ESDs were very appreciative of this effort and readily provided letters of support and expressed their desires to help however they could.

Needs Assessment:

A comprehensive needs assessment will be the key first task of this project. According to the *Guidelines for Building State Capacity to Recruit, Prepare and Retain Qualified Special Education, Early Intervention, and Related Services Personnel* from the CEEDAR Center website, a key first task of personnel capacity building project is to “determine personnel needs” (Fall 2013, p. 4). This will be undertaken in the project focus counties of Gallia, Scioto, Lawrence, Meigs, Vinton, Jackson, Fayette, Clinton, Pike, Adams, Highland, Ross and Brown. This will identify the knowledge and skills needed by those teachers in this program to engage in practices to assist in meeting the educational and support needs of students with sensory and

dual-sensory impairments. The needs assessment instrument will be designed using the Council for Exceptional Children standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-Blindness as the foundation for construction.

This needs assessment will be designed to address the specific knowledge, skills and dispositions those teachers need to have in order to best assist and support the needs of students with sensory and dual-sensory impairments. The Council for Exceptional Children (CEC) standards in the licensure areas of Deaf/Hard of Hearing and Blind/Visually Impaired will be the basis for determining the specific knowledge skills and dispositions needed by teachers in order to support children with sensory and dual-sensory impairments. Each stakeholder will be asked to prioritize which standards are most important and relevant to meeting the needs of children in the areas of sensory and dual-sensory impairments. Given the wide geographic scope of the identified target counties, this survey will be distributed via *Survey Monkey* to Central Office Special Education Administrators and school building level principals, along with a cover letter of purpose and project explanation.

The letter will also note that this endorsement does not replace teacher licensure in the areas of Intervention Specialist Hearing Impaired or Intervention Specialist Visually Impaired. Instead this project is designed to develop a program that will provide training to practicing Intervention Specialists with licensure in the Mild/Moderate or Moderate/Intense areas to also better assist students with comorbid or stand-alone sensory and dual-sensory impairments in their instructional settings. Upon completion of the needs assessment and compilation of the data, a stakeholder group meeting will be held to review and utilize the needs assessment findings in course planning.

Stakeholder Group Meeting:

The stakeholder group is a keystone to the Broadening Horizons project. According to the CEEDAR Center report *Guidelines for Building State Capacity to Recruit, Prepare and Retain Qualified Special Education, Early Intervention and Related Services Personnel* from fall 2013, “local program/district and IHE levels work together to develop and implement best practices.” The “development of preparation program partnerships designed to address local personnel” is considered to be “an important best practice” (PIC, 2013, p. 5).

Review of the needs assessment data will take place at the project stakeholders meeting. Initial members of the stakeholder’s team include Gallipolis City Schools (Gallia County), Ross-Pike ESD/State Support Team 15 (Piketon, Pike County Office), Vern Riffe County Board of DD School (Scioto County), Hope Haven County Board of DD School (Jackson County), South ESD/State Support Team 14 (Clinton County), Gallia-Vinton ESD and Vern Riffe Career Technical Center (Pike County) with others to be added upon grant approval. The goal is to have one representative from each of the targeted counties at the stakeholder group meeting. Stakeholders will be practicing Invention Specialists, special education administrators and others deemed qualified for this undertaking by their local school systems.

Review and reporting of the needs assessment data will serve as the foundation for planning course content, key assessments, field experiences and projected student interest. This is in

alignment with previously cited CEEDAR Center report *Guidelines for Building State Capacity to Recruit, Prepare and Retain Qualified Special Education, Early Intervention and Related Services Personnel* from fall 2013 which said we should “engage local HR/special education administrators in reviewing current local personnel development plans/practices” (PIC, 2013, p. 5). This undertaking is designed around this recommendation and seeks to fully implement the associated recommendations. Each stakeholder attending will have a copy of the CEC Standards and the CEEDAR Center report noted above, and the Ohio Guidelines for Working with Students Who Are Blind or Visually Impaired 2015.

According to the same CEEDAR Center report, “having all key stakeholder groups present will allow the team to better identify issues related to the accuracy and/or completeness of existing data” (PIC, 2013, p. 3). The event will allow them to work on meeting the above cited CEDAR Center report recommendation of also allowing stakeholders to “interpret what these data say about personnel needs (PIC, 2013, p. 5).” and prioritize identified knowledge, skills and dispositions competencies to be included in coursework, field expectations and key assessments. The stakeholder group will also identify what additional data is needed. According to the previously cited CEEDAR Center report, this is a key task of an assembled stakeholder group.

This stakeholder review will be a Friday evening-Saturday session to be held at Shawnee State Resort. Travel reimbursement and meeting cost expenses are included in the grant. The geographic scope of the area warrants an overnight training. The driving distances involved are quite long for many of the stakeholders. According to the CEEDAR report previously cited, “face-to-face meetings between local program and IHE representatives help ensure that partners are aware of the resources available upon which to build” (PIC, 2013, p. 5).

Each stakeholder attending will be paid a stipend of \$1000 for attending in addition to mileage reimbursement (57.5 cents per mile), meals and lodging. The external stakeholders will also provide feedback on emailed documents and project updates when received over the duration of year one of the project. The critical components of this meeting warrant it being an overnight, compensated event. Estimated number of participants would be twenty persons. The anticipated date would be early spring 2016. This meeting will also be used to identify field experience options within Southern Ohio that will allow students enrolled in the pending endorsement program to complete field experiences within relatively close proximity to their residence and employment site.

Stakeholder Tasks:

All items needed by the stakeholders for their tasks will be provided on an individual flash drive for each person. The stakeholders will be charged with the task of using the Council for Exceptional Children standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind, the CEEDAR Center document, Ohio Guidelines for Visually Impaired 2015, and the needs assessment data as the foundations for developing the frameworks of course design and candidate key competencies to be mastered during the Broadening Horizons coursework. The anticipated plan is after the key standards and student knowledge, skills and dispositions are identified in alignment with appropriate CEC standards,

this will drive development of the course descriptions, course and field experience expectations and key candidate and program endorsement assessments.

Data into Action:

From the needs assessment data, the next steps will be to use that data in conjunction with the external stakeholders to develop the coursework, field experience expectations and candidate assessments.

Course Development

From the work of the stakeholder group, the development of course syllabi will be undertaken. The key competencies identified from the needs assessment and validated by the stakeholder group will frame the focus and instructional emphasis of each course. It is unrealistic to assume this could have all been accomplished in one evening and one day at the stakeholders meeting, but the frameworks can be developed and healthy discussions of needs can be undertaken. From that the grant administrators and sensory impairment advisors can engage in further development and refinement of the course development tasks. At various points throughout the process of development, drafts of syllabi and other products will be sent via email to the stakeholder group and the external evaluator for review and feedback. The external evaluator will also monitor the progression of completed tasks to help ensure the project is on track to complete the year one tasks within the time frame of the Broadening Horizons project.

Field Experience

The need for high quality field experiences to be embedded in the program and its coursework is seen as a key piece of developing this proposed sensory impairments endorsement. Candidates enrolled in the program will need to see and interact with a variety of quality instructional settings serving children with sensory and dual-sensory impairments. As was stated in the stakeholder meeting information above, field experience sites that are in relative close proximity to the work site or residence of students enrolled in the pending endorsement program are vital. The field experiences in the Broadening Horizons project will match the needs of participants wishing to add the proposed sensory impairment endorsement. It should be noted that this program is designed to focus on meeting the needs of students with sensory and dual-sensory impairments in their local living area. Therefore field experiences should match the instructional focus of the program. The field experiences should involve school settings educating children with sensory and dual-sensory impairments in the local education settings near their homes and families.

After identifying possible field experience options, a site visit to each one will be made. This will provide the grant administrators a first-hand look at the sites and the population they serve. It will also provide a mechanism for beginning discussions with building level administrators to explore their level of receptiveness to having students from the Broadening Horizons Project visit their school program for field observations and interactions. When a list of identified field experience options and the field experience expectations is generated, this will be sent via email

to the stakeholders for review prior to the next stakeholder meeting as part of the 2nd year of the grant.

Stakeholder Compensation:

The importance of the stakeholder's input into the final products of this grant (course development, field experience expectations defined and beginning identification of program key assessments) cannot be over stated. The stakeholders represent the schools and districts of the counties of focus for this project. The stakeholders know what is needed to support the education of students with sensory and dual-sensory impairments in their respective local areas. Through a formal stakeholder meeting and follow up emailed documents sent for feedback, these stakeholders are going to be key partners in the development of this project. As a result, each stakeholder will receive compensation of \$1000 for their attendance at the stakeholder meeting and their follow up feedback to emailed documents. This practice of compensation for their effort and assistance will be replicated in year two of the Broadening Horizons project.

Stakeholder Meeting Year 2:

Prior to the actual delivery of the first courses, the stakeholder group from the first year will again be called together for input and technical assistance with the following:

1. Reviewing and approving the course sequence and course expectations
2. Reviewing and approving the standards alignment for the courses
3. Reviewing and approving the field experience expectations and field tracking documentation system
4. Developing and approving the key assessments and their rubrics
5. Reviewing and approving updated syllabi
6. Reviewing and approving the Sensory Impairment Endorsement submission—pending establishment of the endorsement.
7. Making recommendations for changes and/or improvements for each of the above agenda items as part of the review of tasks 1-6.

As with the first stakeholder meeting, this will be a Friday evening-Saturday event. Each person attending will receive compensation for their time. Meals and lodging expenses are included in the grant budget along with mileage reimbursement. The intent will remain to have at least one representative from each county in the designated focus area attend each of the stakeholder meetings. The external evaluator will also be in attendance at this event each year.

QUALITY OF PROJECT PERSONNEL:

The VITAs of the primary investigator/advisor Deaf/Hard of Hearing, Secondary Investigator, and External Evaluator are attached to this submission. All three of these lead persons have extensive leadership experience and involvement in P-12 education. The Blind/Visually Impaired advisor has not yet been identified but this person must have current license in and a minimum of three years P-12 teaching experience in the Intervention Specialist-Visually

Impaired field along with preparation at the doctoral level in the area of visual impairment. The advisor in Deaf/Hard of Hearing has Preschool-Adult licensure in Deaf Education from a Master's Level Program and has over 10 years teaching experience with P-12 hearing impaired children, but his doctorate is Administration with a minor in preschool special needs. If an advisor in Blind/Visually Impaired cannot be found who was prepared at the doctoral level, will the background of the Deaf/hard of hearing advisor be sufficient is a question to be considered.

Broadening Horizons Person Loading Chart Year 1

Activity	Primary Investigator/ Deaf-Hard of Hearing Advisor	Secondary Investigator	External Evaluator	External Stakeholders	Blind/Visually Impaired Advisor	Student Workers
Needs Assessment Development	3	2	1		1	
Stakeholder Identification and recruitment	4	2			1	1
Needs Assessment Survey Distribution and Monitoring			1			10
Stakeholders Meeting Preparation	2	1				10
Stakeholders Meeting Year 1	1.5	1.5	1.5	1.5	1.5	1.5 each
Stakeholders Input Analysis	3	2	2		1	
Field Experience Identification	3	1.5	1		1	
Quarterly Progress Report	2	1	2 days each, 8 total days			
Year 1 Report	4	4	5			
Expenditure Monitoring	1					
Review Work	1	1	1	1	1	
Standards Alignment	4	2			1	
Office Work						20
Dean's Compact	5	5				

meetings						
Periodic update reviews	3	2	5	1	1	

Broadening Horizons Person Loading Chart Year 2

Activity	Primary I/ Deaf-Hard of Hearing Advisor	Secondary Investigator	External Evaluator	External Stakeholders	Blind/Visually Impaired Advisor	Student Workers
Stakeholders Meeting Preparation year 2	1					10
Stakeholders Meeting Year 2	1.5	1.5	1.5	1.5	1.5	1.5 each
Stakeholders Input Analysis	4	3	2		1	
Field Experience Selection	3	1			1	
Syllabi Reviews	4	2			1	
Field Experience Tracking Instrument	2	1	1		.5	1 each
Quarterly Progress Report	2	1	2 days each, 8 total days			
Year 2 Report	4	4	5		1	2 each
Expenditure Monitoring	1					
Review Work				1		
Key Assessment work –identify assessments and develop rubrics	4	2	1		1	
Office Work						20
Dean's Compact meetings	5	5				
Field Experience Site Visits	2	2			1	
Institutional Updates	2	2				
Periodic update	3	2	5	1		

reviews					1	
Final report	2	1	4		1	
ODE/OBR/IHE Approvals	3	3				

ADEQUACY OF RESOURCES:

The Consortium

The two consortium Institutions of Higher Education (IHEs) affiliated with this Broadening Horizons grant are Shawnee State University and the University of Rio Grande. Each institution has both undergraduate and graduate programs in the Intervention Specialist Mild Moderate area. Each of the two consortium IHEs has a long history of licensing teachers in the current area of Intervention Specialist Mild/Moderate and in the old certificate areas of Special Education. Each institution has recently undergone an NCATE/CAEP accreditation visit and been awarded full accreditation.

Institutional Capacity:

Each consortium IHE has a dedicated building on its campus that houses the Teacher Education unit (undergraduate and graduate level programs.). Within the Teacher Education structure at each institution, systems and supports are in place to support the development and implementation of this grant initiative. Among the supports in place, both institutions have a dedicated computer lab within their buildings to allow online synchronous and asynchronous course delivery and reception with Blackboard support. Also the teacher education units each have a full time dedicated secretary to support the teacher education department in its delivery of educator preparation programs. Shawnee State has a full time faculty member who has an extensive background and licensure in Deaf Education. Shawnee State also has a site license for the Adobe Connect software package for live course delivery on the web and full videotaping capabilities for course capture through the Adobe Connect system. The system can be accessed from off campus to allow delivery and reception of courses simultaneously from each IHE's campus. Both consortium institutions have Blackboard site licenses for course support. In addition, Shawnee State has the top level site license for the *Survey Monkey* online survey and data program that will be used to undertake the Broadening Horizon project's needs assessment. As the fiscal agent, Shawnee State has a full time accountant dedicated to grants management and business services to oversee and insure the grant expenditures are in alignment with the submitted budget and grant outcomes.

Institutional Cooperation:

The two institutions making up the Broadening Horizons consortium have collaborative systems and models in place for working together. Previously the University of Rio Grande has offered dual enrollment courses for teachers on the Shawnee State campus for example. Both institutions are members of the South East Ohio Teacher Development Consortium (SEO-TDC) along with Muskingum University, Marietta College and Ohio University. Through the SEO-

TDC group, the affiliated IHEs meet regularly to address regional and state challenges and initiatives.

Each of the two affiliated institutions also have fully functioning Advisory Councils providing guidance and feedback to each teacher education program. The advisory councils are made up of area teachers and administrators who provide feedback and review to the teacher education programs at each institutions. This group of teachers and administrators from the local region of each institution bring a strong commitment to improving education for all children in the Appalachian region of Ohio. This group also has a deep professional knowledge base regarding the needs of the region's children, families and schools and is committed to working to meet those needs. Prior to this submission, the Broadening Horizons project was presented to each advisory council at their fall 2015 meeting. Project approval was gained from each Advisory Council after they were provided a project overview, list of project goals and the final overall goal at their fall 2015 meetings. At Shawnee State, the vote was unanimous in support of the project with many comments of 'we have needed this for some time' and 'thank you for trying to gain this for our students.'

Advisory Council Approval Shawnee State University: November 9, 2015

Advisory Council Approval University of Rio Grande: November 10, 2015

QUALITY OF THE MANAGEMENT PLAN:

Project Timeline Year One:

December 2015:

- Notify Stakeholder Partners of grant funding
- Notify External Evaluator of grant funding
- Consortium Meeting at the University of Rio Grande (External Evaluator on Conference Call)
- Hire Student workers at each partner institution
- Map county representation for stakeholder partner group
- Begin recruiting stakeholder from non-represented counties
- Advertise for Blind/Visually Impaired Educator for Program Advisor
- Notify Advisory Councils at each partner institution of project approval

January 2016

- Interview/Hire Blind/Visually Impaired Education Advisor
- Review Stakeholder List and add to if still needed
- Contact Shawnee State Resort for available meeting dates (Spring)
- Access CEC Specialty Set Standards Deaf/Hearing Impaired, Blind/Visually Impaired and Deaf-blind
- CEC Deaf/Hearing Impaired, Blind Visually/Impaired and Deaf-blind selected Standards mapped into Survey Monkey

February 2016

- Send Needs Assessment to stakeholders with cover sheet via Survey Monkey
- Schedule Stakeholder Meeting at Shawnee Resort
- Notify stakeholders of meeting date and times at Shawnee Resort
- Order flash drives for use at stakeholder meeting
- External evaluator three month report
- Dean's Compact Conference
- Order office supplies for stakeholder meeting

March 2016

- Send needs assessment survey reminder
- Dean's Compact Quarterly Meeting
- Close needs assessment survey
- Pull feedback data from Survey Monkey
- Stakeholder confirmations for stakeholder meeting
- Load flash drives for stakeholder meeting
- Stakeholder Retreat w/External Evaluators
 - Key standards identified
 - Standards to course frameworks
 - Field Experience Discussion and Locations
 - Beginning Candidate Assessment Discussion including key assessments

April 2016

- Compile notes and actions from stakeholder retreat
- Field Experiences options mapped out county by county

May 2016

- Syllabi Development
- Field Experiences Clarified and Tracking Instrument Created
- Work emailed to Stakeholders for feedback
- External stakeholders project evaluation distributed
- External evaluator three month report

June 2016

- Coursework finalized
- Final course structures, Field Tracking and Expectations, Key Assessments to stakeholders
- Review of external stakeholders project evaluation data
- Dean's Compact Quarterly Meeting
- Standards Alignment completed
- Year one evaluation report from External Evaluator to stakeholders for feedback

- Year one evaluation and budget report submitted

Project Timeline Year 2 (pending funding):

July 2016

- Notify external stakeholders of funding continuation
- Conduct a joint consortium partner institutions review of
 - Syllabi
 - Possible Course Program Key Assessments aligned to CEC standards
 - Field Experiences and Assessments
 - Standard Alignment
 - Planning for next stakeholders meeting
 - External Evaluator involved via conference call or face time
- Candidate Assessment Rubrics Created

August 2016

- Contact Shawnee State Resort for available dates for stakeholders meeting
- Compiles and issues found at consortium partner institution review

September 2016

- Schedule Stakeholder meeting
- Dean's Compact Quarterly Meeting
- All items reviewed during July Consortium meeting into review format
- External evaluator three month report
- Order materials for stakeholder meeting
- Load flash drives with updated information needed for the stakeholders meeting

October and November 2016

- Field Experience Site Visits
- Field Experience Site Mapping by County
- Field Experience Site Mapping by Program Configuration
- Notify stakeholders of next meeting
- Advisory Council Review of Program at each Consortium IHE

December 2016

- External Evaluator three month report
- Dean's Compact Quarterly meeting
- Stakeholder Meeting Shawnee State Resort (Between mid-November and mid-December based on lodging availability)
 - Review entire program
 - Gather Suggestions for Marketing
 - Establish Timeline for Marketing and Launch

- Marketing Ideas
- Review Syllabi
- Develop Key Assessments with rubrics
- Key assessments aligned to CEC Standards
- Review Field Experiences
- Review Standard Alignment for courses and field expectations

January and February 2017

- Begin and Undertake Sensory Impairment Program approval process at the institutional level
 - Department IHE Approval Shawnee State and Rio Grande
 - EPCC/Graduate Council Approval Shawnee State
 - Academic Affairs Approval University of Rio Grande
 - Faculty Senate Approval Shawnee State
- Dean's Compact Conference-February

March 2017

- Dean's Compact Quarterly Meeting
- Braille and Sign Instructional Materials into shareable format
- External Evaluator three month report
- Develop final assessment of Broadening Horizons for stakeholder completion

April 2017

- Prepare and submit Sensory Endorsement to appropriate state agencies for approval
- Dispense stakeholder evaluation of Broadening Horizons project

May 2017

- Course trial run with stakeholders and external evaluator
- Advertise the program regionally for fall launch
- Map program into the undergraduate Intervention Specialist Mild Moderate Program
- Compile data from stakeholder evaluation of Broadening Horizons project
- Course delivery trial run with External Stakeholder and his final report for review and comments during the Web Based course delivery trial run

June 2017

- Dean's Compact Quarterly Meeting
- Final Project Report to Stakeholders for review
- Final Project Report Submitted

NOTE: All external evaluator quarterly update reports will be distributed to the external stakeholder group for as a means of project update and to allow for review and feedback from the group.

QUALITY OF THE PROJECT EVALUATION:

Course Delivery Trial Run

Prior to the actual roll out of the courses in the fall of 2017, a trial run of the course delivery model will be undertaken. This will be announced to the external stakeholders well in advance and they will receive a draft copy of the final project evaluation in preparation for this web based trial run using the Adobe Connect course delivery system.

This course trial run will involve a one evening instructional event via Adobe Connect with Black board support to review the entire Broadening Horizons project and its draft final evaluation report. Not only will this allow for a trial run of course delivery, but it will allow the stakeholders and the external evaluator to experience what the actual course delivery model will look like, provide feedback and then they will be encouraged to share that information in their respective geographic area school districts. This course delivery trial run will allow the external evaluator to get input on the final project report from the external stakeholders in a live on the web format that mirrors how the courses will be delivered. This will also allow for an assessment of the electronic delivery of instruction in both braille and sign language basic skills.

NOTE: The adobe connect course delivery system allows taping of all course content and delivery of the weblink for viewing or reviewing of the web based class content for each session.

External Evaluator:

The external evaluator selected for this program has an extensive professional background with the education of students with exceptional learner needs and the associated challenges of providing this education in a rural setting. The grant writers chose him for his objective view of the project and his strong knowledge base in special education both as a teacher, administrator and a program evaluator.

As a former special education teacher with National Board of Professional Teaching Standards certification, a current Director of Special Education, Secondary Curriculum Director and Assistant Superintendent in a rural education setting, his leadership skills fit well with the demands of the external evaluator tasks. He has also served on State special education monitoring teams in other districts and is trained as an IEP Facilitator. As a Director of Special Education he has prepared for and successfully led a State monitoring of his district's program. He also has experience working with community members in his role of leading the district special education advisory council. This instructional, evaluation, collaboration and feedback experience fits well with the demands and expectations of the external evaluator position. Pending 2nd year funding, he will serve as grant evaluator for both year 1 and year 2 of the Broadening Horizons initiative.

The external evaluator will be at the stakeholder meeting and will be included in all information emailed to the stakeholders. In addition to a final summative and formative report on the project's completion, the grant writers are requesting a report from the external evaluator every three months on progress, areas of concern and areas in need of improvement from the external evaluator in terms of meeting the yearly goals of the Broadening Horizons project. The purpose

of the periodic reports is to help insure the final products are designed so as to not only meet the goals of this grant, but more importantly improve the educational supports and opportunities available for students with sensory and dual-sensory impairments in the grant designated geographic focus area. Each periodic report will be shared with the stakeholder group via email as will the final project report.

Year 1 Evaluation;

The final column of the Topic Model for year one lists course development as the key goal for the first year. The end of year one evaluation will evaluate the course development goal by assessing the presence and completeness of the following components of each course:

1. Course Descriptions
2. Crosswalk of CEC standards and outcomes to be addressed in the course and the match to course description
3. Field experience expectations (if included in that course) to promote candidates' and/or practicing teacher/intervention specialist capacities for meeting the needs of students with sensory and dual-sensory impairments
4. Course Expectations stated clearly

The year one evaluation will also address the Additional Secondary Goals for Year 1 noted below:

1. Identify and recruit one stakeholder representative from each identified county in this initiative with representation from local school districts, ESDs/SSTs, JVSD and County Board of DD facilities
2. Plan and undertake a comprehensive regional needs assessment of the competencies needed by teachers who completed this sensory and dual-sensory impairments coursework
3. Hold a stakeholders face to face session and transition needs assessment data into action toward course development
4. Identify field experience options for students in this program across the geographic span of the counties of focus. These field experience sites should provide opportunities to see and interact with students with sensory and dual-sensory impairments in a variety of age and instructional settings. The rationale behind this is to provide the field experiences so as to enhance the practicing intervention specialist's abilities to meet the needs of students with sensory and dual-sensory impairments.
5. Develop an alignment of course content aligned to CEC standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind teacher licensure and Ohio Educator Preparation Standards
6. Develop an alignment of CEC standards for teacher preparation in the areas of Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-blind teacher licensure with Broadening Horizons' Project field expectations

For secondary goals 1-5 listed above this will be a qualitative systems evaluation of the process, its undertaking and its outcome for each of the goals through feedback from the external stakeholders and his observations of the process over the past 6 months of the project. This portion of the year one evaluation will be based upon:

- External evaluator involvement with stakeholder meeting
- Feedback from quarterly external evaluator updates
- Review of field experience identification in comparison with the geographic focus area of the project.
- Feedback from quarterly reports to grant investigators and external stakeholders

For goals 5 and 6, the initial needs assessment data along with the observation data gathered by the external stakeholder will be used to determine the alignment of the standards to the individual course content and field experience expectations for the project. The evaluation will be used to determine the appropriateness and the depth of the standards in each course in terms of meeting the description provided for each course. The approval and the feedback from the external stakeholders will also be a key part of this as the external evaluator determines the alignment is correct and represents the appropriate depth and breadth in meeting the goals of the project.

The year one evaluation will also evaluate the use of funds to support the project to insure complete match with the project budget. The final written report will also include a project budget expenditure analysis of each year one line item and a description of the purchases to clearly provide a detailed expenditure report and analysis.

Year 2 Evaluation

Key Year 2 Goal:

Broadening Horizons will have a complete curriculum including all course syllabi, key assessments, field experience activities and expectations, all required readings, all in-class activities and field tracking mechanisms. This will be completed by the end of year two (June 2017) of the broadening horizons project.

Additional Secondary Goals Year 2:

1. Establish program key assessments, from both coursework and field experiences and create rubrics to comprehensively assess each
2. Conduct an onsite review of selected field experiences sites
3. Process IHE field experience contracts with local school districts to secure agreement of the use of their classrooms as Broadening Horizons field experience sites
4. Insure key assessments and field tracking documents are in IHE data bases
5. Submit necessary items and secure approval for Sensory Endorsement License*
6. Complete a course delivery trial run through Adobe Connect with the stakeholders, both IHEs and the external evaluator.
7. Advertise the program to all education agencies in the project geographic focus area

8. Develop and implement a comprehensive external stakeholder assessment of the entire 2 year project to include detailed and substantive feedback on the process and the product.

*Denotes pending approval of endorsement

Year 2 Evaluation Report:

The evaluation of year two of the Broadening Horizons project will focus on the Sensory Impairment endorsement development being completed and being ready to launch to students to submit to necessary state agencies for endorsement licensure approval, share with other interested IHEs and launch for student enrollment in the fall of 2017. As part of the year two evaluation, the external evaluator will be asked to review the entire final Broadening Horizons project as if he were reading it with no background knowledge of the work of the past 18 months. This perspective will allow him to evaluate it in the same manner it will be evaluated for endorsement approval by the appropriate state agencies.

The year two evaluation will also address the systems and processes of the project, including involvement of the external stakeholders, marketing efforts, review of the key assessment data systems in each IHE's data management program and review of the map of field experiences for accessibility of field options to future candidates enrolled in the program.

The external evaluator will also develop and distribute comprehensive evaluation of the Broadening Horizons program to the external stakeholders to allow them to independently review both the final program and the process leading to the completion of the Broadening Horizons project. This will be completed independent from involvement with the primary and secondary investigators so as to insure it is an assessment completed by the external stakeholders only. This evaluation will focus on the process and product(s) toward reaching the goals of year one and year two of the Broadening Horizons project. This will also be the mechanism of assessing the success or failure of the course delivery trial run including the delivery of Braille and sign language instruction through distance learning.

The year two evaluation will also evaluate the use of funds to support the project to insure complete match with the project budget. The final written report will also include a project expenditure analysis of each year one and year two budget line item and a description of the purchases to clearly provide a detailed expenditure report and analysis.

Sharing Agreement:

The primary investigators and the external evaluator agree to share information from this initiative with any centralized evaluation effort undertaken by the Ohio Deans Compact.

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