

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

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Forum:

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

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Original Proposal

Lead Applicant Contact Info

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Part 5:

How will the work of the Regional TF Liaison be achieved?

The work of the regional taskforce will be achieved by completing the proposed tasks identified in this a The work will be distributed between two co-liaisons within the Mid-state region. The two co-liaisons, Ki Rombach and Susan Stratton are both faculty members at SUNY Cortland and have agreed to distribute liaison tasks in the ways described below.

Will a single individual undertake these tasks or will the work be distributed? If the workload

distributed, briefly describe who will be involved and how the work will be accomplished.

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

1. Assist the HESC staff in the development of the statewide meeting agendas by suggesting items for agenda and respond to drafts of the agenda when it is prepared;
2. Prepare all Regional Taskforce meeting agendas and attend each regional taskforce meeting;
3. 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 that developments, needs, issues and resolutions of regional matters be addressed within the region, appropriate communications about those matters be shared with the HESC staff;
4. Meet in person or through conference calls, on a scheduled basis, with the HESC staff helping to shape design and the direction of HESC activities and initiatives, and to serve as a channel of communication between the HESC and the relevant parties in the region;
5. Orient new higher education faculty within the region, or faculty new to the work of the HESC or the to the mission, procedures and opportunities of these organizations.

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

1. Collaborate with the S3TAIR Regional Field Facilitator to assure that teacher preparation institutions involved in and coordinate with regional efforts to identify and document regional promising practices to be shared within the region;
2. Maintain a current and accurate membership list (including an electronic list serve) for the Mid-state regional taskforce members including the S3TAIR Project facilitators;
3. Assist with materials distribution and other communication from the HESC, VESID and SED to the mid-state regional taskforce members including the S3TAIR Project facilitators;
4. Serve as the contact and facilitator for all grant expenditures for the Mid-State Regional Taskforce and with all necessary correspondence for grant expenditures between SUNY Cortland's grant financial office at Syracuse University, and New York State Department of Education (if necessary).

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

1. Attend each statewide taskforce meeting including statewide liaison meetings;
2. Support Taskforce members to visit, observe, and report on the progress of the regional colleges and universities in developing incremental goals to guide their efforts with preparing preservice teachers to inclusive classrooms;
3. Support the work of colleges and university teacher educators in ongoing professional development, surveying teacher educators to determine their needs and follow-up by providing initiatives offered and coordinated through the HESC;
4. Co-chair the regional taskforce group meetings and collaboratively serve in roles of facilitator and participant when needed;
5. 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.

Explain how funds will be used: to compensate individuals or provide release time for them, fringe benefits.

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

Explain how funds will be used to purchase materials and supplies; to support in-state travel account for institutional Indirect Costs.

Funds will be used to (a) support teacher visitations to identified schools of promise; (b) provide stipends for participating teachers/staff; (c) provide stipends for symposium presenters (teachers); (d) purchase materials and supplies needed for the regional taskforce members; (e) support regional travel for the co-liaisons (regional taskforce meetings and state-wide meetings), and to (f) provide compensation and associated institutional indirect costs for the regional co-liaisons.

Regional Goals: While the two goals of the Statewide Task Force on Quality Inclusive Schools are 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 a brief background and rationale for the selection of these goals.

The Mid-state regional goals consist of the following:

1. Continue to strengthen the Mid-state region's active membership of the Taskforce by holding regular meetings and posting notice of those meetings on the inclusion-ny.org website. As members of the Childhood/Early Childhood Education Department at SUNY Cortland we have become cognizant that as much work with preservice programs is needed and that we are able to contribute effectively in that area by providing information and guidance for programs such as our own that need development and access to information from other preservice programs in the state with resource sharing potential. Because of this, one of our goals for this year is to strengthen the interest and participation in the Mid-state's regional Taskforce with attention on preservice teacher development.
2. Facilitate the development and maintenance of partnerships between p-12 schools, university and college teacher preparation programs and HESC's Taskforce (see information on regional activities field for more information on this).
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). For wide-spread, sustained change to occur with the way that p-12 students are educated, preservice teachers need ongoing education on (1) how to implement effective inclusive education practices from inservice teacher perspectives and (2) how to implement current research findings on what works in inclusive classrooms. We also identified ways to sustain and strengthen our Mid-state regional Taskforce membership. We will be inviting preservice teachers to participate in our initiatives, which will create opportunities for them to contribute to our shared work and align their future teaching to our shared goals.
4. Continue our collaborative work with the S3TAIR grant regional field facilitator(s) to help with identifying inclusive promising practices (p-12) in the mid-state region. The S3TAIR project's goals continue to have overlap with the Taskforce's goals and because of that, it will be critical that the work of both groups complements each project continue 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.

Regional Activities and Budget: Among the activities to be undertaken in the region will be Part 3 of this proposal, and activities yet to be determined in conjunction with the S3TAIR Field Facilitator. It is likely that this will include 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.

activities. If funds from the Regional TF budget are needed to support these activities, please a description of the anticipated use of these funds.

The following information addresses the activities that we're planning to implement to reach the above

1. We will invite regional institutional faculty to participate in our monthly meetings and HESC's statewide meetings.
2. The co-liaisons will visit institutions' faculty that have not communicated with our Taskforce in the past to jumpstart their knowledge of and participation in the Taskforce. (travel budget \$500)
3. We will establish a program called Inclusive Models: Partnering Achieving Classrooms Today (IMPACT) to enable teachers to visit S3TAIR grant's identified Schools of Promise to understand and observe effective practices. (budget for teacher support - substitute teachers: \$2250)
4. We plan a summer symposium during the mid-spring semester (while college classes are still in session) to invite preservice undergraduate and graduate students to participate in our planned activities with a focus on inclusive education. (budget for presenters and participants: \$4000)
5. We will continue to communicate with S3TAIR's RFF, Tom Bull (and other S3TAIR personnel), to develop a deeper understanding and knowledge of the effective inclusive practices regional low achieving schools.
6. We will continue to update our electronic list serve to reflect current, active membership and utilize the inclusion-ny.org website to identify pertinent agendas, meeting minutes and resources.

Upload any attachments here. (Optional)

Part 8: The plans for Part 8 will be incomplete until schools are identified and collaborative planning within each region is undertaken. After the Effective Practice Model Schools are validated in a region, it will be possible to identify schools and districts that the Regional TF will partner with and potential Replication Schools to be included in the process. These partnerships should reflect consortia efforts – coordinating the resources of several regional colleges and universities to work with the different schools and districts.

Partner-Consortia Contact Information. Identify each regional partnership formed. These include regional partnerships formed under the auspices of S3TAIR as well as any additional partner schools formed in a region among the regional consortium, Effective Practice Model Schools and Replication Schools. List the personnel and school names and addresses of those with whom partnership is being developed. Indicate which regional colleges and universities are working in each partnership.

Currently within the Mid-state region, many different colleges and universities have small scale partnerships between themselves 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 Taskforce members can work to combine efforts to create a systematic change with p-16+ regarding all of inclusive education, from young students to inservice teachers, to preservice teachers and to universities. We are in the emergent stage of establishing these partnerships and have identified the following projects as our way with this activity.

We are developing a program called "IMPACT". Impact stands for Inclusive Models: Partnering Achieving Classrooms Today. The program is designed to create opportunities for teachers, administrators and institutional staff to visit schools that have been identified by S3TAIR grant work as including promising inclusive education practices. The program will work in the following ways.

- (1) We will work with the S3TAIR recipients to identify promising practice schools.
- (2) We will solicit regional high-needs k-12 schools to invite them to apply for annual participation in the program and will select participants based on regional accessibility to the S3TAIR's identified schools of and to a written statement mentioning their identified faculty/administrator(s)/staff commitment to one participation to better understand inclusive schooling and to visit schools found to be using promising ir education practices.
- (3) We will provide funding for the interested school's faculty/staff to obtain substitute teachers so they their assigned duties and visit a S3TAIR identified school at least three times throughout the year.
- (4) Those who visit the schools will be invited to attend at least one Mid-State Regional Taskforce meet share what had been learned from such visitations and to offer feedback regarding the procedures for p future implementation.
- (5) Mid-State Regional Taskforce members will visit the applicants' schools and classrooms at least three once at the beginning to facilitate the importance of focused observations and provide focusing question may be helpful during the visits, one near the middle of the grant activity to identify how the initiative i and if any changes are needed, and one near the end of the school year to identify what was learned.
- (6) Visiting faculty members (in gr. K-12) will be invited to participate in writing regional conference pr and presentations with the Mid-State Regional Taskforce co-liaisons to disseminate their learning outco such activities.

Partnership Description. Briefly describe the focus (promising practice and need) of each par and describe the activities that are planned to build the partnership and carry out its work. (file if that is more convenient. See below.)

We are currently in the development stage with identifying these partnerships. Once they are underway be able to provide detailed information including providing the planned activities for the upcoming scho

To achieve this, we will begin by providing the SETRCs with a description about IMPACT to personally h schools that have been identified as needing improvement. We will follow up by contacting these schoo visit them to begin to establish a working relationship. Existing project activities will be managed in coll with current partnering institutions and schools. We will select schools to participate in IMPACT based o readiness for developing/improving an inclusive environment for all students.

Budget. Describe in some detail how the \$4,000 allocated to the region will be used in suppo these partnerships.

We will provide participating teachers and staff with substitute teachers so they can leave their position the school(s) of promise. In addition, they will be reimbursed for their travel expenses.

Please upload any additional attachments here. (Optional)

Part 3 Plans for Part 3 will become complete when the Effective Practice Model School/Replication School peer mentoring partnerships are established. The S3TAIR Field Facilitator will provide important connections among institutions and S3TAIR identified schools, both for the purposes of establishing partnerships and for the purpose of designing and developing the regional summer symposium. Therefore, it will become possible to anticipate and plan a summer symposium that reflects the

opportunities and needs of the region.

Planning and Implementation. Describe your process for planning and implementing a summ symposium. Name the planning group members (or their roles, if specific individuals are not known). Provide dates, locations, anticipated participants (including pre-service teachers), t (related to evidence based promising practices in literacy instruction, effective special educa instructional practices, and academic and behavior supports and interventions for students v disabilities in inclusive settings), and presenters. Describe your plans for evaluating the sum symposium. Describe your plans for studying the use and effectiveness of the promising prac the 2009-2010 school year.

We will plan, implement and evaluate the outcomes of a 2009 Mid-State Regional Summer Symposium together (1) faculty and staff from promising practice schools and their partnered high-needs schools a faculty and preservice teachers from higher education institutions' teacher preparation programs in the region for the purpose of improving academic and behavioral performances of learners with disabilities inclusive settings.

To do this, we will include the following planning group members: Susan Stratton (co-liaison); Kim Rombach (co-liaison); Peter Kozik (Chair of SystemsChange); SETRCs institutional representatives and S3TAIR grant RFF.

The anticipated date for the summer symposium April 2009. It will be held at SUNY Cortland.

The anticipated participants include faculty from schools of promise, regional schools needing improvem SETRC's data), general education preservice students and faculty; special education preservice student faculty.

Topics will include effective inclusive service delivery models, path planning, and promising practices in of literacy and academic and behavior supports.

We plan to provide a survey to collect written evaluations on the symposium and will use the results to future plans for our regional taskforce's activities.

Building Capacity. In what ways do you anticipate that these plans for Summer Symposium v in alliances that can extend beyond the tasks of planning and providing the symposium itself how will you structure events to increase the likelihood of these continued relationships?

The summer symposium participants will be invited to participate in the 2009-2010 taskforce activities. college and university institutional faculty will be partnered with symposium participant teams, to begin develop and strengthen future alliances.

Budget. Describe how the \$4,000 allocated to the region will be used in support of planning, implementing, and evaluating the summer symposium.

The budget will include providing stipends for participants and for presenters.

Please upload any additional attachments here. (Optional)

Budget of this proposal

Category	Proposed Budget	Approved
Salaries & Wages		
Co-PI Kimberly Rombach	\$ 6051.00	
Co-PI Susan Stratton	\$ 6051.00	
Symposium presenters	\$ 1000.00	
Teacher Stipends -		

Symposium	\$ 3000.00		
Substitute teachers for IMPACT project	\$ 2250.00		
		\$ 18352	\$ 18352.00

Fringe Benefits

Kim Rombach (15.5% for summer)	\$ 877.00		
Susan Stratton (15.5% for summer)	\$ 877.00		
		\$ 1754	\$ 1876.00

Materials & Supplies

Publicity, copies and materials	\$ 1000.00		
Regional meeting materials, copies	\$ 100.00		
		\$ 1100	\$ 1100.00

Travel

Regional Travel (for Taskforce members a	\$ 1016.00		
		\$ 1016	\$ 1016.00

Total Direct Costs:	\$ 22222	\$ 22344
Indirect Costs:	\$ 1777.76	\$ 1788.00
GRAND TOTAL:	\$ 23999.76	\$ 24132

Applicant Status:

Waiting for HESC request for subcontract

