

**NY Higher Education Support Center for SystemsChange
in the School of Education at Syracuse University**

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Initiative # 5-8-3 Regional Task Force Structure and Leadership, Partnerships, and Summer Symposia

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Original Proposal

5-1) Lead Applicant Contact Information

Contact Person: Kimberly Rombach
 Organization: SUNY Cortland
 Address: P.O. Box 2000
 City: Cortland
 State: NY
 Zip: 13045
 Phone: 607-753-5687
 Fax:
 Email: rombachk@cortland.edu

5-2) Chief Financial Officer Contact Information

College or University: SUNY Cortland
 Contact Person: Amy Henderson-Harr
 Department/Office: Research and Sponsored Programs
 Address: P.O. Box 2000 Miller Bldg. Room 402
 City: Cortland
 State: NY
 Zip: 13045
 Phone: 607-753-2511
 Fax: 607-753-55590
 Email: amyh@em.cortland.edu

5-3) Region for which the application is submitted

Mid-State

5-4) The Role of the Liaison(s) and Liaison support personnel:

- **How will the work of the Regional TF Liaison be achieved?**
- **Will a single individual undertake these tasks or will the work be distributed? If the work will be distributed, briefly describe who will be involved and how the work will be accounted for?**
- **Explain how funds will be used: to compensate individuals or provide release time for them, including fringe benefits.**
- **Explain how funds will be used to purchase materials and supplies; to support in-state travel; and to account for institutional Indirect Costs.**

The work of the regional taskforce will be achieved by completing the required tasks for the upcoming year. The work will be distributed between two co-liaisons within the Mid-state region. The two co-liaisons, Kimberly Rombach and Susan Stratton are both faculty members at SUNY Cortland and have agreed to distribute liaison tasks in the following ways:

Kimberly will serve as the lead applicant and initial contact person for the mid-state liaison. In addition, her tasks will consist of the following:

1. Assist the HESC staff in the development of the statewide meeting agendas by suggesting items for the agenda and respond to drafts of the agenda when it is prepared and to attend each taskforce meeting, the regional taskforce group meeting and serve in roles of facilitator and presenter when needed.
2. Continue to foster communication among relevant parties in the region (higher education institutions representatives, the RSSC staff, and SETRC staff, S3TAIR RFF, S3TAIR schools and districts, etc), and to ensure that developments, needs, issues and resolutions of regional matters be addressed within the region, and appropriate communications about those matters be shared with the HESC staff.
3. Schedule and chair at least four meetings of the regional taskforce group, across the span of the year identifying locations, setting the agenda, facilitating problem solving, and distributing materials as needed.
4. Meet, on a scheduled basis, with the HESC staff helping to shape the design and the direction of HESC activities and initiatives, and to serve as a channel of communication between the HESC and the relevant region.
5. Collaborate with the S 3 TAIR Regional Field Facilitators to assure that teacher preparation institutions involved in and coordinate with regional efforts to identify and document regional promising practices that are shared within the region.

Susan Stratton will serve as the Mid-state Regional Co-liaison and will be responsible for the following tasks:

1. Maintain a current and accurate membership list for the Mid-state region.
2. Develop a Mid-state regional needs assessment to ascertain the type of technical assistance required by colleges and universities within the region.
3. Assist with materials distribution and other communication from the HESC, VESID and SED to the mid-state regional taskforce members.
4. Orient new higher education faculty within the region, or faculty new to the work of the HESC or the mission, procedures and opportunities of these organizations.

Kimberly Rombach and Susan Stratton will collaborate to accomplish the following tasks together:

1. Visit, observe, support and report on the progress of the regional colleges and universities in developing inclusive teacher preparation programs.
2. Visit, observe, support, and report on the progress of regional colleges and universities in forming partnerships with regional high needs schools.
3. Support the work of colleges and university teacher educators in

ongoing professional development, including the initiatives offered and coordinated through the HESC.

Funds will be used to equally compensate both co-liaisons during the summer months for the above work to be accomplished throughout the year.

Funds will also be used to purchase materials and supplies needed for duplicating materials for the regional taskforce members, to support the travel for the co-liaisons for in-state travel (both regional taskforce meetings and state-wide meetings) and to account for institutional indirect costs.

5-6) Regional Goals: While the two goals of the Statewide Task Force on Quality Inclusive Science set the context for all of the work supported by the New York Higher Education Support Center, each Region may add its own goals to reflect a consensus of needs and interests, which characterize ongoing work unique to each region. The regional goals should be related to statewide goals and should direct the flow of activities unique to the Regional TF. Please state your region's goals and provide the background and rationale for the selection of these goals, briefly.

The Mid-state regional goals consist of the following:

1. Strengthen the Mid-state region's active membership of the Taskforce by holding frequent regional meetings. As potentially new co-liaisons, we have noticed that there has not been much activity within the mid-state region over the past few years. Because of this, one of our main goals will be to strengthen the interest and participation in the Mid-state's regional Taskforce.

2. Facilitate the development and maintenance of partnerships between p-12 schools, university and college teacher preparation programs and HESC's Taskforce. Currently within the Mid-state region, many different colleges and universities have small scale partnerships between them and local p-12 schools. While these initiatives are certainly important, there is a need to begin partnerships between the Taskforce and these institutions because it is with such a partnership that the Taskforce members can create a large-scale systematic change with p-16+ regarding all aspects of inclusive education, from young students to inservice teachers, to preservice teachers and to university faculty. It is this large-scale partnership that may have sustained change for the regional educational institutions p-16+.

3. Establish meaningful connections between inclusive preservice teachers and the Taskforce and to invite preservice teachers to participate in the Taskforce activities (including the Mid-state summer symposium 2008). For wide-spread, sustained change to occur with the way that students are educated, preservice teachers need ongoing education on (1) how to implement effective inclusive education practices from inservice teachers' perspectives and (2) how to implement current research findings on what works in inclusive classrooms. We also need to find ways to sustain and strengthen our Mid-state Taskforce membership. Inviting preservice teachers to participate in our initiatives, may likely create opportunities for them to continue our shared work and align their future teaching to our shared goals.

4. Initiate collaborative work with the S3TAIR grant regional field facilitator(s) to help with identifying and promoting promising practices (p-12) in the mid-state region. The S3TAIR project's goals seem to have some overlap with the Taskforce's goals and because of that, it will be critical that the work of both group members complement each project to try to eliminate any unnecessary task repetition.

5. Provide frequent communication with all Mid-state regional taskforce members through email correspondence and by utilizing the HESC website's announcements and forum section. Our Mid-state region is quite large because of that, it is critical that we take every effort to communicate frequently and well with all of our constituents. Because of that, we need to be sure to utilize communication devices that will reach our broad range of members. Frequent email and website announcements will help to strengthen this communication.

5-7) Regional Activities: Among the activities to be undertaken in the region will be Part 8 of this proposal, and activities yet to be determined in conjunction with the S3TAIR Field Facilitator. It is likely that these activities will represent the most extensive activities planned for the region. The region may propose other activities in this section of the proposal consistent with the region's goals.

Identify planned regional activities and provide some background and rationale for the selection of these activities. If funds from the Regional TF budget are needed to support these activities, provide a description of the anticipated use of these funds.

The Mid-State Regional activities will consist of the following:

1. Collaborate with the S3TAIR Field Facilitator and grant participants to create meaningful and effective term partnerships between promising practice schools, high-need/low performing schools AND college/university teacher preparation programs with the goals of (1) maximizing all p-12 students' outcomes; (2) providing inservice teachers with educational opportunities to learn, implement, reflect on and evaluate inclusive promising practices; (3) facilitating preservice teachers' knowledge gains about inclusive promising practices by having them be partnered with and learn alongside participant inservice teachers; (4) offering opportunities for college/university faculty to join in such efforts and to receive support to do so.
2. Plan and implement a 2008 Mid-State Regional Summer Symposium to bring together (1) faculty and staff from promising practice schools and their partnered high-needs schools and (2) faculty and preservice teachers from higher education institutions' teacher preparation programs in the Mid-state region for the purpose of improving academic and behavioral performances of learners with disabilities in inclusive settings.
3. Study the use and effectiveness of our Mid-State Region's activities including (1) the impact of developing partnerships between promising practice schools with high needs schools; (2) the potential learning outcomes for participating preservice teachers; (3) high needs schools' implementation of learned practices from promising practice schools; and (4) any benefits/outcomes from participating promising practice schools.

5-8) Upload any attachments here. (Optional)

5-8b) Upload any attachments here. (Optional)

5-8c) Upload any attachments here. (Optional - if you have more than three documents, please upload them together into one document before submitting)

On the next page you will be asked for your budget details. Please be sure to include funds for part 8 and part 3 even though the fine details may not be available. (In other words, you can't plan to spend it later if you don't ask and account for it now.)

Budget of this proposal

Category	Proposed Budget	Approved
Salaries & Wages		
Co PI (Kimberly Rombach) 1 month of summer	\$ 6051.00	
Co-PI (Susan Stratton) 1 month of summer	\$ 6051.00	
Summer Symposium teacher participant sti	\$ 2000.00	
Summer Symposium facilitators (4@ \$500 e	\$ 2000.00	
Teacher Participant	\$ 1250.00	

support costs (\$25.h

\$ 17352

\$ 17352.00

Fringe Benefits

for Kimberly Rombach (15.5% for summer) \$ 877.00

for Susan Stratton (15.5% for summer) \$ 877.00

\$ 1754

\$ 1876.00

Materials & Supplies

Regional Meeting supplies (copies, corre \$ 200.00

\$ 200

\$ 200.00

Travel

Regional travel to Taskforce meetings an \$ 500.00

Taskforce members' travel reimbursement \$ 500.00

\$ 1000

\$ 1000.00

Total Direct Costs: \$ 20306

\$ 20428

Indirect Costs: \$ 1624.48

\$ 1634.24

GRAND TOTAL: \$ 21930.48

\$ 22062.24

Applicant Status:

Waiting for HESC request for subcontract

