

# ABSTRACT TEMPLATE:

84.325D

**Absolute Priority:** Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel

**Organization:** University of Florida

**Project Title:** Preparing Leaders in Early Childhood Studies and Implementation Sciences (Project PLECS-IS)

**Start Date:** 05/16/2015

**End Date:** 05/15/2019

## Project Director:

**Full Name:** Maureen Conroy, Ph.D.

**Address Line 1:** PO Box 117050

**Address Line 2:** 1345 Norman Hall

**City:** Gainesville

**State:** FL

**Zip Code:** 32611

**Telephone:** (352) 273-4382

**Email Address:** mconroy@coe.ufl.edu

**Average Time on Project, Year 1 (%):** 5%

## Additional Key Personnel (not including project director listed above):

Full Name	Average Time on Project, Year 1 (%)
Patricia Snyder, Ph.D.	5%
Brian Reichow, Ph.D.	5%
Mary McLean, Ph.D.	5%

## Disability focused on by the project (check all that apply):

<input checked="" type="checkbox"/>	Unspecified
<input checked="" type="checkbox"/>	Autism
<input type="checkbox"/>	Deaf-blindness
<input checked="" type="checkbox"/>	Developmental delay
<input type="checkbox"/>	Emotional disturbance
<input type="checkbox"/>	Hearing impairment/Deafness
<input checked="" type="checkbox"/>	Intellectual disability

<input checked="" type="checkbox"/>	Multiple disabilities
<input type="checkbox"/>	Orthopedic impairment
<input type="checkbox"/>	Other health impairment
<input type="checkbox"/>	Specific learning disability
<input checked="" type="checkbox"/>	Speech or language impairment
<input type="checkbox"/>	Traumatic brain injury
<input type="checkbox"/>	Visual impairment

**Age group of students with disabilities focused on by the project (check all that apply):**

<input checked="" type="checkbox"/>	Birth to 3
<input checked="" type="checkbox"/>	Preschool
<input type="checkbox"/>	Elementary School
<input type="checkbox"/>	Middle School
<input type="checkbox"/>	High School
<input type="checkbox"/>	Postsecondary

**Target investment area focused on by the project (check all that apply):**

<input type="checkbox"/>	Unspecified
<input type="checkbox"/>	Assessment
<input type="checkbox"/>	Behavior
<input checked="" type="checkbox"/>	Early childhood
<input type="checkbox"/>	Inclusive practices
<input type="checkbox"/>	Instructional strategies
<input type="checkbox"/>	Literacy
<input type="checkbox"/>	Secondary transition

**Geography focused on by the project (check all that apply):**

<input type="checkbox"/>	Unspecified
<input checked="" type="checkbox"/>	Rural
<input checked="" type="checkbox"/>	Urban

**Credential/Degree scholars will receive upon completion of the program:**

<input type="checkbox"/>	Master's
<input type="checkbox"/>	Education Specialist
<input checked="" type="checkbox"/>	Doctorate
<input type="checkbox"/>	Other:

**How is the program delivered?**

<input type="checkbox"/>	Online
<input checked="" type="checkbox"/>	In-person
<input type="checkbox"/>	Hybrid

**Focus Area:**

<input checked="" type="checkbox"/>	Focus Area A: Higher education faculty
<input type="checkbox"/>	Focus Area B: Administration

**Scholar Support through Grant:**

<i>Budget Period</i>	<i>Number of Scholars Receiving Support</i>	<i>Percent of Funding Designated for Scholar Support</i>
<b>Year 1</b>	5	69.7%
<b>Year 2</b>	5	70.8%
<b>Year 3</b>	5	71.5%
<b>Year 4</b>	5	73.2%
<b>Year 5</b>		

**Note:** Indicate the total number of scholars in each cohort that are receiving support in a budget period (e.g., Budget Period Year 3: 3 (Cohort 1) + 2 (Cohort 2)).

**Briefly describe the type of project and the expected outcomes. Include in the description:**

- (a) focus of the project (e.g., literacy, speech-language pathology),
- (b) length of program,
- (c) total number of scholars to be supported by the project,
- (d) credential/degree scholars will receive, and
- (e) scholar competencies to be acquired (100 words or fewer).

The goal of *Preparing Leaders in Early Childhood Studies and Implementation Science* (PLECS-IS) is to implement and evaluate a 4-year PhD program at the University of Florida that prepares 5 doctoral students with expertise in special education, early childhood studies, research and evaluation methods, and implementation science. Candidates will complete a comprehensive, competency based program in early intervention/early childhood studies, special education, implementation science, and research and evaluation methods that will provide them with the knowledge, skills, dispositions, and experience to assume leadership roles in postsecondary instruction, research administration, policy development, or professional practice.

**Briefly describe the components (e.g., coursework, internships) of the project and how the effectiveness of the project will be evaluated (100 words or fewer).**

The PLECS-IS program of studies includes two major components to promote the development of SPED doctoral students' expertise in EC studies and implementation science: 1) coursework and seminars in special education, early childhood studies, implementation science, and research and evaluation methods; and 2) mentoring using an apprenticeship approach and situated community-based leadership experiences that include applied research in early childhood settings and internship experience in the application of implementation science frameworks. Project success will be measured by graduates of this program assuming leadership roles in higher education, research, state and federal early childhood administration, and direct service.