



The National Center

for

Culturally Responsive

Educational Systems

Quarterly Report
Year Three, Quarters One & Two
January 1, 2005 – June 30, 2005



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NCCREST

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Quarterly Report

Year Three, Quarters One & Two

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The National Center for Culturally Responsive Educational Systems and Evidence Based Practice (NCCRESt) has just completed its first and second quarters of work for year three. The purpose of this report is to summarize the activities within each key organizational structure: the Center's Management Team and the four core teams, Continuous Improvement, Research and Development, Professional Development and Networking and Dissemination. In addition, the report provides a blueprint for next quarter's activities.

Mission

Supporting state education agencies and local school systems to assure a quality, culturally responsive education for all students.

Purpose

Provide technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and reduce inappropriate referrals to special education

Outcomes

- Increase the use of prevention and early intervention strategies
- Decrease inappropriate referrals to special education.
- Increase the number of schools using effective, culturally responsive literacy and behavioral interventions.

Project Overview

NCCRESt is designed to coalesce students, families, practitioners, policy makers and researchers around interventions and strategic improvements in practice and policy that are culturally responsive in order to close the achievement gap between culturally and linguistically diverse students and their peers. The outcomes of this work are created to (a) increase the use of prevention and early intervention strategies, (b) improve the contexts for educational systems improvement, and (c) enhance the teaching and learning of practitioners and students alike. This initiative was designed to support and extend the No Child Left Behind (NCLB) Act: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. NCCRESt was organized around four arenas: (1) Continuous Improvement, (2) Research and Practice Syntheses and Product Development, (3) Professional Development, and (4) Networking and Dissemination. These arenas are considered essential for meeting project goals.

- Continuous Improvement activities provide a vehicle to states for examining their data while providing the Center with formative assessment of our technical assistance progress. As a result, we have an iterative improvement process that more effectively meets the needs of states and their work with students.
- Research and development is critical to the improvement process by connecting theory and practice around the complex and often contradictory issues of disproportionality.

- Professional development is the vehicle for technical assistance and delivering high quality, research validated information and activities to professional developers in each state.
- Networking and dissemination links our work to other technical assistance and professional development organizations. We also share disseminate information to communities of practice that may not be focused on disproportionality.

By themselves, no one of these strategies would be powerful enough to put disproportionality on the radar screen nationally. Together, these strategies resonate and create the impetus for substantial and fundamental transformation in the ways those students from culturally and linguistically diverse backgrounds are supported to learn and succeed in all schools across the U. S. In the following section we provide more information about each goal.

Established in November of 2002, the Institute has been effective in accomplishing its goals, establishing itself as a source of technical assistance and dissemination for issues related to disproportionality in special education. It has established links with other initiatives focused on disproportionality in special education, specifically the Harvard Civil Right Project, the Monarch and Laser Centers, funded by the U.S. Office of Special Education (OSEP). NCCRESt has worked with educators in all fifty states and six territories. An analysis of the most recent annual reports of progress by states to OSEP confirms that NCCRESt has been a resource to states as they improve their ability to educate students who are culturally and linguistically diverse.

NCCRESt's conceptual framework has provided a scaffold for developing our technical assistance and dissemination strategies. The framework directs attention not only to processes within special education but to a broader view of the kinds of classroom environments and instructional approaches that are necessary to educate culturally and linguistically diverse students.

Goal 1 Continuous Improvement: Increase knowledge and understanding through evaluation of current practice, change efforts and impact.

Objectives

- Collaborate with State Directors of Special Education and Project Forum to determine the level of compliance for each State in collecting the data required in section 618(c) of IDEA.
- Develop a web-based, sensitive and responsive continuous improvement cycle for each participating SEA that provides accurate baselines and the basis for analyzing and interpreting the data collected on representation of minorities in special education, and informs SEAs and LEAs about the impact of implementing culturally competent practices in reading, behavior, and early intervention and progress in achieving improvements.
- Develop accurate baselines and analyze the impact of change efforts on student referral, placement and outcomes for students from linguistically and culturally diverse backgrounds in participating sites.

- Assist SEAs in developing a plan to address disproportionality that focuses on widespread screening and effective early intervention.

Summary of Quarter

The work of the Continuous Improvement Core Team for this period has focused on responding to the differing professional development needs of Partner States. After conducting regional meetings to inform states of the scope of work of NCCRESt and some follow-up workshops, the Project staff determined that in order to show progress in meeting Project goals, a select number of states would be identified for in-depth technical assistance and support, while at the same time offering outreach services to others by request.

State Partners were selected from a pool of 13 interested states who responded to an RFP based on their intent and commitment to address their disproportionality performance data and engage in continuous improvement. Memorandums of Understanding are on file for the States who participate as partners with NCCRESt.

Nine State Partners were identified: New Jersey, Iowa, Ohio, Wisconsin, Connecticut, Tennessee, Louisiana, North Carolina, and Virginia. These states receive in-depth monthly coaching and mentoring along with national meetings, site visits, problem solving sessions, leadership academies, a variety of tools and materials developed through the Project and targeted assistance with state identified issues related to disproportionality and culturally responsive systems.

Technical Assistance was provided to other states as requested during the past two quarters as well. This work included presentations on the Conceptual Framework for California and Arizona. These requests were a result of their earlier participation in regional outreach and awareness sessions in the beginning months of the Project.

The Online Data Team, led by David Gibson, made significant changes in the first quarters of 2005. The NCCRESt homepage changed addresses and servers. The data request form was edited to include Least Restrictive Environment (LRE) and new academic information, new site navigation tools were added, and a page was added for tracking the status of data files. The “Flash” tour of the data maps was completed and edited twice. New follow-up procedures were established so that data people in districts can more easily communicate directly with the project’s Online Data Team.

Accomplishments

- ✓ Two national technical assistance meetings, one in March (20 attendees) and one in June (22 attendees), were held. Benchmarking data was collected from the states in attendance at the June meeting. The benchmarking provides baseline data on LEA targets, interventions, monitoring, capacity building within districts and at the state level, relationships with the RRCs and technical assistance requests for NCCRESt.
- ✓ Research materials for Disproportionality Task Force Meetings in North Carolina and Tennessee were provided.
- ✓ All State Partners received assistance in finalizing their Project Work Plans.

- ✓ SEAs were assisted in merging State Improvement plans, Closing the Achievement Gap and NCCRESt Disproportionality Plans.
- ✓ On-site assistance for New Jersey was provided to review, analyze and develop a weighted risk ratio to be used for state level disproportionality data.
- ✓ Site visits were made to North Carolina and Connecticut.
- ✓ Ohio received assistance with focused monitoring.
- ✓ Training was provided on using Professional Learning Portfolios (PLP) for group work in Louisiana, Wisconsin and Iowa.
- ✓ Annual Performance Reports (APR) were collected from all states and territories. A database of 618(c), disproportionality, baseline information for most states has been created. The information from State Partners will be used in developing profiles of state activities. An initial presentation of State Partner data is included in the Appendix. (See Appendix A).
- ✓ The Online Data Team provided support to NCCRESt project staff on the use of the on-line campus, the e-folio and the data site.
- ✓ The on-line library was re-coded for better searching and display. Entries were edited and shortened to conserve space. Over 5,300 resources are currently available.
- ✓ Data maps were redrawn for cities.

TECHNICAL ASSISTANCE FOR STATE PARTNERS: JAN-JUNE 2005

STATES	TA REQUESTS	PD TOOLS	FOCUS OF TA
Connecticut	Focus monitoring Determine best practices	Bimonthly phone support Site visit	Designing case studies Project work plans Benchmarking work w/LEAs
Iowa	Collaborative leadership	Monthly phone support	PLP Project work plans
Louisiana	Develop Rubric LEADS Collaborative leadership	Monthly phone support	PLP Project work plans Benchmarking work w/LEAs
North Carolina	Tools to align multiple initiatives Disproportionality	Resource materials Presentations Bimonthly phone support	Disproportionality Project work plans Aligning multiple initiatives Achievement gap Working w/Advisory/Task Teams Benchmarking work w/LEAs
New Jersey	Data mapping Defining significant disproportionality Rubrics	Site visit Bimonthly phone support	Risk ratios Focus monitoring Project work plans Benchmarking work w/LEAs
Ohio	Data monitoring TA to districts	Bimonthly phone support	Focus monitoring Project work plans

STATES	TA REQUESTS	PD TOOLS	FOCUS OF TA
Tennessee	APR State criteria TA w/LEAs identified through state criteria	Resource materials Bimonthly phone support	Disproportionality Aligning multiple initiatives Project work plans Working w/Advisory/Task Teams Benchmarking work w/LEAs
Virginia	Data mapping PD for LEAs	Presentations Bimonthly phone support	District Action Plans Project work plans Working w/Advisory/Task Teams Benchmarking work w/LEAs
Wisconsin	Data mapping	Monthly phone support Audio conferencing	PLP IDEA policy update Project work plans Collaborative planning w/NCSEAM & other TA groups

Conferences

Conference	Date	Who attended	Presentation or Networking	Presentation title
NCCREST Advisory Meeting	Feb. 23-25	E. Kozleski & staff	Consulting & networking	
State Liaison Meeting	March 10-11	20 State Partners and RRC representatives, staff, outside speaker (Dan Losen, Harvard Civil Rights Project)	TA, networking	Targeting, monitoring & assessing disproportionality, OSEP conference call about APRs.
State Liaison Meeting	June 16-17	22 State Partners, RRC representatives, staff, outside speaker (Steve Kukic, Sopris West)	TA, networking	Leadership training, Monitoring LEAs

Next Steps

- Priorities for the next three months include updating the Data Status Tables, deploying a new interactive framework to make the Data Maps more dynamic, and adding trend data for relative risk compared with teacher certification. A new feature called “Calculate Your Own” which will calculate data for user states, districts and schools will also be added by the Online Data Team.
- Begin development of State Profiles of data using various components of Project conceptual framework along with federal policies effecting disproportionality: IDEA and NCLB.
- .Conduct on-site visits with each partner state.
- Attend and/or present at state level conferences and meetings related to disproportionality issues in Louisiana, Wisconsin, North Carolina, and Ohio.
- Coordinate State Liaison meeting scheduled for September.

- Develop case study protocol for best practices with New Jersey.
- Develop Tool Kit for States and Districts that will include tools and materials related to disproportionality and culturally responsive systems.
- Complete APR 618(c) data base of all states and U.S. territories.

Goal 2 Research and Development: Synthesize and expand research-based practices for linguistically and culturally diverse students.

Objectives

- Using a conceptual framework to analyze and synthesize empirical available information from empirical research as well as stakeholder perspectives; summarize, synthesize and expand the existing evidence-based practices for educating and supporting students from culturally and linguistically diverse backgrounds for lay, practitioner, scholarly and policy audiences.
- Produce and update an accessible series of syntheses products and working papers various topics relation to the intersection of race, ethnicity, culture, ability and special education practice.
- Produce a series of products grounded in the work of participating SEAs and LEAs achievements and positions linked to the existing and ongoing databases, research syntheses, and currently funded projects.

Summary of Quarter

Significant progress on research related efforts was accomplished by the Research and Development Core Team during the first and second quarters of 2005. The NCCRESt Conceptual Framework paper was finished, and is now pending evaluation by the Principal Investigators and NCCRESt staff. Additionally, nine practitioner briefs were completed and edited. Updates began on existing special issues, and the team began networking with potential contributors to the proposed special issue of *Educational Researcher*.

Accomplishments

The NCCRESt conceptual framework paper has been accepted for publication by *Educational Policy Analysis Archives*, an online journal, with free access known for its wide readership.

Significant progress towards completion and publication of special journal issues (two of which will appear in the fall, 2005, one in early spring, 2006, and one TBA):

- ✓ *Bilingual Research Journal*: Culturally responsive practices for American Indian/Alaskan Native students (Co-Editors: John Tippeconnic, Jerry Lipka, & Dorothy Aguilera)
- ✓ *Journal of Learning Disabilities*: English Language Learners who struggle to read: Differentiating between language acquisition and learning disabilities (Co-Editors: Janette Klingner & Alfredo Artiles)
- ✓ *Educational Researcher*: Minority students disproportionate representation in special education, again: Complicating traditional explanations (Co-Editors: Alfredo Artiles, Janette Klingner, & William Tate)

- ✓ *Teachers College Record*: English Language Learners who struggle to read (Co-Editors: Alfredo Artiles & Janette Klingner)

In response to our asking the *Reading Research Quarterly* (the top literacy journal) if they would be interested in publishing a special issue, they invited us to write an article for their “New Directions for Research” series. The article has been written and will appear in the fall, entitled “*Cultural considerations with response to intervention models*,” by Janette Klingner and Patricia Edwards.

The Parent Involvement Practitioner Brief is close to completion, as is a Practitioner Brief on Standard English Learners.

The article by Artiles (2003) [Artiles, A. J. (2003). Special education’s changing identity: Paradoxes and dilemmas in views of culture and space. *Harvard Educational Review*, 73,164-202] was reprinted in the following volumes

- ✓ Mitchell, D. (Ed.). (2004). *Special educational needs and inclusive education: Major themes in education. Vol. I - Systems and contexts* (pp.99-140). London: Routledge/Falmer.
- ✓ Katzman, L. I., Gandhi, A. G., Harbour, W. S., & LaRock, J. D. (Eds.). (2005). *Special education for a new century* (pp. 85-120). Cambridge, MA: Harvard Educational Review Reprint Series No. 41.

Publications

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Artiles, A. J., Murri, N., & Rostenberg, D. (in press). Inclusion as social justice: Critical notes on discourses, assumptions, and the road ahead. *Theory into Practice*.

Artiles, A. J., Rueda, R., Salazar, J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English Language Learners in urban school districts. *Exceptional Children*, 71, 283-300.

Brantlinger, E., Jiménez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.

Conway, P., & Artiles, A. J. (2005). Foundations of a sociocultural perspective on teacher performance assessment. In F. Peterman (Ed.). *Designing performance assessment systems for urban teacher preparation* (pp. 21-48). Mahwah, NJ: Lawrence Erlbaum.

Harry, B., Klingner, J. K., & Hart, J., (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education*, 26, 101-112.

Harry, B., Sturges, K., & Klingner, J. (2005). Qualitative data analysis: Mapping the process. *Educational Researcher*, 34(2), 3-13.

Klingner, J., Artiles, A., Kozleski, E. B., Utley, C., Zion, S., Tate, W., Harry, B., Zamora-Durán, G., & Riley, D. (in press). *Conceptual framework for addressing the disproportionate representation of culturally and linguistically diverse students in special education.*

Klingner, J., & Bianco, M. (in press). What is special about special education for culturally and linguistically diverse students with disabilities? In B. Cook & B. Schirmer (Eds.), *What is special about special education?* Austin, TX: PRO-ED.

Klingner, J. K., Cramer, E., & Harry, B. (in press). Challenges in the implementation of success for all by four urban schools. *Elementary School Journal*.

Klingner, J. K., Sorrells, A. M., & Barrera, M. (in press). Three-tiered models with culturally and linguistically diverse students. In D. Haager, S. Vaughn, and J. Klingner (Eds.), *Validated reading practices for three tiers of intervention.* Baltimore, MD: Brookes.

Kozleski, E. B., Ferguson, D. L., & Smith, A. (2005). Paths for change: The systemic change framework and inclusive schools. *TASH Connections*, 31, 12-14.

Smith, A. & Kozleski, E. B. (in press). Witnessing Brown: pursuit of an equity agenda in American education. *Remedial and Special Education*.

Trent, S. C., & Artiles, A. J. (in press). Multicultural issues in special education. In R. Turnbull, A. Turnbull, M., Shank, & S. J. Smith (Eds.), *Exceptional lives: Special education in today's schools* (5th edition). Columbus, OH: Pearson/Merrill Prentice Hall.

Utley, C., Obiakor, F., & Kozleski, E. B. (2005). Overrepresentation of culturally and linguistically diverse students in special education in urban schools: A research synthesis. In J. Flood & P. Anders (eds). *Literacy development of students in urban schools: Research and Policy*, pp. 314-344. Newark, DE: International Reading Association.

Conferences

Conference	Date	Who attended	Presentation or Networking	Presentation title
New Jersey TESOL/Bilingual Education	March, 2005	Janette Klingner	Both (Invited Keynote Address)	The Special Education Referral Process for English Language Learners: The Role of Child Study and Multidisciplinary Team Meetings
AERA	April, 2005	Janette Klingner	Both	How Can We Better Meet the Needs of Culturally and Linguistically Diverse Students? Achievement Gap, Education Gap, or Research Gap?

AERA	April, 2005	W. Wyman & Eliz. Kozleski	Both	A study of the practices of teachers prepared in two preparation programs.
AERA	April, 2005	E. Kozleski, P. Englebrecht, R. Hess, I. Eloff, & E. Swart	Both	A cross cultural study of inclusion and its impact on families and student with disabilities.
AERA	April, 2005	Alfredo Artiles, Eliz. Kozleski, David Gibson & M. Knapp	Both	Re-presenting urban landscapes of practice: Artifact design to address minority dieproportionality in Special Education.
AERA	April, 2005	Alfredo Artiles	Both	The landscape of disproportionality: Urban contexts and their impact on the risk of special education identification
Colorado Reading First	April, 2005	Janette Klingner	Both	Collaborative strategic reading
Council for Exceptional Children	April, 2005	Alfredo Artiles, Eliz. Kozleski, A Dyson, et al	Both	International approaches and practices in special education for minority students
Mountain Plains Regional Resource Center (MPRRC) State Special Education Advisory Panel Teleconference	June, 2005	Janette Klingner	Presentation	The special education referral process for English Language Learners

Next steps

- The Research and Development Core Team is developing a series of Exemplars, in which they will describe programs, models or strategies that address the disproportionate representation of culturally and linguistically diverse students in high incidence special education programs (LD, BD, MR). They will feature programs at all levels of the educational system (i.e., classroom, school, district, and state levels) that show promise of culturally responsive practices. These will be similar to the Practitioner Briefs in format and layout.
- The Core Team is writing a book for practitioners based on conference papers on *English Language Learners who struggle to read: Differentiating between language acquisition and learning disabilities*. Chapters for the book are being written, and first drafts are due by the end of June 2005. Anticipated publisher, Merrill, with CEC and NABE. Anticipated final completion date is end of August 2005.

Goal 3 Professional Development: Leverage the continued improvement of schools in culturally and linguistically diverse LEAS through state technical assistance plans, collaborative

work with existing technical assistance networks, local asset mapping, continuous school improvement processes, and regional, state, and local leadership academies.

Objectives

- Support knowledge utilization that meets the following criteria:
- Is focused on improving learning within a diverse, multicultural community,
- Engages educators in joint, productive activity through discourse, inquiry and public practice.
- Is a facet of daily practice, not a compartmentalized activity.
- Results in improved learning for students who have been marginalized from the academic and social curricula of the US public school system.
- Influences decisions about what is taught and why.
- Is focused on the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for students who are culturally and linguistically diverse and for their families.

Summary of Quarter

The primary focus, for the past two quarters, of this Core Team has been to design and develop a series of topical Leadership Modules and Academies. The NCCRESt target of working with State Directors of Special Education necessitates professional development activities for state level practitioners and policy makers with an emphasis on disproportionality and culturally responsive educational systems. Extensive research and development of content, learning activities and delivery methods has been conducted. Progress has been made on three of projected six modules with one (Collaborative Leadership Teams) in review. Once the review process is completed piloting of the module will be conducted.

Accomplishments

- ✓ Designed template and delivery format for Professional Development Leadership Modules for NCCRESt. Modules address issues of disproportionality from the perspective of states and the work they do with districts.
- ✓ Researched content, developed learning activities, PowerPoint slides and facilitator handbook for module on Collaborative Leadership Teams (CLT).
- ✓ Began the review process of CLT module and piloted some of the material at a California site.
- ✓ Drafted outline of two other modules including: Conceptual Framework for Addressing Disproportionality and Collection and Use of Evidence. Content research has begun.

Conferences

Conference	Date	Who attended	Presentation or	Presentation title
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			Networking	
Regional Disproportionality Meetings (Virginia)	March 8, 9, 2005 March 15-17, 2005	C.J. Jefferson & 300 at each of 4 meetings DOE, OCR, district level administrators, teachers, support staff, consultants and coordinators, university presidents (designees), board members	Both	Developing a District-wide Action Plan to address issues of disproportionality
Closing the Achievement Gap (North Carolina)	April 4-6, 2005	C.J. Jefferson, & 300 district level administrators, teachers, support staff, DOE consultants and coordinators, policymakers, board members	Both	Disproportionality: A Special or Regular Education Issue?
NCCREST Site Liaison Meeting	June 16-17	NCCREST Professional Development Team, 22 State Partners, RRC representatives		PD Team conducted work session on review of CLT module with state liaisons

Next Steps

- .Once review of the CLT module is completed a pilot will be conducted to determine what changes in design or content is necessary. Louisiana has requested the opportunity to pilot the module.
- Develop module on Disproportionality and its multiple Academies.

Goal 4 Networking & Dissemination: Engage national discourse in local issues, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students.

Objectives

- Develop a strategic cycle for the Center’s products and events that capitalizes on existing meetings and organizational networks through national and regional meetings, in collaboration with other Technical Assistance Centers.
- Design, develop, and maintain a technology infrastructure for the Center based on the strategic cycle for policy and practice dissemination.
- Create an infrastructure to network the reading and behavioral research centers to ensure that LEAs and SEAs incorporate effective scientifically based reading and behavioral strategies to their plans.

- Use the Center’s technology infrastructure to collaborate with institutions of higher education, including Historically Black Colleges and Universities, Hispanic, Tribal, and other minority serving institutions, and recipients of State Improvement and Teacher Quality Enhancement grants to prepare teachers who implement scientifically based early intervention, reading, behavioral, and classroom management practices.

Summary of Quarter

The Networking and Dissemination Core Team created a communications plan that focuses on NCCREST’s varied audiences, such as districts and schools, RRCs and other TA groups, parents, students and teachers in order to reach them more effectively. The main objectives of the communication plan are to increase visibility for the project, and position NCCREST as a leader in research, evaluation and technical assistance that benefits all students.

Accomplishments

- ✓ Revised communication plan to broaden dissemination of information to a wider audience of educators, policy makers, and advocacy groups.
- ✓ Identified dissemination outlets such as listservs, professional associations, websites, etc.
- ✓ Created distribution lists of relevant organizations, media contacts, advocacy groups, publishers, and higher education organizations that we can network with and build relationships.
- ✓ Hired web designer who will facilitate and assist staff in branding NCCREST materials and products and maintain the Center website.
- ✓ Changed NCCREST homepage address and completed transition to the new web server.
- ✓ Education For All Week (week of October 14, 2005)
 - Initiated development of materials for the event.
 - Initiated search for community partners, such as local libraries and bookstores
 - to hold “Community Conversations.”
- ✓ Continued to distribute monthly issues of NCCREST’s electronic newsletter, *NCCREST News*.
- ✓ Chaired OSEP’s TA&D Disproportionality Work Group.

Conferences

Conference	Date	Who attended	Presentation or Networking	Presentation title
NATIN Conference	Jan 31	S. Zion, Native American educators	Presentation & Networking	Disproportionality & Native American students
5 th Annual Urban Schools Special Education Conference Project Laser (VA)	Feb 26	E. Kozleski	Presentation & Networking	Data Maps and Disproportionality
Monarch Advisory Board Meeting	March, 2005	Alfredo Artiles	Networking	
EEC Conference	April 26	S. Zion, Native American educators	Presentation & Networking	Collaborative Learning Teams (piloted same name Leadership module)

Faculty Exchange at University of Milan-Bicocca	May, 2005	Alfredo Artiles	Networking	
Cultural Responsiveness	June 17	E. Kozleski	Networking	
Sopris Educational Publications				

Next Steps

- In the next three months, the work of the Networking and Dissemination Core Team will focus on continuing coordination of the Education for All Week activities and events including development of outreach materials.

Organizational Management: Manage project activities and participants across distance in order to achieve and maintain a coherent working culture and timely completion of all objectives and activities.

Summary of Quarter

Supervisory and communication systems as well as evaluation and tracking of technical assistance for outcomes have dominated the work of the Management Core Team. While a great deal of data is being collected which points to effects and results of Project work, renewed effort to more effectively utilize this information is underway. A redistribution of supervisory responsibilities, dissemination and outreach activities as well as event planning has also been accomplished.

Accomplishments

- ✓ The Management Core Team has focused its efforts on developing policies and procedures to more effectively track Project activities and events. A Project Management system is being put into place and training on how to use the system is underway.
- ✓ A review of current data collection processes and procedures related to Project outcomes is underway. This review will inform us of required adjustments to data collection processes that will more effectively align objectives with TA activities and desired outcomes.

Next Steps

- Establish a set of measurable benchmarks for reaching key markets such as number of downloads per product, number of hits to the website, number of citations of our materials, audiences we reach each quarter and make sure that our new website managers track these data for us and provide monthly reports.
- Complete the marketing plan and implement strategies.

APPENDIX

APR 2005 618(c) State Partners Data Presentation



NCCREST