

OSEP-Funded Centers

Updated November 2017

ACCESSIBLE MATERIALS

National Center on Accessible Educational Materials (AEM Center)

H327Z140001

www.aem.cast.org

AEM provides resources and technical assistance and information about accessible educational materials and the National Instructional Materials Accessibility Standards

Project Officer(s): Tara Courchaine

BUILD (Benetech Unlocks Individualized Learning Delivery) Center

H327D170002

The project will significantly expand and improve access to accessible educational materials (AEM) for students with print disabilities. Our ambitious plan maximizes results per dollar by working with publishers directly while expanding and increasing utilization of the Bookshare library. Benetech proposes to use the tremendous leverage that innovation and technology make possible to address the priority of providing free educational materials in accessible media through Bookshare, the largest library of accessible materials, which are available in five formats, including text, braille, and audio. This project has a commitment to directly involve communities of educators, students, parents, publishers, volunteers, and technologists to serve students and exceed all goals.

Project Officer(s): Glinda Hill & Tara Courchaine

Diagram Center

H327B150001

www.diagramcenter.org

DIAGRAM is a research and development center that promotes the use of digital content for accessible educational materials so students with disabilities have equal access to the general education curriculum, especially science, technology, engineering, and math

Project Officer(s): Glinda Hill & Tara Courchaine

National Instructional Materials Access Center (NIMAC)

H327E160001

www.nimac.us

National Instructional Materials Access Center (NIMAC) through the American Printing House for the Blind, as required under 20 U.S.C. 1474(e) of the Individuals with Disabilities Education Act (IDEA). The Center will work with State educational agencies (SEAs), local educational agencies (LEAs), publishers, and other stakeholders to improve access to print instructional materials and related core materials that are written and published primarily for use in elementary and secondary schools and are required by an SEA and LEA for use by students in the classroom.

Project Officer(s): Tara Courchaine

ASSESSMENT and OUTCOMES

National Center on Educational Outcomes (NCEO)

H326G160001

www.nceo.info

NCEO offers materials and services for state personnel, educators, parents, and others concerned with assessments and the educational outcomes of all students, including students with disabilities and English learners with disabilities

Project Officer(s): David Egnor

BEHAVIOR

Center on Positive Behavioral Interventions and Supports (PBIS)

H326S130004

www.pbis.org

PBIS works with states, districts, and schools to establish, scale-up, and sustain the PBIS framework with emphasis on the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities

Project Officer(s): Renee Bradley

DEAF-BLIND

National Center on Deaf-Blindness (NCDB)

H326T130013

www.nationaldb.org

NCDB works to improve the quality of life for children who are deaf-blind and their families through a range of services, practices, activities, supports, and partnerships

Project Officer(s): JoAnn McCann

DISPUTE RESOLUTION

Center for Appropriate Dispute Resolution in Special Education (CADRE)

H326X130001

www.cadeworks.org/

CADRE works with state and local education and early intervention systems, parent centers, families, and educators to increase their capacity to effectively resolve special education disputes, reducing the use of expensive and commonly more adversarial dispute resolution processes

Project Officer(s): Tina Diamond

EARLY CHILDHOOD

Early Childhood Technical Assistance (ECTA) Center
H326P170001

www.ectacenter.org

ECTA will support Part C/Section 619 Coordinators and staff to implement high-quality early intervention/early childhood special education (EI/ECSE) systems and increase implementation of evidence-based practices (EBPs) to improve outcomes for children with disabilities and their families. Outcomes are to: (1) increase leadership capacity of State coordinators/staff to implement Individuals with Disabilities Education Act (IDEA) programs and collaborate across broader early childhood; (2) increase access to high-quality inclusive programs for children with disabilities; (3) build capacity to improve and sustain systems to implement IDEA and deliver high-quality services; (4) support implementation of EBPs; and (5) build State capacity to implement State Systemic Improvement Plans and improve child outcomes.

Project Officer(s): Julia Martin Eile

Early Childhood Personnel Center (ECPC)
H325B170008

www.ecpcta.org

The project's purpose is to support state leaders (e.g., IDEA Part C, Part B, Section 619 programs, and early childhood faculty in IHEs) to scale up, and sustain Comprehensive Systems of Personnel Development (CSPD), to enhance their professional developmental activities. The anticipated outcomes are: • State leaders across EC agencies who can lead systemic improvements; • IHEs faculty and graduates prepared as leaders in inclusion and CSPD; • IHE programs of study reflecting alignment to standards and Division of Early Childhood Recommended Practices (RPs); • States empowered to scale up, and sustain CSPD through continued use of existing federally funded and project-developed web-based resources; • Validated evidence base for DEC RPs

Project Officer(s): Dawn Ellis

Technical Assistance Center on Positive Social, Emotional, and Behavioral Outcomes for Young Children with, and at risk for, Developmental Delays or Disabilities
H326B170003

This project will provide technical assistance to States and programs for the implementation of evidence-based practices to promote young children's positive social, emotional, and behavioral outcomes and improve academic achievement. The project will fully develop an early childhood multi-tiered system of supports (MTSS) framework and guide States, early childhood programs, and personnel in implementing the framework with fidelity. Outcomes will include: increases in the number of children included in typical settings; elimination or reduction of the use of suspension and expulsion; reductions in disproportionate discipline; and improvements in child social-emotional competence and reductions in challenging behavior.

Project Officer(s): Jennifer Tschantz

Individuals with Disabilities Act (IDEA) DATA QUALITY AND USE

The IDEA Center for Early Childhood Data Systems (DaSy Center)

H373Z120002

www.dasycenter.org

DaSy assists states with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs, including support for development of early childhood integrated data systems

Project Officer(s): Meredith Miceli & Richelle Davis

IDEA Data Center (IDC)

H373Y130002

www.IDEAdata.org

IDC provides technical assistance to build state capacity for collecting, reporting, analyzing, and using IDEA Part B and Part C data, 616 and 618 and communicating with locals about data quality

Project Officer(s): Richelle Davis & Meredith Miceli

Center for IDEA Fiscal Reporting (CIFR)

H373F140001

www.cifr.wested.org

CIFR provides technical assistance to states on collecting and reporting special education fiscal data

Project Officer(s): Dan Schreier

The Center for the Integration of IDEA Data (CIID)

H373M140001

<https://ciidta.grads360.org/#program>

CIID provides TA to SEAs to increase the capacity to report high quality data required under IDEA Part B 616 and 618 through the integration of IDEA Part B data systems

Project Officer(s): Amanda Hoffman & Meredith Miceli

INSTRUCTION

National Center on Intensive Intervention (NCII)

H326Q160001

www.intensiveintervention.org

NCII provides technical assistance to meet the needs of students with severe and persistent learning or behavioral needs using a data-based individualization approach

Project Officer(s): Celia Rosenquist

The TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities

H326Y170004

The purpose of the project is to provide technical assistance to State and Local Educational Agencies (SEAs/LEAs) on how to implement and sustain inclusive practices and policies for students with the most significant cognitive disabilities (SwSCD) in elementary and middle school programs. Primary

outcomes are: (1) Improve the quality of instruction for SwSCD in inclusive environments through the use of existing curriculum and instructional materials; (2) Provide models and coaching to both general education and special education teachers to create more inclusive opportunities; and (3) Support changes to inclusive practices and policies within partner SEAs and LEAs.
Project Officer(s): Susan Weigert

Schoolwide Integrated Framework for Transformation (SWIFT)
H326Y120005 (ending April 2018)
www.swiftschools.org

SWIFT works with states, districts, and schools to build capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion
Project Officer(s): Tina Diamond & Grace Zamora Duran

National Center on Improving Literacy
S283D160003
www.improvingliteracy.org

The Center provides information to schools, districts, states, and families to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.
Project Officer(s): Kristen Rhoads

PARENT TECHNICAL ASSISTANCE CENTERS

Center for Parent Information and Resources (CPIR)
H328R130014
www.parentcenterhub.org/

CPIR serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs)
Project Officer(s): Carmen Sanchez

Regional Parent Technical Assistance Centers (RPTACs, list follows)
RPTACs help the Parent Centers in their regions build capacity to effectively manage their Centers and provide information and training to families of children with disabilities

Region 1 PTAC North East Parent Center Assistance & Collaboration Team (NE-PACT)
H328R130006
www.parentcenterhub.org/region1
Project Officer(s): Carmen Sanchez

Region 2 PTAC - Exceptional Children's Assistance Center (ECAC)
H328R130016
www.parentcenterhub.org/region2
Project Officer(s): Julia Martin Eile

Region 3 PTAC - Parent to Parent of Georgia (P2PGA)

H328R130008

www.parentcenterhub.org/region3

Project Officer(s): David Emenheiser

Region 4 PTAC - Wisconsin Family Assistance Center for Education

H328R130010

www.parentcenterhub.org/region4

Project Officer(s): David Emenheiser

Region 5 PTAC - PEAK Parent Center

H328R130011

www.parentcenterhub.org/region5

Project Officer(s): Kristen Rhoads

Region 6 PTAC - Matrix Parent Network

H328R130009

www.parentcenterhub.org/region6

Project Officer(s): Perry Williams

Native American PTAC – EPICS

H328R130012

www.parentcenterhub.org/nativeamerican

Project Officer(s): David Emenheiser

The Branch, Military Parent Technical Assistance Program

H328R140004

www.branchta.org

Project Officer(s): Carmen Sanchez

PROFESSIONAL /PERSONNEL DEVELOPMENT

The IRIS Center

H325E170001

<https://iris.peabody.vanderbilt.edu>

IRIS offers a wide variety of resources on evidence-based practices and programs, including instructional modules and research summaries primarily designed for use by college and university faculty, professional development providers, and practicing educators. The IRIS Center will build on its 16-year history of designing, developing, and disseminating digital, open-access educational tools and resources (OERs) that build educators' capacities to use practices supported by evidence and improve results for students with disabilities, including those with high-intensity needs. The project will: (1) design, develop, and/or update OERs about practices supported by evidence; (2) deliver and disseminate IRIS OERs; (3) provide universal and targeted technical assistance (TA); (4) increase use of IRIS OERs in pre-service preparation, in professional development (PD), and by independent learners; and (5) increase educators' capacities to use practices supported by evidence.

Project Officer(s): Sarah Allen

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
H325A170003

www.ceedar.org

CEEDAR 2.0 is a collaborative project involving the University of Florida, the American Institutes for Research, and the Council of Chief State School Officers. CEEDAR 2.0 will support the development of effective preparation systems that prepare teachers and leaders to educate students with disabilities (SWD) successfully. CEEDAR 2.0 will provide scaffolded technical assistance (TA) based on State need and context, and designed to improve capacity to reform educator preparation and preparation policy. Ultimately, the project will aim to improve SWD's college- and career-readiness through enhanced, field-based preparation and aligned preparation policy, and to establish State capacity to sustain and scale-up change.

Project Officer(s): David Guardino & Bonnie Jones

SECONDARY/POSTSECONDARY

National Technical Assistance Center on Transition (NTACT)

H326E140004

www.transitionta.org

NTACT assists states and locals, state vocational rehabilitation (VR) agencies, and VR service providers in implementing evidence-based and promising practices to ensure students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment

Project Officer(s): Selete Avoke

National Deaf Center (NDC)

H326D160001

<https://www.nationaldeafcenter.org/>

NDC provides evidence-based resources and promotes initiatives to advance postsecondary outcomes for deaf individuals

Project Officer(s): Louise Tripoli

SYSTEM IMPROVEMENT

National Center for Systemic Improvement (NCSI)

H326R140006

<https://ncsi.wested.org>

NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving education results and functional outcomes for children with disabilities

Project Officer(s): Shedeh Hajghassemali & Perry Williams

State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center

H326K170003

www.scalingup.org

SISEP will use an evidence-based approach developed under the previous project to build State's infrastructure, capacity, and alignment of policy and practice so that students with disabilities can succeed. The center will establish partnerships with Office of Special Education Programs (OSEP) technical assistance (TA) providers, superintendent preparation providers, and charter management organizations (CMOs) to pursue greater coherence. The center's expected outcomes include increased: capacity of education agencies to support use of instructional and leadership practices; capacity of OSEP TA centers to support systemic change; implementation knowledge and competencies of local educational agency leaders; and knowledge of infrastructure that leads to improved outcomes for students with disabilities.

Project Officer(s): Jennifer Coffey

TECHNOLOGY

Center on Technology and Disability (CTD)

H327F130003

ctdinstitute.org

CTD provides a range of resources on assistive and instructional learning for educators, service providers, students with disabilities and their families

Project Officer(s): Carmen Sanchez & Terry Jackson

Center on Inclusive Software for Learning (CISL)

H327A170002

CISL will maximize students with disabilities' access to digital materials and to learning. The project will provide a body of research around what accessibility features and learning scaffolds already exist and which barriers to access need to be addressed by new software. Next, CISL will develop an open-source applications suite allowing students to customize their access to digital content. An initial release will occur in 2018, followed by three subsequent product releases over the five-year project. Finally, CISL will create developer's guidelines to encourage widespread use of our products in the field of educational technology.

Project Officer(s): Tara Courchaine