WOX Grant Application Form for 2015  
01/01/15

Please use this template for submission of your grant. Insert your cursor into the text box provided under each section and begin typing. The box will expand and there is no character limit.

The completed WOX Grant Application must be emailed to simonm2@xavier.edu and a paper copy with appropriate signatures mailed to Margie Simon, Alumni Building ML 5430 by 5 p.m. March 1, 2015.

NOTE: Proposal assistance is available through the Office of Grant Services. Please contact Shari Howell at 513-745-1904 or email at howells3@xavier.edu.

PROPOSAL FOR WOX GRANT

Include the following info in the following order:

<table>
<thead>
<tr>
<th>Title of Proposed Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEPs through IPE: Innovations in Population Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Each Applicant and Their Associated Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Winterman, EdD  Associate Professor  Secondary and Special Education Department</td>
</tr>
</tbody>
</table>

ALL appropriate signatures as outlined in the Guidelines for the WOX Grant Awards document. For each approval needed, please type the person’s name, title, email address, and then have them physically sign it.

<table>
<thead>
<tr>
<th>Dr. Mike Flick, Department Chair Secondary and Special Education  <a href="mailto:flick@xavier.edu">flick@xavier.edu</a></th>
</tr>
</thead>
</table>

Sr. Nancy Linenkugel, Interim Dean College of Social Sciences, Health, and Education  linenkugeln@xavier.edu

Ms. Lisa Niehaus, Department of Nursing, Instructor of NURS 779 IPE course  niehausl1@xavier.edu
ABSTRACT

Summarize your proposal request as indicated below:

*HINT: The abstract may be the only part of the proposal the voter reads, so it is imperative that you sell your project in this section. As this is a summary of your project, please limit this section to no more than ½ page.

Title of the Proposed Project:

IEPs through IPE: Innovations in Population Health

Amount Requested:

$ 6,500.00

The project will develop interprofessional training seminars for educators, related service personnel (nurses, occupational therapists, social workers, counselors, and psychologists), and parents to improve collaboration and problem-solving in writing meaningful and compliant Individual Education Plans (IEPs) from ideation, implementation through progress monitoring. As a potential Interprofessional Education (IPE) passport activity, team members (students) will establish an alliance with the ultimate goal of creating compliant and meaningful IEP documents which will be utilized in designing instruction for individuals with special needs. This training provides value for Xavier’s students and community parents to learn critical skills needed to be active team members in the development of IEPs, learning their role within the IEP meeting, and to learn how to work as a collaborative team member for the betterment of the child. The foci will support the population health improved quality of life for the students served by IEP team members.

IEPs through IPE will assist students in learning the components of an IEP through the unique perspective of an interprofessional framework. Students in social sciences fields (education, special education, nurses, occupational therapists, counselors, social workers, and psychologists) are taught components of an IEP; yet, they do not have an opportunity to participate in a true IEP meeting which is a collaborative event in which the child’s entire team engages in the development of the document which guides and determines the services necessary to meet the child’s unique needs.

Beyond exploring the components of an IEP, the team will learn through developing IEPs and then determining educational and therapeutic strategies to support the learners. As stated in IDEA (2004) and No Child Left Behind (NCLB, 2001), all team members are held accountable for the IEPs’ implementation and progress monitoring. This will support students’ professional knowledge and practice given guidance from current practitioners.

This project is an extension of the IPE collaborative course (NURS779/ EDSP 203/503) where students will have an opportunity to work as skilled practitioners representing their field of training with parents from the community which will provide a service to the community. This project is needed to impact change the educational field to develop authentic activities which empower our Xavier students to be leaders in the field by changing the educational outcomes of students with disabilities. To support ongoing instruction of students, these trainings will be videotaped and utilized in subsequent semesters to educate Xavier students.
BUDGET

What is the amount of funding requested?

Provide a detailed budget with justification/need for each itemized expense.

- For example, if your project requires a paid student coordinator, the role of that coordinator in the project must be specified.
- If more than 25% of a budget is allocated toward food and incentives, specific rationale for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete the project.
- If a project's total budget is greater than $10,000, per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.

Project Expenses ($7,500.00)

- Training Expenses
  Three thousand dollars ($3000.00) will be used for training expenses which includes copies of materials, meeting supplies, and snacks for students who are participating in four training sessions. These funds will also cover the expense of technical support and the use of the Cintas Center.

- Student Worker
  Five hundred dollars ($500.00) will be used to hire a student worker to provide coordination support to the training events, collect, and analyze the data, and assist with literature review.

- Module Development
  Two thousand dollars ($2000.00) will be used to hire technological support to videotape presentations, edit, and assist with voiceover and graphic design of educational modules that will be used for subsequent training opportunities in future semesters of the IPE courses which will add the sustainability of the grant.

  ($600.00 for 40 hours of student videotaping)
  ($1400.00 for 40 hours of editing and graphing support)

- Parent Stipends
  At the completion of the four training sessions, parents who participate will receive a gift card for $100.00 to thank them for their participation.
  (1,000.00 10 parents to receive $100.00 gift card each)

- Dissemination of Results
  One thousand dollars (1000.00) will be used to defray conference expenses to attend the Lilly Conference and an IPE conference to promote dissemination of the results.
NARRATIVE

Please answer the following questions in the associated boxes. Please limit your answers in total to no more than two single-spaced, typed pages.

1. How does this proposed project enhance the mission and purpose of Women of Excellence?

This project directly enhances the mission of the Women of Excellence by educating Xavier students to be women and men for others. Students will be provided an authentic experience to practice skills needed to be leaders within their respective fields while providing a service to community parents of children with special needs. Students in the fields of education, nursing, occupational therapy, social work, and counseling all interact with individuals with disabilities. The IEPs through IPE will aid in building collaborative teaming skills which will be a lifelong benefit to the participants. Future semesters of students will benefit as well through the development of training modules which supports WOX mission of sustainability of its efforts to pass it forward.

2. How will this project further the mission of Xavier University to "engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?"

The IEPs through IPE: innovation in Population Health project specifically furthers the University’s mission of engaging and forming students intellectually, morally, and spiritually, with rigor and compassion, towards lives of solidarity, service, and success. Students will be trained along with parents to be collaborative team members in developing educational plans for children with disabilities. Xavier students will become leaders in their respective fields due to their unique collaborative interprofessional training which will offer them a perspective of how multiple disciplines interface.

3. Why is this project important? Does it address a gap within existing University programs?

Ineffective IEPs result in students with disabilities who do not meet their potential and live lives that are met with unfulfilled potential. Results of the Adequate Yearly Progress data clearly indicates that students with disabilities are not making progress toward state standards as mandated by NCLB and IDEA 2004 (Winterman & Rosas, 2012). These students’ passage rates in reading and math assessments are less than 60%. This lack of progress suggests that these students are not receiving equal access to the general education curriculum. To address the need, professional development that addresses critical elements of the curriculum and collaborative practices is necessary if students with disabilities are to receive equal opportunities to meet educational standards. This change in mindset offers a means for challenging the current practices and provide for a truly just education for all students. Students’ educational success determines their ultimate health and life success. Xavier University students will become leaders in collaborative teaming to develop more effective educational plans for students with disabilities. Currently, university students do not have an opportunity to work together with families to demonstrate and practice these skills.

4. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project?

The target population for this study is a total of 50 students representing five disciplines (education, nursing, occupational therapy, social work, and counseling). In addition, ten parents will be recruited to participate in the trainings to create an atmosphere that most simulates an educational team. The training will take place over one academic school year. The training will include four seminars and offers overview training with additional sessions of guided practice and specific reference to meeting the unique educational needs of children with special needs. Interprofessional teams will learn how to collaborate to write relevant and compliant IEPs that will then be used as a roadmap in
designing instruction to meet the needs of students with disabilities. By designing instruction to meet the needs of students with disabilities, opportunities to access the general education curriculum in meaningful fashion will lead to improved students’ success and academic achievement in all content areas.

These focused research questions will guide this study: (1) Will providing training on writing IEPs increase students’ confidence in advocating for the children they serve? (2) Will the training increase collaboration among team members? (3) Will an IEP rubric increase the development of compliant IEP documents? (4) Following the training, do students feel more empowered to participate as an active IEP team member? and (5) Will students demonstrate effective means for evaluating students’ progress.

5. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

☐  How will you define and evaluate the success of this project?

Success will be determined by participants’ pre and post surveys, the evidence in the development of IEPs, and progress monitoring reports submitted by educational teams following the trainings. Teams will complete evaluative documents to determine IDEA and NCLB compliance. Within the training, students will be trained on utilizing an IEP Rubric and IEP progress monitoring document. Students’ effective use of these documents will provide students with a framework for developing, evaluating, and monitoring IEPs for the future of their careers. Success will include training IEP team members including parent participants to be collaborative team members.

6. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success/completion of your project? Give specific examples.

☐  Recognition of the WOX Giving Circle

The WOX Giving Circle will be acknowledged in all promotional flyers and training handouts as well as in all presentations and publications that result from this endeavor. In addition, the Women of Excellence will be acknowledged on the training modules that will be used by students in subsequent courses and semesters.

ADDITIONAL INFORMATION

Use this section to add additional information or supporting arguments not covered in the sections above.

☐  The betterment of the educational processes for students with disabilities has been a passion of mine since 1979. The proposed pedagogical issue is an outgrowth of this passion. I have a dual bachelor’s degree in special education, a dual master’s degree in early childhood and early childhood special education, and a dual doctorate in administration and special education. In addition to 28 years of experience in the field, I have published 12 refereed articles and a book specifically on writing IEPs. As the parent of three children with special needs, the success of this training is of critical importance to me.

Overwhelmingly, the issues that arise in educating children with special needs can be addressed through an effective IEP. The IEP lays the foundation through the goals, objectives, and services that are to be provided the meet the child’s needs. Operational IEPs are a result of collaborative documents that are developed by effective teams. Effective team training is paramount to children’s success and Xavier University can be a leader in this area by developing collaborative team leaders. The IPE course has set the foundation in which we can accomplish this goal.