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| PR Award # | U350B110015 |
| Name of Organization | University of Dayton |
| Name of Project | University of Dayton Transition to Teaching Project |
| City, State | Dayton, Ohio |

PROJECT ABSTRACT

This project will increase the number of highly qualified intervention specialists (IS) – aka “special education teachers” -- teaching in three high-need urban districts and schools in the northeastern (Cleveland Metropolitan School District), central Ohio (Columbus City Schools), and southwestern (Cincinnati Public Schools) regions of the state by providing a solid foundational level of preparation in meeting the needs of children with mild-moderate educational needs. At the same time, course content will be extended and preparation differentiated to develop teachers able to meet the needs of students with disabilities who are English Language Learners (ELL) and have the added challenge of living in poverty, reducing the likelihood of them leaving school college and career ready (CCR).

The project’s outcomes include (1) recruiting, preparing, and incentivizing 25 participants per each of the first three years of the grant for a total of 75 participants; (2) extending the existing IS program at the University of Dayton (UD) to incorporate competencies in working with ELL children and fully implementing the program with three cohorts of pre service students drawn from pools of mid-career professionals, experienced paraprofessionals, and recent college graduates without a teaching license; (3) establishing the *3C Consortium* as a vehicle for supporting meaningful partnerships among higher education, regional educational service centers (ESCs), participating school districts, and professional associations; and (4) developing a statewide clearinghouse at UD/Columbus Office for acting on *Consortium* recommendations related to the recruitment, placement, induction, preparation, and ongoing professional development of IS professionals to meet the needs of high-need districts/schools.