

Springdale Public Schools

MEMBER OF NORTH CENTRAL ASSOCIATION

800 East Emma Ave.

Springdale, Arkansas 72764

Phone 479-750-8880 □ Fax 479-750-8887

March 3, 2017

Suzanne Kucharczyk, Ed.D.
Kimberly Frazier, PhD, CCC-SLP
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

Thank you for the opportunity to become involved and provide support for the *Teaming for Transition Project* at the University of Arkansas. As you know, Springdale Public Schools are committed to providing our students and IEP teams the supports they need to develop and implement quality transition plans. Together with the Arkansas Department of Education Transition services and our local adult agencies, we work to ensure that families and students leave high school prepared to have positive adult outcomes. These efforts are particularly important for our students with high need disabilities. I understand the high needs disabilities population will be the focus of your work under the OSEP personnel preparation grant.

The training that our special education teachers, speech pathologists and other related services providers receive regarding secondary transition services and activities has come primarily through state-lead and district level professional development. It would be wonderful if teacher candidates and related service candidates graduated college already possessing the knowledge and skills of developing and implementing effective transition services as a part of the IEP process.

It is my understanding that the aim of this project is to prepare special educators and related service providers to be effective members of interdisciplinary teams in the transition of high school students with high need disabilities to adulthood. By completing transition focused coursework and field-experiences alongside other critical team members, these special education and speech and language pathology graduate students will be well prepared to ensure positive post-school outcomes for their future students. I am encouraged that student candidates chosen to participate in the project will contract to teach in Arkansas schools post-graduation and will be matched with transition mentors as they begin their work as teachers and therapists.

Staffing our schools with quality special educators and related service providers is a challenge. I believe this personnel preparation grant will support Springdale Public Schools and other local school districts in recruiting and retaining these critical special education team members for public schools.

In support of this project, the Springdale Public Schools Special Education Department is prepared to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high schools. We are prepared to develop experiential learning opportunities for the students during their coursework and in practicum. I understand that this will require current SHS special education staff to be prepared to work alongside students from across UofA's programs.

I look forward to the collaborative opportunities of this project.

Sincerely,



Petra Nelson
Special Education Supervisor
Springdale Public Schools



Rogers Public Schools

where all belong, all learn, and all succeed

212 South 3rd Street • Rogers, AR 72756 • www.rogersschools.net • (479) 631-3515 • FAX (479) 631-3513

March 3, 2017

Suzanne Kucharczyk, Ed.D.
Kimberly Frazier, PhD, CCC-SLP
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

Thank you for the opportunity to partner in the *Teaming for Transition Project* at the University of Arkansas. Rogers Public Schools continues to utilize Arkansas Transition Services, Arkansas Rehabilitation Services, Pathfinders, Sources, Goodwill and a variety of other local agencies to ensure that families and students leave high school prepared to have positive adult outcomes. Thus, we understand the importance of teaming and are thrilled at the opportunity to share that perspective with your students.

Because of my dual perspective as both public school personnel and as an adjunct professor for Harding University, I understand the benefit this field- experience will provide. Not only will they be prepared with core knowledge and current research, but by participating in this field-experience alongside other critical team members, these special education and speech and language pathology graduate students will be well prepared to ensure positive post-school outcomes for their future students. Additionally encouraging to our district, is that student candidates chosen to participate in the project will contract to teach in Arkansas schools post-graduation and will be matched with transition mentors as they begin their work as teachers and therapists.

Staffing our schools with quality special educators and related service providers is a challenge. I believe this personnel preparation grant will support Rogers Public Schools and other local school districts in recruiting and retaining these critical special education team members for public schools.

In support of this project, Rogers High School is prepared to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high schools. We are prepared to develop experiential learning opportunities for the students during their coursework and in practicum. I understand that this will require current RPS special education staff to be prepared to work alongside students from across University of Arkansas's programs.

Thank you for this opportunity.

Sincerely,

Jamie Hernandez
Special Education Consultant
Rogers High School
Rogers Public Schools



Rogers Public Schools

where all belong, all learn, and all succeed

March 3, 2017

Suzanne Kucharczyk, Ed.D.
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Dr. Kucharczyk,

Thank you for the opportunity to become involved and provide support for the *Teaming for Transition Project* at the University of Arkansas. Rogers Public Schools are committed to providing our students and IEP teams the supports they need to develop and implement quality transition plans. Together with the Arkansas Transition Team and local agencies, we work to ensure that families and students leave high school prepared to have positive adult outcomes. These efforts are particularly important for our students with high need disabilities. I understand the high needs disabilities population will be the focus of your work under the OSEP personnel preparation grant.

The training that our special education teachers, speech pathologists and other related services providers receive regarding secondary transition services and activities has come primarily through state-lead professional development. It would be wonderful if teacher candidates and related service candidates graduated college already possessing the knowledge and skills of developing and implementing effective transition services as a part of the IEP process.

It is my understanding that the aim of this project is to prepare special educators and related service providers to be effective members of interdisciplinary teams in the transition of high school students with high need disabilities to adulthood. By completing transition focused coursework and field-experiences alongside other critical team members, these special education and speech and language pathology graduate students will be well prepared to ensure positive post-school outcomes for their future students. I am encouraged that student candidates chosen to participate in the project will contract to teach in Arkansas schools post-graduation and will be matched with transition mentors as they begin their work as teachers and therapists.

Staffing our schools with quality special educators and related service providers is a challenge. I believe this personnel preparation grant will support Rogers Public Schools and other local school districts in recruiting and retaining these critical special education team members for public schools.

In support of this project, the Rogers Public Schools Special Education Department is prepared to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high schools. We are prepared to develop experiential learning opportunities for the students during their coursework and in practicum. I understand that this will require current special education staff to be prepared to work alongside students from across U of A's programs.

I look forward to the collaborative opportunities of this project.

Sincerely,

Sherry Stewart
Director of Special Services
Rogers Public Schools



February 17, 2017

Suzanne Kucharczyk, Ed.D.
Inclusive Educational and Clinical Programs
Kimberly Frazier, PhD, CCC-SLP
Rehabilitation, Human Resources, and Communication Disorders
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

Thank you for the opportunity to become involved and provide support for the *Teaming for Transition Project* at the University of Arkansas. As you know, the Fayetteville High School is committed to build structures and supports necessary for our interdisciplinary teams to effectively plan for and prepare students with disabilities for transition. These efforts are particularly important for our students with high need disabilities which I understand will be the focus of your work under the OSEP personnel preparation grant.

Fayetteville High School currently partners with Lifestyles Inc. and Washington Regional Medical Center to provide an unpaid internship program for many of our students with intellectual disabilities. We strive to ensure that 100% of our student interns obtain full-time employment by the end of the program. In addition, we are also working with Friendship Community Care to provide transition supports to our students who plan to enter the workforce after graduation. The program, Job Path, provides supported employment for students with the opportunity to receive three paid job experiences during the 11th and 12th grade years.

It is my understanding that the aim of this project is to prepare special educators and related service providers to be effective members of interdisciplinary teams in the transition of high school students with high need disabilities to adulthood. By completing transition focused coursework and field-experiences alongside other critical team members, such as future school counselors, social workers, rehabilitation counselors, and education administrators, these special education and speech and language pathology graduate students will be well prepared to ensure positive post-school outcomes for their future students. I am encouraged that scholars chosen to participate in the project will contract to teach in Arkansas schools post graduation and will be matched with transition mentors as they begin their work as teachers and therapists.

As Fayetteville High School's assistant principal, I can validate the need for recruiting and sustaining well-prepared practitioners across roles including special education and speech and language. Ensuring that our special educators are equipped with the best transition training opportunities is vital to the IEP program of every student with a disability. I believe this personnel preparation grant will support us in recruiting and maintaining these critical team members in FHS.

994 W. Martin Luther King Blvd.
Fayetteville AR 72701 Phone: 479.444.3050



To support the project we are prepared to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high school and others. We are prepared to partner with you to develop experiential learning opportunities for your students during their coursework and in practicum. I understand and look forward to the opportunity to partner with the University of Arkansas to develop interdisciplinary teams to support future teachers, current teachers and students with disabilities in reaching their full potential.

Sincerely,

A handwritten signature in cursive script that reads "Kim Cook".

Kim Cook,
Assistant Principal of Special Education
Fayetteville High School
Kim.cook@fayar.net



**FAYETTEVILLE
PUBLIC SCHOOLS**
LEARN. GROW. PERFORM. LEAD.

February 22, 2017

Suzanne Kucharczyk, Ed.D.
Kimberly Frazier, PhD, CCC-SLP
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

Thank you for the opportunity to become involved and provide support for the *Teaming for Transition Project* at the University of Arkansas. As you know, Fayetteville Public Schools (FPS) are committed to providing our students and IEP teams the supports they need to develop and implement quality transition plans. Together with the Arkansas Department of Education Transition services and our local adult agencies, we work to ensure that families and students leave high school prepared to have positive adult outcomes. These efforts are particularly important for our students with high need disabilities. I understand the high needs disabilities population will be the focus of your work under the OSEP personnel preparation grant.

The training that our special education teachers, speech pathologists and other related services providers receive regarding secondary transition services and activities has come primarily through state-lead professional development. It would be wonderful if teacher candidates and related service candidates graduated college already possessing the knowledge and skills of developing and implementing effective transition services as a part of the IEP process.

It is my understanding that the aim of this project is to prepare special educators and related service providers to be effective members of interdisciplinary teams in the transition of high school students with high need disabilities to adulthood. By completing transition focused coursework and field-experiences alongside other critical team members, these special education and speech and language pathology graduate students will be well prepared to ensure positive post-school outcomes for their future students. I am encouraged that student candidates chosen to participate in the project will contract to teach in Arkansas schools post-graduation and will be matched with transition mentors as they begin their work as teachers and therapists.

Staffing our schools with quality special educators and related service providers is a challenge. I believe this personnel preparation grant will support Fayetteville Public Schools and other local school districts in recruiting and retaining these critical special education team members for public schools.

In support of this project, the Fayetteville Public Schools Special Education Department is prepared to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high schools. We are prepared to develop experiential learning opportunities for the students during their coursework and in practicum. I understand that this will require current FPS special education staff to be prepared to work alongside students from across UofA's programs.

I look forward to the collaborative opportunities of this project.

Sincerely,

Carla Curtis
Director of Special Services
Fayetteville Public Schools

The Fayetteville School District will provide a rigorous and relevant education in which all students gain the academic and personal skills needed for lifelong learning and success.



February 22, 2017

Suzanne Kucharczyk, Ed.D.

Inclusive Educational and Clinical Programs

Kimberly Frazier, PhD, CCC-SLP

Rehabilitation, Human Resources, and Communication Disorders

University of Arkansas

410 Arkansas Ave. #303

Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

Thank you for the opportunity to become involved and provide support for the *Teaming for Transition Project* at the University of Arkansas. As you know, Arkansas Transition Services, in affiliation with the Arkansas Department of Education, Special Education, is tasked with supporting transition teams across Arkansas' high schools in their implementation of evidence-based practices in interdisciplinary teams. Our transition consultants are well positioned to support to this program due to our intensive, on-going support from the National Technical Assistance Center on Transition and our mission to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

Our work includes providing training and technical assistance to strengthen interagency collaboration efforts and to also scale up evidence-based practices in secondary transition for positive post school outcomes for students with disabilities. The *Teaming for Transition Project* will help support our efforts as we work to educate ALL individuals who are stakeholders in the transition process on the importance of effective strategies and interdisciplinary team work for students with disabilities to achieve positive outcomes.

The most current data shows that Arkansas is below our target of 100% for Indicator 13 (Post-Secondary Transition). Data also shows that we are not at our targets for post-school outcomes for students with disabilities, Indicator 14. We believe that with more preparation of future teachers and related service providers, these numbers will increase as more teachers are prepared to provide effective transition plans that lead to more students reaching positive outcomes.

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To support the project we are prepared and very motivated to partner with you to ensure that graduates of the program will be prepared to work as effective team members in our high schools. Supports will include access to regional transition service coordinators across the shared coursework, matching of graduates who choose to work in high school settings with regional transition service coordinators to ensure immediate access to mentors, sharing of resources used by transition teams in Arkansas high schools, invitation to attend trainings provided to school districts throughout the year, and inclusion of *Teaming for Transition* students in our bi-annual Transition Summit.

I look forward to our collaboration on this project.

Sincerely,

A handwritten signature in cursive script that reads "Bonnie Boaz".

Bonnie Boaz
Coordinator, Arkansas Transition Services

February 7, 2017

Dr. Kristi Perryman
Counselor Education
GRAD 140
University of Arkansas
Fayetteville, AR 72701

To Whom It May Concern:

I am pleased to write this letter in support of the grant application submitted by the University of Arkansas College of Education and Health Professions for the Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children With Disabilities Who Have High-Intensity Needs.

In my collaboration with the university's counseling program professors, I have seen a continual effort to review, reflect, and consistently strive to improve and strengthen programs for educators so that they are the best equipped to work with our current and future students. In addition, in our collaboration, I have seen a willingness to share current state models so that school counselors will have a clear understanding of expectations at the state level. I believe that this philosophy is shared with other education professionals at the university and because of this belief I support their efforts to provide education and health professionals the best instruction possible so that they can work hand in hand in meeting the needs of children with disabilities.

As the director of school counseling at the Arkansas Department of Education, I look forward to future opportunities to work in partnership with the University of Arkansas to enhance the work of school counselors across our state since we know that their work is vitally important in student success. As an educator, I also look forward to opportunities for our teachers to be the most prepared to work with the ever-changing landscape and needs of our students.

Sincerely,

A handwritten signature in blue ink that reads "Suzanne Knowles". The signature is written in a cursive, flowing style.

Suzanne Knowles
Director, Guidance and School Counseling
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Springdale High School
MEMBER OF NORTH CENTRAL ASSOCIATION
101 South Pleasant
Springdale, Arkansas 72764
Phone 479-750-8832 □ Fax 479-750-8881

March 5, 2017

Suzanne Kucharczyk, Ed.D.
Kimberly Frazier, PhD, CCC-SLP
University of Arkansas
410 Arkansas Ave. #303
Fayetteville, AR 72701

Drs. Kucharczyk and Frazier,

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I look forward to the collaborative opportunities of this project.

Sincerely,



Lynn Faught
Assistant Principal
Springdale High School