

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

**Original Proposal**

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**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: 607-753-5976  
Email: rombachk@cortland.edu

**5-2) Chief Financial Officer Contact Information**

Contact Person: Samuel Colombo  
Organization: SUNY Cortland  
Address: P.O. Box 2000  
City: Cortland  
State: NY  
Zip: 13045  
Phone: 607-753-2305  
Fax: 607-753-5688  
Email: samuel.colombo@cortland.edu

**5-3) Region for which the application is submitted**

Mid-State

**5-4.1) How will the work of the Regional TF Liaison be achieved?**

The work of the regional taskforce will be achieved by completing the proposed activities for the upcoming year. The work will be distributed between two co-liaisons within the Mid-state region. In addition, we will solicit regional Taskforce members to volunteer to serve as facilitators for each of our planned activities this year and will work to create a consortium of support for schools, institutes of higher education and agencies supporting students with disabilities.

**5-4.2) Will a single individual undertake these tasks or will the work be distributed? If the workload will be distributed, briefly describe who will be involved and how the work will be accomplished.**

The two co-liaisons, Kimberly Rombach and Susan Stratton are both faculty members at SUNY Cortland and have agreed to distribute the 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 each 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. Attend each statewide taskforce meeting including statewide liaison meetings;
4. Continue to foster communication among relevant parties in the region (higher education institutions and their representatives, the RSSC staff, S3TAIR RFF, S3TAIR schools and districts, etc), and the mid-state regional RSE-TAC to assure that developments, needs, issues and resolutions of regional matters be addressed within the region, and that appropriate communications about those matters be shared with the HESC staff.
5. Meet in person or through conference calls, 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 parties in New York's mid-state region.
6. Orient new higher education faculty within the region, or faculty new to the work of the HESC or the taskforce, 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 are involved in and coordinate with regional efforts to identify and document regional promising practices that can be shared within the region;
2. 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;
3. Serve as the contact and facilitator for all grant expenditures for the Mid-State Regional Taskforce and assist with all necessary correspondence for grant expenditures between SUNY Cortland's grant financial office , 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. 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 teach in inclusive classrooms.
2. Support the work of colleges and university teacher educators in ongoing professional development, including surveying teacher educators to determine their needs and follow-up by providing initiatives offered and coordinated through the HESC.
3. Co-chair the regional taskforce group meetings and collaboratively serve in roles of facilitator and presenter when needed.

4. Schedule and chair at least five 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.

5. Maintain a current and accurate membership list (including an electronic list serve) for the Mid-state region.

**5-4.3) Explain how funds will be used: to compensate individuals or provide release time for them, including fringe benefits.**

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

In addition, a small amount of funding will be set aside for a temporary graduate assistant that will be hired to assist with clerical duties necessary for the summer symposium.

**5-4.4) Explain how funds will be used to purchase materials and supplies; to support in-state travel; and to account for institutional Indirect Costs.**

As in the past, we will work directly with the Research Foundations Office to purchase all supplies using institutional purchase requisitions and using appropriate travel reimbursement forms for in-state travel. We will also work closely with the RFO to have institutional indirect costs withdrawn from the grant.

**5-6) Regional Goals: While the two goals of the Statewide Task Force on Quality Inclusive Schooling set the context for all of the work supported by the New York Higher Education Support Center, the region may add its own goals to reflect a consensus of needs and interests, which characterize the 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.**

Our Mid-State region has identified 4 goals. They are as follows:

**Goal 1:**

To strengthen and further develop the Mid-state regional Taskforce membership.

Background: The mid-state liaisons have only served in their current role for two years and therefore, are continuing to work on developing a strong foundation for their membership.

Rationale: We believe that strong membership is achieved when all members feel professionally committed to the individual goals of the TF and have a desire to participate in annual activities.

**Goal 2:**

To develop and sustain high quality inclusive teacher preparation programs.

Background: The mid-state region has many teacher preparation programs that are widely diverse regarding size, philosophy, and practice. Some large teacher preparation programs do not yet offer inclusive teacher preparation programs to their students. Additionally, some large programs also do not have a perspective of inclusion in their philosophy or guiding statements.

Rationale: Our school classrooms are becoming increasingly diverse and preservice teachers need to be well educated on how to effectively teach all students who will someday be in their future classrooms.

**Goal 3:**

Building regional partnerships around inclusive schooling among promising practices schools, high needs schools and teacher preparation institutions

Background: The co-liaisons have only served on the Taskforce for about 2 years. Because of that, they are still developing regional partnerships with local agencies and institutions.

Rationale: Developing personal connections with colleagues at other institutions and agencies specializing in

inclusive education is so important to strengthening the mid-state region.

**Goal 4:**

Summer symposium on "Promising Practices in Support of the Academic and Behavioral Performances of Learners with Disabilities in Inclusive Settings" in 2010

Background: For the past 2 years, the mid-state region has offered a summer symposium to its regional members. Our events have been well attended by HESC faculty, BOCES representatives, inservice and preservice teachers.

Rationale: We are committed to facilitating a symposium on topics relevant to practicing teachers and important to preservice teachers. Providing information about promising practices regarding academics and student behavior provides a comprehensive overview of the information necessary to teach in inclusive classrooms.

**5-7) Regional Activities and Budget: Among the activities to be undertaken in the region will be Part 8 and 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. If funds from the Regional TF budget are needed to support these activities, please provide a description of the anticipated use of these funds.**

**Goal 1:**

To develop and sustain high quality inclusive teacher preparation programs.

Planned Activity:

1. Regional Higher Education Leadership Summit on Inclusive Teacher Preparation

We plan to invite leaders from higher education institutions (deans, chairs, coordinators, field placement directors) to a round table discussion regarding ways to best prepare teachers for inclusive education. There are some institutions in our region that do not currently have inclusive teacher preparation programs. We will be working toward becoming a support for the institutions to develop new programs that provide preservice teachers with a way to be prepared to teach in inclusive classrooms. Our Lemoyne College Taskforce members have volunteered to plan and host this activity.

TF Budget needed to support this activity: \$500.

**Goal 2:**

Building regional partnerships around inclusive schooling among promising practices schools, high needs schools and teacher preparation institutions

Planned Activities:

1. IM:PACT – Inclusive Models: Partnering Achieving Classrooms Today

We plan to provide financial support for teachers from high needs schools to visit classrooms that have been found to have promising inclusive practices through the S3TAIR project. This activity requires all teachers to meet and discuss ways that their inclusive practices are working well and to identify challenges and possible solutions to improve their practice.

TF budget needed to support this activity: \$2000. (pay for 5 substitute teachers from two high needs schools @ \$100/day, + \$500 travel for all. In addition, provide honoraria for 2 co-directors of the activity @ \$250/ea.)

2. Regional mini-grants

We plan to invite our Taskforce members to write proposals for mini-grants to support local, small scale efforts to promote the S3TAIR project. Our region is so large and supporting our institutions and agencies far from the geographical center of our region is often difficult. We are also not part of their immediate community and are therefore not as knowledgeable of their community's needs. Taskforce members who reside in those more remote areas will be able to develop local activities to promote our Taskforce's goals. This planning will occur during the November and December Taskforce meetings. More information will be provided on February 28 when we provide an update of this proposal.

TF budget needed to support this activity: (\$1000 for each mini-grant; 2 awards).

**Goal 3:**

Summer symposium on "Promising Practices in Support of the Academic and Behavioral Performances of Learners

with Disabilities in Inclusive Settings” in 2010

Planned Activity:

1. Regional summer symposium for inservice teachers and staff AND for preservice teachers and faculty  
We plan to invite inservice and preservice teachers to a symposium on promising inclusive practices. The day-long activity will include some whole group participation and times when inservice and preservice teachers will be grouped separately for purposeful and distinct discussions. In the past, we held a symposium for inservice and preservice teachers from two institutions. This year, we plan to expand that and invite preservice teachers from around our mid-state region. We would like to offer this event annually at SUNY Cortland as a Preservice Teachers’ Conference on Inclusive Education.

TF budget needed to support this activity: \$4,000.

**5-8.1) As part of the final evaluation for this initiative for this budget year, HESC is interested in creating an understanding of how regional and state-wide activities affect member teacher preparation programs. Thus, here are several guiding questions: • Describe the effects engendered by regional or statewide TF activities that have become evident in regional teacher preparation programs in the last three years. Report any effects that have been observed, and provide sufficient detail so that others can understand and can be convinced of that effect. Include concrete examples.**

The Mid-state region’s current co-liaisons have only served in their role for the past two years. During that time, we have seen some progress in one teacher preparation program at one institution better preparing their students for teaching in inclusive classrooms. Directly in response to the goals of the Taskforce, a co-liaison of the Taskforce co-wrote and is now a co-director of a Professional Development School project at SUNY Cortland called the Unified Teaching and Learning Initiative (UTLI). The UTLI project places general education and special education student teachers together in their student teaching semester to facilitate co-teaching with their assigned general and special education host teachers. The UTLI project is currently in its second semester of implementation, but initial findings suggest that general education student teachers’ knowledge gains about implementing differentiated lessons and understanding the necessity of planning for all students is substantial. In addition, special education student teachers’ knowledge gains about elementary education curricula have also been identified. Perhaps most overlooked initially yet so important to reveal is the inservice general and special educators’ newly identified awareness and attention to co-planning for meeting the needs of all students in inclusive classrooms. The UTLI Project was highlighted at the 2009 spring symposium and plans are to include it again in the 2010 symposium.

Throughout this upcoming year, we will interview Taskforce members to identify what additional activities might have been developed, at least in part, from knowledge gained from participating in the Taskforce on Quality Inclusive Schooling. This will be reported in more detail on February 28.

**5-8.2) • In what ways have regional teacher preparation programs addressed the three VESID focus areas: literacy; positive behavior and academic supports; and special education practice? In what ways have pre-service programs in your region been influenced by the Quality Indicators, for example? Provide sufficient detail to support any influence you have observed. Include concrete examples.**

Our active Taskforce members will be asked to collectively create a simple electronic survey to distribute to our Mid-State region to collect data to answer these questions. We did not implement any activities that collected such data last year. We will report on this in further detail on February 28.

**5-9) 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. Because several Effective Practice Model Schools have been identified, it is possible to identify**

**schools and districts with which the Regional TF will partner. Potential Replication Schools or high needs schools in the region should 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.**

**As the regional consortia participates with Effective Practice Model Schools and Replication Schools, this information should become part of the interim update submitted by the TF Liaison. If not available in time for the full submitted proposal (November 30th), the interim update of this proposal (submitted on February 28th), should include a focus on Part 8 with any additional supporting regional information. The following information should be included:**

**8-1) Partner-Consortia Contact Information. Identify each regional partnership formed. These include regional partnerships formed under the auspices of S3TAIR as well as any additional partnerships 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 partnerships are being developed. Indicate which regional colleges and universities are working in each partnership.**

See below for attached table.

**8-2) Partnership Description. Briefly describe the focus (promising practice and need) of each partnership, and describe the activities that are planned to build the partnership and carry out its work. (Attach a file if that is more convenient. See below.)**

We plan to work closely with our S3TAIR grant Regional Field Facilitator, Tom Bull, to begin a partnership with the currently validated schools in the Mid-state region. Our two regional IHE facilitators will also contribute to this partner-consortia. Although our planning is underway, we have much planning and implementation to do with this activity and will be prepared to provide an update regarding this work on February 28. We will be working to identify the following:

Lanigan-\_\_\_ Partnership focus:  
Planned activities:

Sandy Creek - \_\_\_ Partnership focus:  
Planned activities:

**8-3) Budget. Describe in some detail how the \$4,000 allocated to the region will be used in support of these partnerships.**

Some of this will be contingent upon the facilitators' needs and requests. However, we know that financial support will be provided for substitute teachers, travel, materials, and any possible proposed regional conference participation.

**8-4) Please upload any additional attachments here. (Optional)**

**Part 3: Plans for Part 3 should include the Effective Practice Model School/Replication School peer mentoring partnerships when they 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, the region should anticipate and plan a summer symposium that reflects the opportunities and needs of the region and the connection with the S3TAIR process.**

Plans have been initiated for the symposium to formalize work with the S3TAIR field facilitator. Further details will be available on February 28, 2010.

**If not available at the time of the submitted proposal (November 30th), the TF Liaison will submit an interim update of this proposal (February 28th), focused on Part 3 with any additional supporting regional information. In this interim update, the following information will be sought:**

Specific symposium foci will be developed as needed by the S3TAIR RFF, the Taskforce members and the participating schools.

**3-1) Planning and Implementation. Describe your process for planning and implementing a summer 2010 symposium. Name the planning group members (or their roles, if specific individuals are not yet known). Provide dates, locations, anticipated participants (including pre-service teachers), topics (related to evidence based promising practices in literacy instruction, effective special education instructional practices, and academic and behavior supports and interventions for students with disabilities in inclusive settings), and presenters. Describe the involvement of pre-service teachers. Describe your plans for evaluating the summer symposium. Describe your plans for studying the use and effectiveness of the promising practices in the 2009-2010 school year.**

Planning for the 2009-2010 Summer Symposium has begun for the Mid-state Region. On Wednesday, April 28, 2010 the Symposium will be held in the Function Room, Exhibition Lounge and Fireplace Lounge, with additional breakout rooms reserved for sessions. This date was selected after careful consideration of local school breaks, which would inhibit attendance of inservice teachers, regional college breaks, which would inhibit preservice teacher attendance, and an appropriate day of the week for classroom teachers to be out of their classrooms for a day away from their classes. Susan Stratton and Kimberly Rombach are the primary planners of the symposium location, overall content and date. Taskforce members will be asked to help develop the full agenda and identify highly qualified presenters on topics related to evidence based promising practices in literacy instruction, effective special education instructional practices, and academic and behavior supports and interventions for students with disabilities in inclusive settings. This planning will occur during the November, December and January Taskforce meetings to help refine the theme, and topics and specific sessions that will be presented. Information on this planning process will be available in the February 28th in the interim update of this proposal.

Planning and Implementation.

As described above the process for planning and implementing of the 2010 symposium will include task force members and their specific roles will be determined during the November and December and January Taskforce meetings. The dates of the planning sessions will coincide with the monthly Taskforce meetings dates and locations. It is anticipated that all taskforce members will take some part in the development process for the 2010 Symposium. One overall consideration that the liaisons have already set as a goal is to include additional preservice teachers from regional institutions of higher education. This year we would like to have about 25 students from SUNY Cortland as last year, another class-sized group from Cazenovia as we had last year, and this year to add students from SUNY Binghamton, Syracuse University, LeMoyne College, SUNY Oswego, SUNY Oneonta, Wells College and Ithaca College. (OTHERS?)

Additional topics (related to evidence based promising practices in literacy instruction, effective special education instructional practices, and academic and behavior supports and interventions for students with disabilities in inclusive settings), and presenters will also be further identified during the November, December and January Taskforce meetings. What we have already envisioned as a result of feedback and discussion from our undergraduate preservice teachers and in-service teacher participants is to present parallel sessions at this year's symposium that address the developmental understanding levels of preservice and inservice teachers. In this way we hope to scaffold the learning of preservice teachers about effective special education instructional practices at

the same time we are presenting ideas on how they might best be implemented in a classroom. Evaluation of the 2010 Symposium will be more in-depth and more formal this year. In addition to feedback on a general evaluation sheet, we will ask each participation institution of higher education with preservice teachers to complete a telephone interview with the Taskforce Liaisons after debriefing with their college students about the experience of attending the symposium. In addition we also plan to identify in advance key informants at the S3TAIR Identified Schools and at the Identified LOW Performing Schools to also follow up by asking for additional information from the in-service teachers at their schools regarding the value and applicability of the information gained at the 2010 Symposium.

Our plans for studying the use and effectiveness of the promising practices in the 2009-2010 school year will involve the use of observation checklists and open-ended interviews with individuals at each school site once these locations and personnel have been identified.

**3-2) Building Capacity. In what ways do you anticipate that these plans for Summer Symposium will result in alliances that can extend beyond the tasks of planning and providing the symposium itself, and how will you structure events to increase the likelihood of these continued relationships?**

In order to build capacity, we intend to utilize Taskforce members to extend what we are able to accomplish. To do this we believe that small and specific tasks are much easier for the membership to accomplish than broad and sometimes vague goals. For that reason time during each of the Mid-state Regional meetings will be spent breaking down agreed upon tasks to discrete and finite tasks. We believe that in this way we can effectively develop alliances that yield success for the participants and thus in the future help us to go beyond the tasks of planning and providing the symposium itself. Further we believe that successful accomplishment and positive feedback from the group will enhance and solidify our relationships with Taskforce members, Agency members and School –based personnel. One specific example of this effort is the Regional Higher Education Leadership Summit on Inclusive Elementary Teacher Preparation that LeMoyne College is planning to host during spring 2010.

**3-3) Budget. Describe how the \$4,000 allocated to the region will be used in support of planning, implementing, and evaluating the summer symposium.**

As a result from what we learned during last year’s symposium, we plan to allocate the \$4000 for the 2010 Symposium on high-quality presenters, materials for the participants and transportation for preservice teachers. We also anticipate that some interview transcription costs may be incurred as part of our use of telephone and face to face interviews we plan to use.

**3-4) Please upload any additional attachments here. (Optional)**

**Budget of this proposal**

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Category	Proposed Budget	Approved Budget
Salaries & Wages Substitute teachers (Wages) for 2 si	\$ 1000.00	
Higher Ed facilitator honoria	\$ 500.00	
Co-PI (Kimberly Rombach) 1 month (2 @ \$500/ea)	\$ 6051.00	
HE Leadership Summit honoria Co-PI (Susan Stratton) 1 month of	\$ 1000.00	



Summer Symposium  
facilitators (2 @  
\$500 \$ 1000.00

Substitute teachers  
(5 teachers for 2 si \$ 1000.00

Higher Ed facilitator  
honoraria \$ 500.00

Mini-grant recipients  
(2 @ \$500/ea) \$ 1000.00

IHE Leadership  
Summit honoraria \$ 500.00

\$ 17102 \$ 17102.00

**Fringe Benefits**

for Kimberly  
Rombach (15.5% for  
summer) \$ 937.90

for Susan Stratton  
(15.5% for summer) \$ 937.90

\$ 1875.8 \$ 1876.00

**Materials & Supplies**

Regional Meeting  
supplies \$ 1200.00  
(correspondenc

IHE Leadership  
Summit materials \$ 500.00  
and supp

Mini-grant recipient  
supplies \$ 500.00

\$ 2200 \$ 2200.00

**Travel**

Regional travel to  
Taskforce meetings \$ 500.00

Taskforce members'  
travel \$ 500.00  
rerimbursement

Inservice teachers'  
travel to S3TAIR val \$ 500.00

\$ 1500 \$ 1500.00

**Total Direct Costs:** \$ 22677.8 \$ 22678

**Indirect Costs:** \$ 1814.224

\$ 1814.24

**GRAND TOTAL:** \$ 24492.024

\$ 24492.24

Applicant Status:

Waiting for HESC request for subcontract

