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2024 OSEP Conference





2024 OSEP Conference

Early Beginnings to Bright Futures

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Personnel Development Program (PDP) Area Meeting

Office of Special Education Programs
U.S. Department of Education

2024 OSEP Conference



OSERS, OSEP & Program Priorities

Addressing Personnel Shortages

Registered Apprenticeships
Pipeline Programs
Partnerships

Attracting, Preparing and Retaining a Diverse Education Workforce

Individuals from Racially and Ethnically Diverse Backgrounds
Multilingual Individuals
Individuals with Disabilities

Building Capacity

Compliance with IDEA Mandates of FAPE in LRE
Discipline Guidance
3E: Successful Transitions
Family Engagement

PDP CURRENT INVESTMENTS ALN 84.325

84.325K. Prep of Special Education and Early Intervention Personnel

84.325R. Prep Related Services Personnel

84.325M. Prep of Personnel at HBCUs, TCUs, and MSIs

84.325D. Prep of SPED, EI, & RS Leadership Personnel

84.325H. Doctoral Training Consortia

84.325L. Leadership Development Programs

84.325N. Associate Degree Program Improvement

84.325P. Improving Retention of SPED and EI Personnel



Lead IDEA Center

Current Investments based on FY23 Funding

Attracting, Preparing, and Retaining OSEP Scholars

- Scholar support:
 - Customized to fully support scholars' well-being and a work-life balance
 - Individualized based on scholars' cultural, academic, and social emotional needs
 - Accessing accommodations and resources
 - Mitigating financial burden to scholars
- Mentoring scholars
- Collaboration
- Networking

OSEP Scholars



- 325 D/H/K/M/R OSEP scholars
- Communicate importance of being an OSEP scholar
- Connect to our larger network
- Understand funding & funding source
- Support for our shared priorities

Championing Diversity: Strategies for Recruiting and Retaining Diverse Scholars into Early Intervention, Special Education and Related Services Personnel Preparation Programs

Strategies and Innovations: Insights from OSEP's PDP Grantees

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Early Childhood Intervention Personnel Center for EQUITY

Karen H. Brown, Ph.D., MPH, CCC-SLP
Dean, School of Education
University of the Virgin Islands

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Overview

Early Childhood Intervention Personnel Center for EQUITY



[ECIPC-EQUITY.ORG](https://ecipc-equity.org)

Nyansapo, or Wisdom Knot, is a symbol of the Akan people of Ghana, and represents patience, integrity, intelligence, and the capacity to choose the best means to a goal.

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Purpose

To increase the capacity of institutions of higher education, professional organizations, states, territories, and tribal nations to prepare and support a diverse and competent workforce who will change the historic and current conditions that systemically inhibit the delivery of equitable early childhood intervention to each and every child and their family.

Equity in Early Childhood Intervention

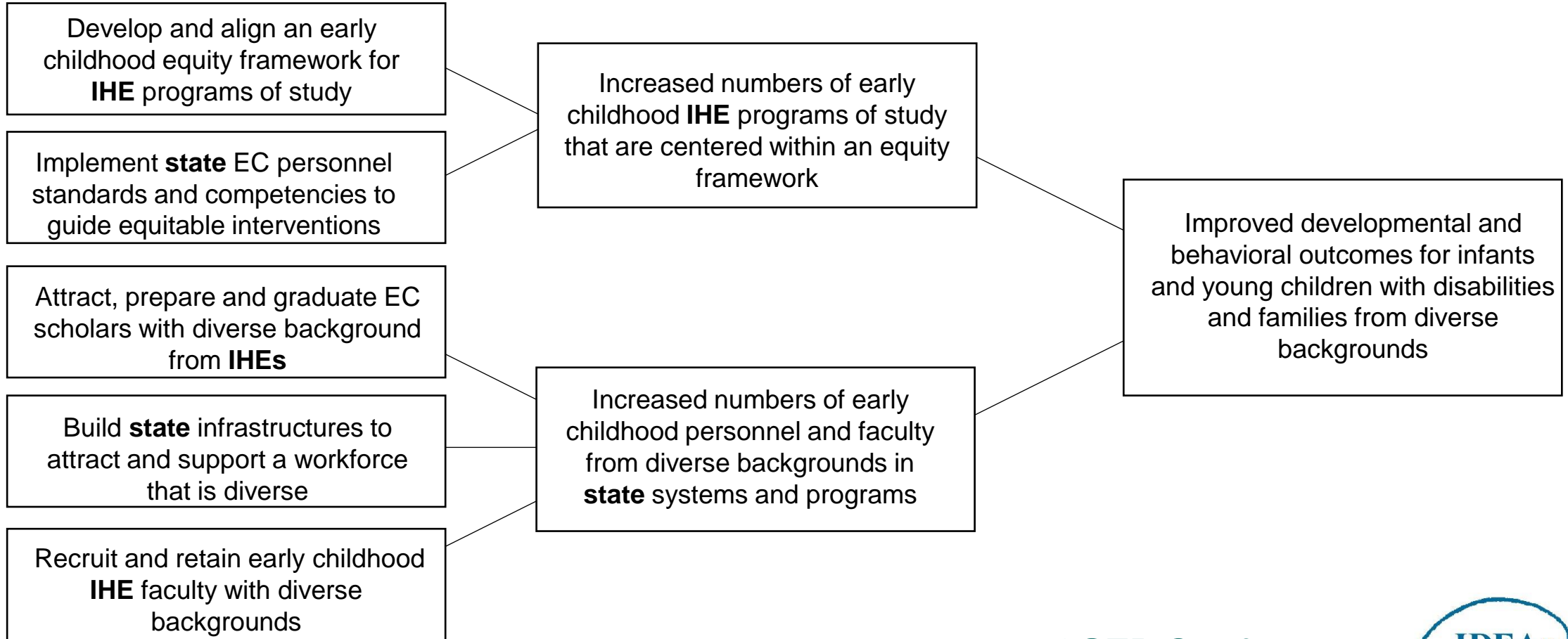
Every infant and young child with a delay in development or disability and their family, will have access to and participate in early childhood intervention, that is individually designed to be racially, ethnically, culturally, and linguistically responsive, to ensure equitable, appropriate, and optimal child and family outcomes.

When we achieve Equity in Early Childhood Intervention, we will see.....

- The absence of systematic disparities and unjust policies and practices that impact infants and young children with disabilities and their families in their pursuit of what they want and need to be included as valued members of their communities;
- The removal of structural barriers that deny infants and young children with disabilities and their families' opportunities to belong, thrive and learn because of their disability, and other identities and affiliations they may have such as culture, race, ethnicity, language, national origin, geography or place, ideology, sexual orientation and gender identity, socioeconomic status, and spirituality.*

** Adapted from Braveman & Gruskin (2003)*

Goals and Outcomes



Increased Numbers of Early Childhood Intervention IHE Programs Centered Within an Equity Framework (Sample Activities)

- HBCU/MSI Cohort:
 - 28 Faculty
 - 22 IHEs
 - 15 States and Territories
- DEC Cohort
 - 11 Faculty
 - 11 IHEs
 - 11 States



Sample Activities

- Curriculum Development and Redesign in IHEs Using Enhanced Resources, Tools, and Materials for EI/ECSE Standards with an Equity Focus
- Enhanced Recruitment Strategies for Diverse Scholars

Increased Numbers of Early Childhood Intervention Personnel and Faculty with Diverse Backgrounds (Sample Activities)

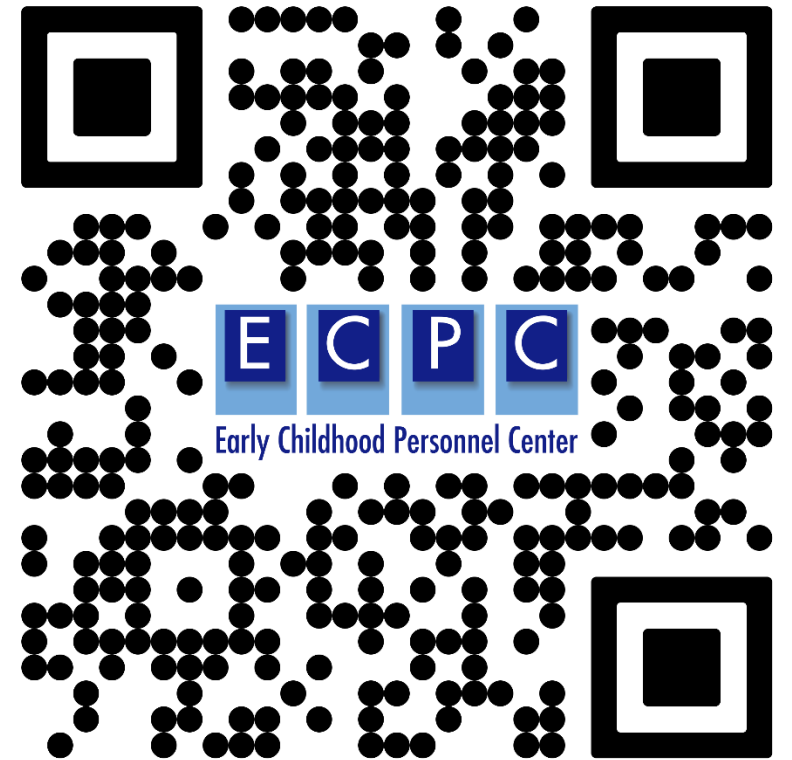
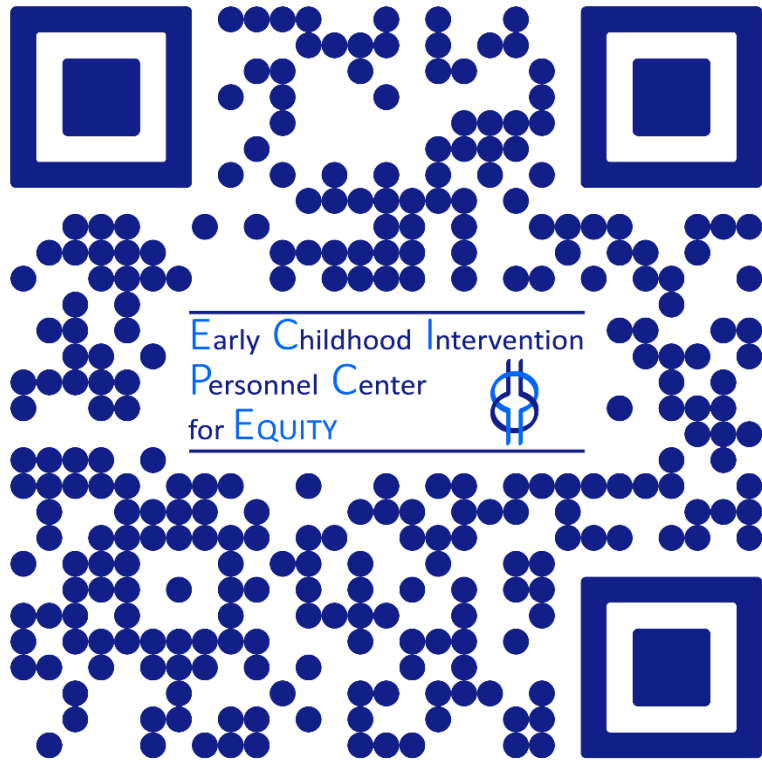
- Partnerships with:
 - ECI HOLMES Scholars Initiative
 - AACTE (*American Association of Colleges for Teacher Education*)
 - LEND ECI Equity Scholars
 - AUCD (*Association of University Centers on Disabilities*)
 - Attract-Prepare-Retain Campaign
 - CEC (*Council for Exceptional Children*)
 - Cross Disciplinary Workgroup
 - Professional Discipline Organizations in ECI, ECSE, AOTA, APTA, NASP, SPED, and ASHA

Reported Barriers/Challenges

DEC IHE Faculty and HBCU/MSI Cohort's report

- Universities enrollment is declining in education
- Students are not choosing early intervention as a field of study
- Programs are closing
- Faculty are retiring and positions not being filled
- Faculty are isolated and usually the only one in ECI

Resources



CEEDAR Center

Melinda Leko, PhD
Professor and CEEDAR Co-Director
University of Florida

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CEEDAR Center

Our mission is to support students with disabilities in achieving college- and career-ready standards by **building the capacity of state personnel preparation systems to prepare teachers and leaders** to implement evidence-based practices within multi-tiered systems of support.

Recruiting and Retaining Diverse Scholars

- Financial support
 - living stipend that does not need to be supplemented by part-time work
 - tuition
 - fees,
 - textbooks
 - childcare
 - examination fees
- Flexible programming and attendance options
 - evening courses
 - hybrid formats
 - fully online
 - multiple sections of courses aligned with the needs of various cohorts of teacher candidates

Recruiting and Retaining Diverse Scholars

- Cohort problem-solving meetings
 - Support for program issues, as well as issues arising from the field
 - Ongoing formative feedback from program scholars with specific questions addressing scholar support
- Semi-annual newsletter with resources and program updates to current and past scholars
 - Example of how scholar support can extend following program completion
- Program graduates serving as mentors or “buddies”
- Formalized study groups for any required certification or licensure examinations

Recruiting and Retaining Diverse Scholars

- **Mentoring**

- Multiple mentors beyond primary advisor, particularly for scholars of color who report having to find mentors on their own

- Internships

- Promotes collaboration, expands scholars' networks

- Assessing program/university climate and culture and disaggregating results by race/ethnicity/language

(Maggin et al., 2021; McCorkle et al., 2023)

Recruiting and Retaining Diverse Scholars.

Scholars with disabilities

- Report facing explicit and implicit instances of ableism
 - “Over-accommodating”
 - Denial of various field experiences and placements
- Lack of or miscommunication between program and partner schools around necessary accommodations for scholars
- Reactive “support” meetings
- Difficulty with transportation to and from field experiences

Need for

- Regular check ins with scholars and soliciting their feedback
- Better communication and alignment between EPPs, campus Disability Resource Centers, and field placements

(Strimel et al., 2023)

CEEDAR Resources (cedar.org)



[About](#)

[Technical Assistance](#)

[Resources & Tools](#)

[NIC](#)

CEEDAR Tools

- › Innovation Configurations
- › Course Enhancement Modules
- › Practice-Based Learning Opportunities
- › Family Guide to At-Home Learning
- › Virtual Toolkit
- › Roadmap for Educator Preparation Reform
- › Shortages Toolkit

Educator Preparation Resources

- › High-Leverage Practices Resources
- › Reports and Briefs
- › Teacher Apprenticeship Resources
- › Inclusive Principal Leadership

Policy and Practice Resources

- › Policy Tools
- › State Highlights

CEEDAR Archives

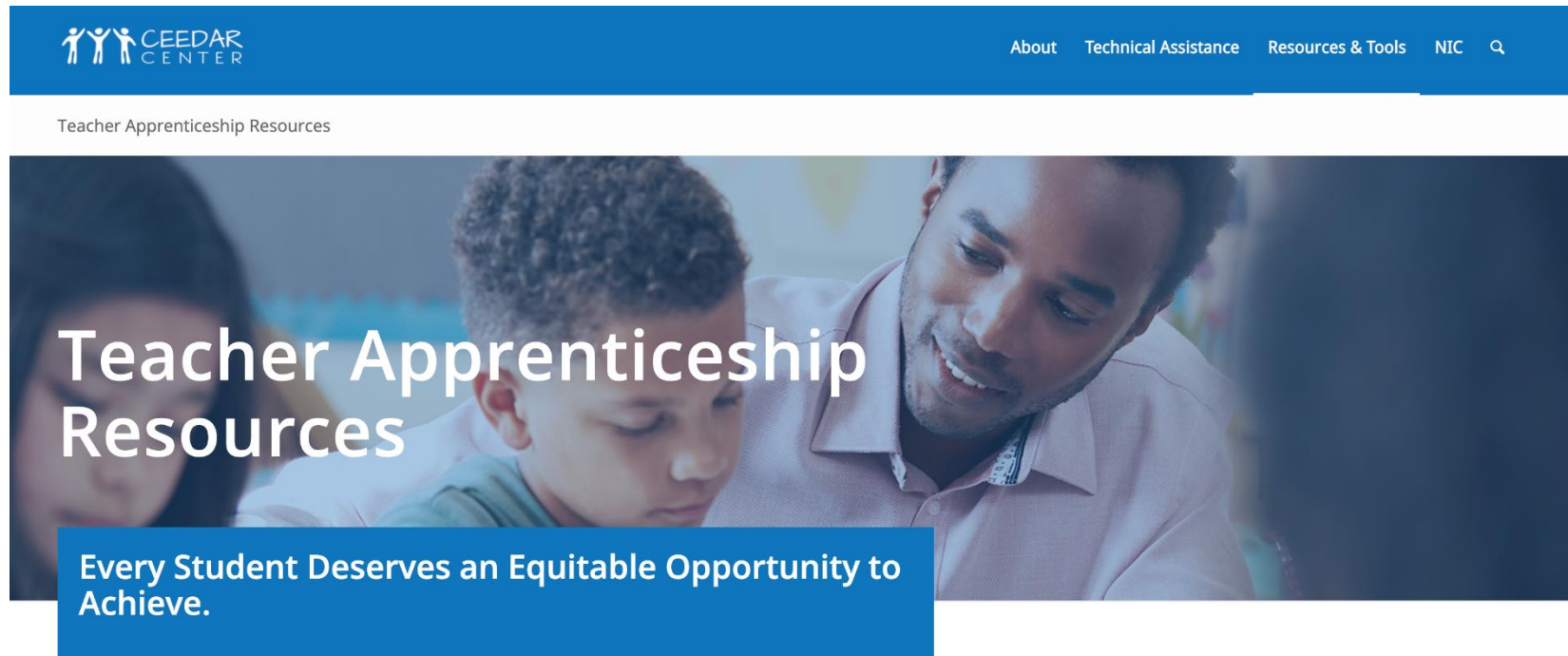
- › Cross-State Learning Group Archive
- › Archived Webinars
- › Conference Presentations
- › Shortages Hub
- › Newsletter

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CEEDAR Resources (cedar.org)

- Teacher Registered Apprenticeship Programs



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CEEDAR Resources (cedar.org)

- Culturally Relevant Education Cross-state Learning Group

Diverse & Culturally Relevant Teachers

Learn about the evolution and implementation of culturally relevant education using two case studies that illustrate Mississippi's state-level policies and program enhancement initiatives.

Guest Speakers:

Dr. Debra Burson, Educator Preparation Bureau Director, Mississippi DOE

Dr. Nichelle Robinson, Director of Teacher Education, University of Memphis; Former Diversity Officer, University of Mississippi; Former Diversity Officer, University of Mississippi

[View Video](#)

[Download PowerPoint](#)

Additional Resources

[The Theory and Practice of Culturally Relevant Education](#)

[Learning for Justice - Supporting Diverse Classrooms](#)

[Facing History & Ourselves - Educator Resources](#)

[Culturally Responsive Teaching - Edutopia](#)

[University of Mississippi | School of Education | Diversity Office](#)

[A Framework for Enhancing Culturally Responsive Teaching in the Teacher Education Curriculum](#)



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CEEDAR Resources (cedar.org)

- **Diversifying the Teacher Workforce Affinity Group**

Session 1: Overview of Diversifying Teacher Workforce, and spotlight on Virginia with Dr. Willis

In our first session of Diversifying the Teacher Workforce we discussed what diversity means to us and established the framework of our affinity group: viewing diversity through the lens of attracting, supporting and retaining teachers of diverse backgrounds and experiences. Our guest presenter was Dr. Cassandra Willis from Virginia.

[View Video](#)

[Download PowerPoint](#)

Additional Resources

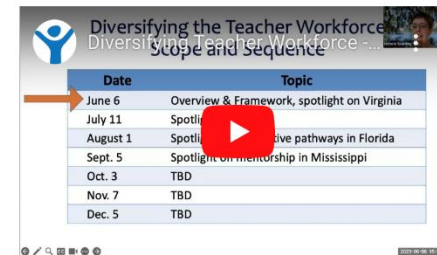
[Three Buckets and Eight Strategies: Recruiting, Supporting and Retaining a Racially Diverse Special Education Teacher Workforce](#)

[Virginia Teacher Licensure Policy: Biases and Barriers to Diversifying the Workforce](#)

[The Long-Run Impacts of Same-Race Teachers](#)

[Who Believes in Me? The Effect of StudentTeacher Demographic Match on Teacher Expectations](#)

[Session Discussion Padlet](#)



| Date | Topic |
|----------|---|
| June 6 | Overview & Framework, spotlight on Virginia |
| July 11 | Spotlight on diverse pathways in Florida |
| August 1 | Spotlight on mentorship in Mississippi |
| Sept. 5 | TBD |
| Oct. 3 | TBD |
| Nov. 7 | TBD |
| Dec. 5 | TBD |

Session 2: Resource Highlight -The Chronicle of Higher Education's DEI Legislation Tracker and Spotlight on Hawaii with Dr. Janet Kim



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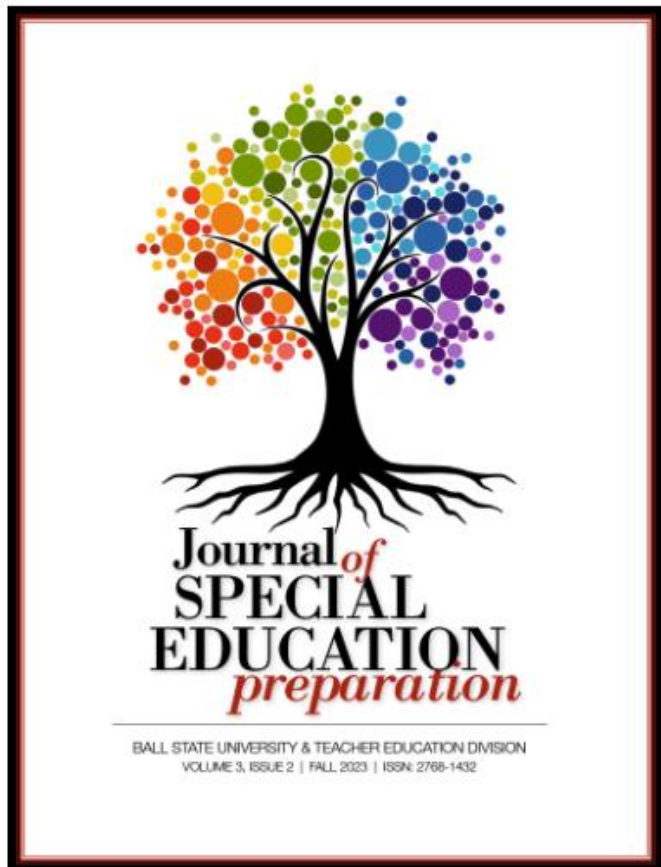


Additional Resources from TED Journals



- TESE special issue "Critical Issues for the Preparation and Workforce Development of Racialized Special Educators" Volume 45(1) 2022
 - *Intersectionally Conscious Collaboration* protocol (Boveda & Weinberg)
 - Critical racial affinity groups (Kulkarni et al.)

Additional Resources from TED Journals



- JOSEP special issues on Pathways into the Special Education Teaching Profession Volume 3(Issues 1 & 2) 2023
- JOSEP special issue on DEI in Special Education Teacher Preparation Volume 1(2) 2021

Faculty Panel

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Denise Callwood-Brathwaite, PhD
Professor of Exceptional Student Education
Florida Memorial University



- Accomplishments include a PhD in Special Education from the University of Miami, MA degree in Mild Disabilities from the University of the Virgin Islands, and a BS degree in Communication Disorders from Hampton University. Is board-certified as a special education advocate (Board Certification for Advocacy in Special Education) through the National Association of Special Education Teachers (NASSET).
- Teaches undergraduate and graduate courses in special education assessment for intervention, reading diagnosis and remediation, data-based instruction, intensive intervention, and first-year student developmental reading.
- Served as PI or Co-PI on several OSEP funded grants over the last twenty years for minority teacher training. Current OSEP projects include School Counselors and Interventionists Supporting Successful Opportunities for Responsiveness to Students (SCISSORS), Responsive Interventions in Special Education by Urban Practitioners (RISE-UP) and Preparing Responsive Educators as Competent Interventionists in Special Education (PRECISE).

Contact Information:

- *Florida Memorial University,*
- *15800 NW 42 Ave*
Miami Gardens, FL 33054
- *Email: dbrathwa@fmuniv.edu*
- *Phone: 305.766.3863*



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Mack D. Burke, Ph.D.
Baylor University
Applied Behavior Analysis and Special Education Division

Professor in the Department of Educational Psychology in the School of Education at Baylor. He received his doctorate from the University of Oregon with an emphasis in behavioral disorders.

Dr. Burke's research is focused on learning and behavioral disorders. He is affiliated with the applied behavior analysis and special education division and teaches graduate coursework in positive behavioral support and single-subject research methods.

He regularly provides technical assistance on school-wide positive behavior support and evidence-based learning, social and behavioral practices to school districts. In addition, he has directed several federally funded grants from the Office of Special Education Programs focused on personnel preparation at the graduate level (masters and doctoral) to prepare and develop future scholars and practitioners the field.



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Nora Griffin-Shirley, PhD, Professor

- 32nd years at Texas Tech University & 45 years in the field of blindness
- Director of Virginia Murray Sowell Center for Research and Education in Sensory Disabilities, Coordinator of O&M Program, Coordinator of Sensory Disabilities & ASD Program
- Co-PI on 5 grants focusing on personnel preparation, development of a curriculum for dual diagnosis for K-12 professionals, development of an app for people with IDD to purchase items
- Certified O&M specialist, gerontologist



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Sarah D. Wiegand, Ph.D.
New Mexico State University
Assistant Professor of Early Childhood and Special Education

- Former early intervention provider and autism specialist in Minneapolis, MN
- BA from Luther College, MEd from University of Minnesota, PhD from University of Georgia
- Sarah's research focuses on improving practices and promoting equity in Part C early intervention through professional development, personnel preparation as well as improving conversations and practices surrounding autism in early childhood
- Co-PI for Project RISE: Reimagining Intervention to Support Early Childhood, an OSEP Personnel Preparation Grant focused on preparing undergraduate students to become highly qualified, equity-minded early intervention providers



Andy V. Pham, PhD

- Associate Professor and Program Director of the Specialist Program (EdS) in School Psychology
- Florida International University
- Co-PI and PI on OSEP grants related to culturally responsive interventions and supports; recruitment and retention of diverse personnel.
- avpham@fiu.edu



Strategies and Innovations from Personnel Preparation Grantees

- **Denise Callwood-Brathwaite**, Florida Memorial University
- **Mack D. Burke**, Baylor University
- **Nora Griffin-Shirley**, Texas Tech University
- **Sara Wiegand**, New Mexico State University
- **Andy V. Pham**, Florida International University

Questions?

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Breakout and Network Opportunities

Strengths, Needs, and Resources for Supporting Diversity Across PDP Programs

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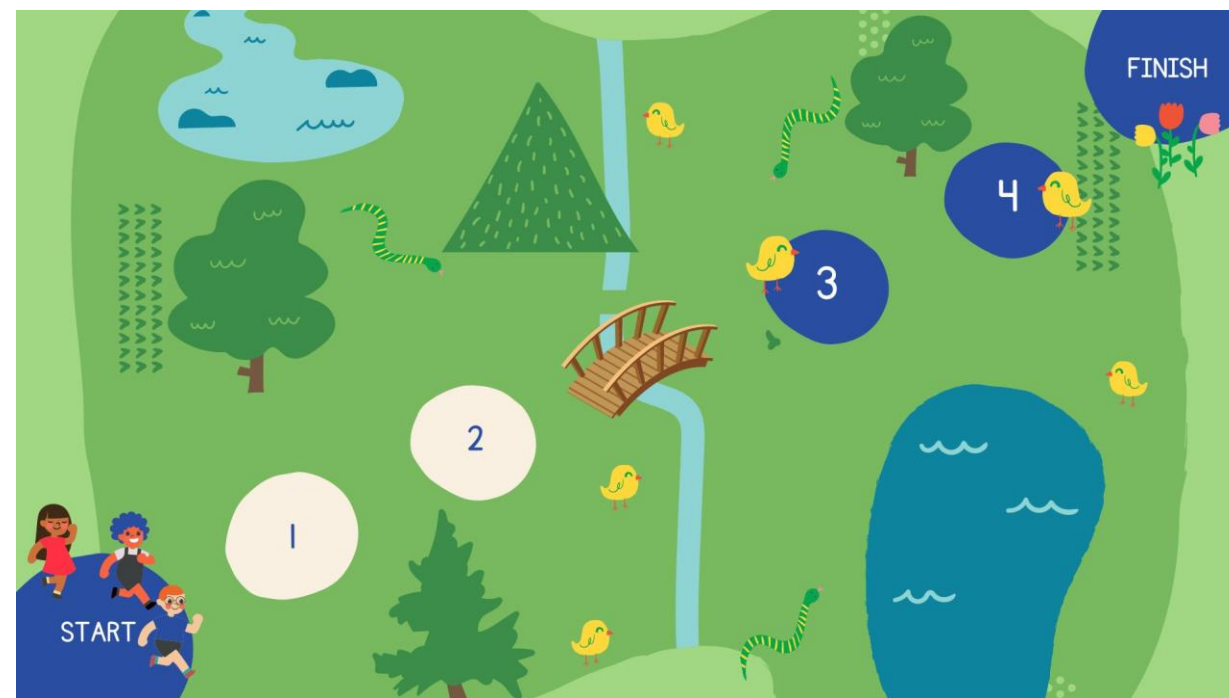
Discussion Norms

- If you are at a table with only people from your program, split up and move to a new table.
- After each question, move your “chip” to the next question.
- Provide opportunities for all group members to complete their thought, question, or comment.
- Designate a note-taker for each program to remember feedback, additional questions, or comments

Breakout Discussion Questions

Discussion Questions:

1. What's something that's been going well in your program? ~ 1min
2. What challenges are you or your team working on or troubleshooting? ~ 1min
3. What clarifying questions do your tablemates have about the challenges you shared? ~ 2-3min
4. What advice, input, or possible solutions do your tablemates have to address your challenge? ~2-3min



Menti

Code to join:
3291 5362



PDP Program Conference Reminders

- PDP Conference Sessions
- PDP Project Officers
- OSEP Interns

PDP Conference Sessions

Preparing Special Educators: Socioculturally Relevant Microcredentials

Presenters: Bonnie Ingelin, Lynn Stansberry Brusnahan, and Renee Hepperlen, St. Thomas University

Technology Integration in Personnel Preparation

Presenters: Kathleen Tuck, Sean Smith, and James Basham, University of Kansas; Matt Marino, University of Central Florida

Family Engagement in Educator Preparation: What OSEP Scholars Need to Know and Be Able to Do

Presenters: Sarah Allen, OSEP; Carolyn Hayer, CPIR; Sara Kupzyk, University of Nebraska Omaha; Laura Bray, Pennsylvania Office of Special Education

Personnel Preparation for Culturally Responsive Intensive Intervention

Presenters: Caitlyn Majeika, AIR; Nicole Anthony and Anita Weisburger, Coppin State University

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PDP Conference Sessions (cont.)

Artificial Intelligence (AI), Personnel Preparation, and Considerations in Special Education

Presenters: Joseph La Belle, Family Network on Disabilities; Eleazar Vasquez, University of Central Florida; Michele Williers, PEAK Parent Center; James Basham, University of Kansas

Scaling Up Community Partnerships to Prepare Inclusive Early Childhood (EC) Leaders

Presenters: Rashida Banerjee, University of Denver; Ritu Chopra, University of Colorado– Denver; Julianne Daniel, University of Colorado–Denver

How to Use the Personnel Development Program Data Collection System (PDPDCS) and Ask the Experts

Presenters: Michelle Bloom, AnLar; Celia Rosenquist, OSEP

You Secured or Plan to Secure Your First Personnel Preparation Grant: Let's Discuss

Presenters: Greg Knollman, Towson University; Ben Gallegos, University of Central Florida; Sarah Allen, OSEP

PDP Conference Sessions – OSEP Intern/Scholar Showcases

- **Administrator Prep and Special Education Expertise: Theory to Practice**
Presenters: Ginger Christian, East Tennessee State University; Dawn Rowe, East Tennessee State University
- **It Ain't Been No Crystal Stair: Untold Stories of Project CREED Alumni**
Presenters: Cathy Kea, North Carolina A&T State University; Fanica Young, University of Central Florida
- **Coaching for Coping Skills Instruction and Proactive Responding**
Presenters: Sarah Scott, Vanderbilt University; Mary Louise Hemmeter, Vanderbilt University
- **Interdisciplinary Training Program for Transition Professionals**
Presenters: George Mugoya, University of Alabama; Kagendo Mutua, University of Alabama

Doctoral Scholar Meetup, IDEA Data Workshop, and Doctoral Scholar Social

- **Next Generation of Special Education, Early Intervention, and Related Services Leaders: Doctoral Scholar Support Discussion**

Presenters: John Augustine, University of Missouri- Columbia, Sarah Scott, Vanderbilt, Celia Rosenquist, OSEP

- **Unlock the Power of IDEA Data**

Presenters: Amy Bae; Meredith Miceli; Alexis Lessans, OSEP

- **OSEP Scholar Social** - Nighthawk Brewery & Pizza – Wednesday, August 7th from 7:30 -9:00 PM

PDP Project Officers

Sunyoung Ahn

Sarah Allen

Selete Avoke

Amy Bae

Eric Caruso

Jennifer Coffey

Tracie Dickson

Grace Zamora Duran

David Emenheiser

Tina Diamond

David Guardino

Alexis Lessans

Yolanda Lusane

Julie Martin Eile

Shedeh Hajghassemali

Carlene Reid

Celia Rosenquist

Rebecca Sheffield

Mohamed Soliman

Louise Tripoli

Anita Vermeer

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OSEP Interns

- John Augustine
- Ryan Beaty
- Shaylyn King-St. Remy
- Leslie Lugo
- Saurym Quezada
- Sarah Scott
- Thai Williams
- Tiffanie Zaugg

PDP Program Area

- Thank you!



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