SAN FRANCISCO STATE UNIVERSITY has been selected to receive funding under the COMBINED PRIORITY FOR PERSONNEL DEVELOPMENT PROGRAM (84.325K). This grant will be in the amount of $249,868.00 for the first budget period (09/01/2015 through 08/31/2016). It is anticipated that the grant will be for a total of 5 year(s). Please see the attached abstract for a brief description of the activities that will be funded under this grant.

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PERSONNEL PREPARATION PROGRAM
The Personnel Preparation program assists States in meeting their responsibility for providing personnel to serve children with disabilities. The program supports competitive awards to: (1) help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and (2) ensure that those personnel have the skills and knowledge that are needed to serve children with disabilities, and that such skills and knowledge are derived from practices determined to be successful through research and experience. Program funds support projects in a variety of areas, including leadership personnel and personnel to serve children with low- and high-incidence disabilities. The program also supports projects of national significance that address personnel issues with broad applicability.
PR Award #: H325K150405
Name: San Francisco State University
Project Title: Project Building Bridges- Preparing Highly Qualified Speech Language Pathologists to Serve Culturally and Linguistically Diverse Children with AAC Needs
City, State: San Francisco, CA
Project Director: Gloria Soto, Ph.D.
Project Director Email: gsoto@sfsu.edu

Note: Focus Area D: Minority Serving Institutions

Project:
The purpose of Project Building Bridges is to prepare 60 fully credentialed Speech-Language Pathologists to work effectively with culturally and linguistically diverse children with significant disabilities and augmentative communication needs, ages birth to 21. Project scholars will complete a Master’s degree in Communicative Disorders in a two-year time frame, with a concentration in AAC and a focus on cultural and linguistic diversity. Scholar competencies to be acquired include: (a) culturally responsive AAC assessment; (b) culturally responsive AAC intervention; (c) collaborative teaming; and (d) development of AAC applications to support the language and literacy skills of culturally and linguistically diverse children and youth.

Method:
The project will use evidence-based curricula and pedagogy carefully coordinated with substantial, mentored field experiences. The Ms. concentration in AAC will include: 1) two graduate seminars in AAC assessment and intervention; 2) an on campus clinic with a focus on AAC and culturally and linguistic diversity; 3) a one-week summer camp for children who use AAC; and 4) a school internship in a high need community agency or school serving children with AAC needs. Project evaluation will include formative and summative measures of scholar competency and monitoring of project implementation and outcomes. Outcome measures will include quantitative indices of scholars' mastery and employment, and qualitative improvements in educational services.