April 14, 2009

TO: The Academic Senate
FROM: The Committee on Research
SUBJECT: Recommendation to approve The CSU East Bay Center for College Students with Autistic Spectrum Disorders (CCSASD) as an Organized Research Unit
FOR: Approval by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the proposed Organized Research Unit (ORU); effective upon the signature of the President

BACKGROUND INFORMATION:

The Committee on Research approved a subcommittee to review ORU’s (08-09 CR1). As the subcommittee had not been convened in 08-09, the Committee on Research reviewed the attached proposal at its meeting on April 9th, 2009. At its meeting of April 9, 2009, the Committee on Research reviewed the attached proposal for an Organized Research Unit, entitled, “The CSU East Bay Center for College Students with Autistic Spectrum Disorders (CCSASD).” The Committee voted to recommend that this ORU be established.

Annual Reports will be submitted to ORSP and will be reviewed by the Committee on Research.

att.
PROPOSAL

THE CSU EAST BAY CENTER FOR COLLEGE STUDENTS WITH AUTISTIC SPECTRUM DISORDERS (CCSASD)

PRESENTED TO THE ACADEMIC SENATE COMMITTEE ON RESEARCH
BY
THE COLLEGE OF EDUCATION AND ALLIED SCIENCES

MARCH 2009
# TABLE OF CONTENTS

Overview ..................................................................................................................................................................................... 1

Center Mission .......................................................................................................................................................................... 3

Goals of the Center .................................................................................................................................................................. 3

Link to Existing Autism Research and Advocacy Groups ........................................................................................................ 5

CSUEB’s Resources and the Role of the College of Education and Allied Studies .......................................................... 6

The Center’s Dual Purposes: Creating a Model of Support for Students with ASD and Hosting Research on the Effectiveness of Support Strategies ............................................................................................... 7

Academic and Social Support Services .......................................................................................................................................................... 8

  Admissions and the individualized University Educational Plan ........................................................................................................ 8

  Core Academic Services ........................................................................................................................................................................ 9

A Community of Learners ................................................................................................................................................................. 9

Social Supports and Coaching ............................................................................................................................................................. 9

Graduation and Career Guidance ...................................................................................................................................................... 10

Research on the Effectiveness of Support by the CCSASD ........................................................................................................ 10

Center Organization ............................................................................................................................................................................. 11

  Executive Committee ........................................................................................................................................................................ 11

  Advisory Board ................................................................................................................................................................................. 11

  Co-executive Directors ................................................................................................................................................................. 12

Membership .................................................................................................................................................................................. 13

Financing of the Center ....................................................................................................................................................................... 14

  Potential Funding Sources ................................................................................................................................................................. 15

  Budget ............................................................................................................................................................................................. 15

  Distribution of Funds ................................................................................................................................................................. 15

Qualifications of Co-Directors and Faculty Initiators ...................................................................................................................... 17

Five Year Plan for CCSASD ............................................................................................................................................................... 17

Contact Information: ........................................................................................................................................................................ 19

Appendix A Letters of Support ....................................................................................................................................................... 20

Appendix B Grants and Contracts from the Federal Government ......................................................................................................... 24

Appendix C Grants and/or Gifts from Non-profit Organizations and Foundations ............................................................................. 30
THE CSU EAST BAY CENTER FOR COLLEGE STUDENTS WITH AUTISTIC SPECTRUM DISORDERS (CCSASD)

OVERVIEW

The Center for College Students with Autistic Spectrum Disorders (CCSASD) is intended to be a statewide Center for college students with Autistic Spectrum Disorder (ASD), and a model for the development of other university-based centers across the United States. The CCSASD is being developed in response to the increase of students with ASD projected to graduate from California high schools in the near future, and the significant increase projected to graduate in the next decade (Figure 1). Figure 2 depicts numbers for Contra Costa County and Alameda County, California.

Figure 1. Students with Autism in California from 2000-2008 (Source: CDE DataQuest database).

Figure 2. Students with Autism in Contra Costa and Alameda Counties, from 2000-2008 (Source: CDE DataQuest Database).
The CCSASD is based on the view that many students with ASD can benefit from a college education to become productive and independent members of their communities. Neither the students nor the larger community benefits if these students end up on forms of public assistance or require forms of assisted living. A good percentage of these students can benefit from a college education to find steady employment that takes advantage of their talents and live independently.

Currently, nearly all public and private universities throughout the state and country have established offices for supporting students with disabilities who require disability related accommodations under existing state and federal disability laws. However, these offices do not have the mandate to offer the increased personal services that many ASD students need if they are to be successful at the University level. A few Universities offer additional services for these students (above these required by law). Most often, these additional services are in the form of scheduled group meetings or group instruction for students with Autism. While these services are very helpful, there is still the need for the more individualized and intense student coaching and personal support approach outlined in this proposal. In addition, several private programs have arisen in recent years to provide these additional personal social and academic supports to students with ASD in college, most prominently College Living Experience. However, these private programs are generally costly (up to $33,500 per year above regular college expenses) and at a very small number of colleges. While there are numerous University-based Autism Centers already in operation, all across the country, they are very different from the proposed CCSASD. These numerous existing Centers can be found at over 35 major Universities; they are designed to accomplish the following objectives: prepare professionals for direct service to children with Autism; develop strategies for early childhood detection of Autism; and, develop early childhood therapies or even cures for Autism. In our research, we found only three programs or Centers at Universities that address the higher education needs of students with Autism. These three programs offer additional personal supports at a cost to the student or family of anywhere from $7,000 to $33,000 per year. The CCSASD is dedicated to developing approaches that are affordable for all concerned and which seek to integrate various University and community supports.

The CCSASD will provide program models that are not so costly to replicate and which provide for these needed additional personal academic and social supports to students with ASD. The CCSASD starts with the recognition that young people with ASD differ widely in their skills and abilities and in the supports needed. An individualized University Educational Plan will be developed for each student upon admission. Academic support services will be provided ranging from note-taking services to individualized tutoring, with each student assigned a “university coach” to closely
monitor the student's progress and interface with each of the students instructors. Social or personal supports will include daily living coaching in living independently, as well as in skills of self advocacy. Further, the CCSASD will foster a community of ASD students, who can provide social and academic support to each other. The ASD students are more likely than non-ASD students to understand the challenges each other face, and will likely find among their peers a social network they might otherwise have difficulty building at the university.

In developing CCSASD, faculty and the CCSASD Advisory Board have discussed the range of students with ASD who might be served by the CCSASD. This range will not be pre-determined. A main purpose of the Center will be to test various supports and seek, in appropriate ways and consistent with university resources, to expand the pool of students with ASD who might benefit from college. CCSASD also will consist of a strong research capacity. A detailed evaluation of the success of students with ASD who have been supported by the Center will be undertaken. Further, the Center will collect and analyze data from other colleges and universities on the educational and social support practices most effective in promoting college success of students with ASD. CCSASD will work closely with the major autism advocacy groups in the nation, including the Autism Society and Autism Now. It will also work with the other research institutes, including the MIND Institute at the nearby University of California, Davis. Promising practices that have been research tested and are suitable for replication will be disseminated to the other CSU system Universities and beyond.

**CENTER MISSION**

The CCSASD promotes the achievement of individuals with Autistic Spectrum Disorders in University academic programs. Through a student-centered model, CCSASD provides individualized services to maximize student success and support in their CSU East Bay academic program. We collaborate with community-based organizations that facilitate learning and enrollment in higher education. We initiate, pursue, and disseminate innovative practices designed to enhance the capabilities of other Universities to serve students with ASD.

**GOALS OF THE CENTER**

The goals of the Center for College Students with Autistic Spectrum Disorders are two-fold: 1) develop the needed personal supports that better serve the Instructional/Academic goals of ASD
students planning to attend or already enrolled at CSUEB, and 2) Research and disseminate the best practices and interventions that enhance program development and program success.

Instructional/Academic goals focus on providing support to the student and their family in order to facilitate a smooth transition to the postsecondary environment. The below goals are modeled after the University of Connecticut Strategic Education for college students with Autistic Disorders (SEAD) program [http://www.csd.uconn.edu/sead_program.html]:

- Provide individualized academic support and services to enhance the academic achievement of enrolled CSUEB students with autistic spectrum disorder challenges;
- Have a smooth transition into the college atmosphere;
- Increase awareness of strategies and skills for application in the social college atmosphere;
- Make connections with both students and staff to maintain support throughout their college experience;
- Have the self-determination needed to advocate for himself or herself on campus;
- Increase awareness and training of faculty and staff regarding Autism Spectrum Disorders; include faculty training, residence hall training, and faculty support tools.
- Improve coordination of accommodations and services;
- Respond to the individualized needs of the students;

Research goals focus on data collection and assessment methods that can be used to enhance knowledge available to communities, researchers, educators, and others in better understanding the ASD college student experience. They include:

- Facilitate a positive environment for academics.
- Foster community-based programs designed to encourage student success and foster continuing education.
- Provide a national model of education transition support for students and families with ASD challenges.
- Create ongoing research projects to better inform practice and identify areas for future education intervention for students with ASD. Research questions may address services available, learning objectives and assessment, range of student functionality, role for less verbal ASD students, linkages to elementary, middle, and high school data, etc.
- Disseminate research based promising practices to the CSU system and beyond. Two organizations involved with the disability/higher education community that hold annual conferences include AHEAD [http://www.ahead.org/conferences/2009 ] and CAPED [http://www.caped.net/convention/index.html ]. Relevance to Mission/Goals of CSU East Bay
The mission and goals of the CCSASD integrate fully with the mission and goals of the CSU East Bay campus (http://www20.csueastbay.edu/about/index.html). The CSU East Bay mission statement states the following (with bold font added for this proposal): “To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.” The value statement for the University likewise promotes “an academic environment that is inclusive and student-centered, and that includes ethical decision-making and open exchanges of ideas and viewpoints. These words are directly applicable to the creation of the CCSASD. Finally, CSU East Bay's vision statement includes several points that support the creation of the CCSASD, including:

- “High academic standards along with services and support that ensure each student the opportunity for success
- A learning-centered experience where teaching is lively and engaging and individual differences are appreciated
- A welcoming campus atmosphere that is responsive to the unique needs of its campus community
- An inclusive campus community where students, faculty, and staff from vastly different backgrounds collaborate—creating and sustaining a vibrant learning community
- An array of activities that promote students’ enjoyment and well-being
- Engagement in and essential contributions to the civic, cultural, and economic well-being of its region and communities”

**LINK TO EXISTING AUTISM RESEARCH AND ADVOCACY GROUPS**

CCSASD will be closely linked to the existing autism advocacy groups in California and the United States, such as the Autism Society and Autism Speaks (Table 1). The Center will work with these groups in recruitment of students, development of Center support mechanisms, and dissemination of research findings. CCSASD also will work closely with other autism research groups; in this initial development phase of the Center, participants have made contact with the U.C. Davis MIND Institute.
Table 1. Short list of autism advocacy groups and centers.

<table>
<thead>
<tr>
<th>Group</th>
<th>Primary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Society of America</td>
<td>The Autism Society of America (ASA) is the leading voice and resource of the entire autism community in education, advocacy, services, research and support. The ASA is committed to meaningful participation and self-determination in all aspects of life for individuals on the autism spectrum and their families. ASA accomplishes its ongoing mission through close collaboration with a successful network of chapters, members and supporters.</td>
</tr>
<tr>
<td>Autism Speaks</td>
<td>Autism Speaks is “dedicated to funding global biomedical research into the causes, prevention, treatments, and cure for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder”</td>
</tr>
<tr>
<td>U.C. Davis MIND Institute</td>
<td>The M.I.N.D. Institute (Medical Investigation of Neurodevelopmental Disorders) is an international, multidisciplinary research organization, committed to excellence, collaboration and hope, striving to understand the causes and develop better treatments and ultimately cures for neurodevelopmental disorders.</td>
</tr>
<tr>
<td>Pacific Autism Center for Education</td>
<td>PACE supports high quality programs for individuals with Autism and associated developmental disabilities living in the San Francisco Bay Area</td>
</tr>
</tbody>
</table>

**CSUEB’S RESOURCES AND THE ROLE OF THE COLLEGE OF EDUCATION AND ALLIED STUDIES**

California State University East Bay (CSUEB) is centrally located in the Bay Area and is known for its quality programs and small classes. The current student population of about 13,500 students makes us a mid-size campus in the CSU system, large enough to offer a wide array of student services, but not so large as to be overwhelming. Our student housing is among the newest and best in the CSU system, with students residing not individually or in pairs, but in groups of four to ten students in condo-like residences, an ideal setting for socialization.

CSUEB is well-positioned to host the CCSASD. CSUEB has a longstanding commitment to accessibility, diversity, equity and to providing a quality learning experience for each student. While not currently staffed to a degree which would allow for the kind of intensive interventions required for these students, the campus does have a base of services now available, on which the Center can build, as indicated below.
• The Student Disabilities Resource Center (SDRC), with a full array of disability related auxiliary aides and services, particularly Project IMPACT, providing additional academic support services for students with disabilities.

• University Advisement Center

• Student Center for Academic Achievement

• The Student Health Center

• Student Life and Leadership

• The Center for Academic and Personal Counseling

• Faculty with related interests in the Department of Communicative Sciences and Disorders, and the Department of Educational Psychology

• The Career Development Center, for part-time employment opportunities during college, and full time opportunities following college.

• The Service Clubs and Greek Organizations for peer-to-peer social skills development.

Within the College of Education and Allied Studies there is a long history of advocating for “full inclusion” of students with disabilities in classrooms at all levels. The Center will be a natural extension of this commitment. Through CEAS academic teachings, its research, and its collaborations with the community, their programs have been able to apply what has been taught. This has been especially true for the credential programs and perhaps even most true for our moderate to severe special education program whose professors, Drs. Anderson and Halvorsen, have been at the forefront of the transition to full inclusion models. CEAS’ hope is to involve its students and faculty in this endeavor for training and research purposes and to invite Colleges of Education from other universities to collaborate with us.

THE CENTER’S DUAL PURPOSES: CREATING A MODEL OF SUPPORT FOR STUDENTS WITH ASD AND HOSTING RESEARCH ON THE EFFECTIVENESS OF SUPPORT STRATEGIES

The Center will have dual purposes. The primary purpose of the CCSASD will be to provide comprehensive, evidence-based and/or clinically-validated services to our university students with ASD to support their successful completion of the bachelor’s degree. A secondary focus of the Center will be in the areas of program evaluation, research, and dissemination on successful educational practices for university students with ASD.
ACADEMIC AND SOCIAL SUPPORT SERVICES

The way the Center delivers services to students with ASD will differ from what has been typical in the past. The typical pattern has been that students with ASD have a parent who is also the advocate and the caseworker, seeking out and locating services for the student, and providing the coordination and advocacy. The CCSASD will be able to push the availability of services out to the parents and students and provide a university coach to coordinate and advocate for each student. The Center will 1) begin services at the admissions level, 2) provide a summer “bridge” experience after high school, 3) continue services to students throughout their four year academic career, and 4) help students with career and vocational preparation, through graduation from the university, and in moving on to jobs and independence.

ADMISSIONS AND THE INDIVIDUALIZED UNIVERSITY EDUCATIONAL PLAN

The admissions policy will allow students with ASD to apply via the normal university process with the addition of a personalized evaluation (borrowing on some of the work of the Strategic Alternative Learning Techniques (SALT) Center at the University of Arizona). This additional process also provides recent assessments of the student’s high school functioning, to add another dimension to the profile from which admissions decisions can be made. This is important, as students with ASD frequently have difficulties which may mask their true capabilities and cause more traditional admissions evaluations to underestimate their abilities.

Once a student is admitted, an individualized University Educational Plan (UEP) will be formulated. An important aspect of this beginning phase would be to engage with the student’s parents, family member or caretaker, and the student’s previous service-providers (teachers, counselors, psychologists) to begin to understand the student’s need and to discover what types of programs or interventions were most productive in the past. [NOTE: with current confidentiality and privacy laws, only students who are willing to provide FERPA releases to allow the University to work with these people could be admitted to the program.] With this background, the student’s University Navigator, who is also the “point person” for the team of individuals collaborating on the support team for that student, would begin the development of his or her UEP. The support team for a given student might include, for example, a tutor, a speech therapist, a group counselor, a study skills instructor, a parent, and a mentor. The University Educational Plan would then, in a sense, be field tested prior to fall enrollment, through the students’ participation in a residential summer “bridge”
program, offering two courses over a six to ten week period, with the UEP in force. Given what is found during this “bridge” period, the UEP could be altered to more closely fit the student’s needs.

### CORE ACADEMIC SERVICES

The core academic will consist of individual tutorial, group tutorials, study groups, training on assistive technology, study skills training, note-taking training, study hall, and skill building classes. Many of these services are similar to the more traditional services made available to students currently supported through the Student Disability Resource Center’s (SDRC) and its Project IMPACT, but with augmentations and adjustments as needed. It is anticipated that individual tutorials will play a prominent role. CCSASD will not duplicate existing services. Rather it will build on these services, and leverage them with the addition of the university coach.

### A COMMUNITY OF LEARNERS

The Center will create and support a system for mutual support among the community of students with ASD, who are more likely than non-ASD students to understand the challenges each other face. The students will likely find among their peers a social network they might otherwise have difficulty building at the university, especially as they begin their academic program. Given that each student brings a different set of academic abilities and limitations, the student learning community can provide not only understanding and personal support, but strategies for academic success. Thus, the success of each student can become a critical element of the success of the whole community of students with ASD.

### SOCIAL SUPPORTS AND COACHING

Training of and consultation to residence staff will be a large part of this program. Care will be taken about selection of roommates and “suite” mates, as well as with other residence relevant issues. For recreation, support, and coaching needs, resources available on campus via classes, organizations, clubs, off campus activities, etc, will likely be applicable for many of our students with ASD.

Daily living coach is a broad based intervention, which we envision covering the “basic survival skills” of university life. This would include concepts like getting around the campus, understanding how to use the food services, learning to read and understand syllabi/course expectations, consulting with a faculty adviser, being able to negotiate syllabi and book purchases, and becoming comfortable
utilizing the different departments and services on campus. Practical living skills will also be included here, such as Bay Area public transit use, keeping a checkbook, money management, ATM and credit use. Perhaps the most important aspect will be the continuing coaching and support for self-advocacy skills.

GRADUATION AND CAREER GUIDANCE

Graduation and career guidance services may include vocational testing, job interview role-playing, part time employment opportunities on campus, career skills training, resume building, and placement in internships within the community both prior to and following graduation.

RESEARCH ON THE EFFECTIVENESS OF SUPPORT BY THE CCS ASD

An extensive evaluation of the success of students with ASD who have been supported by the Center will be developed. Further, the Center will collect and analyze data from other colleges and universities on the educational and support practices most effective in promoting college successes of students with ASD. This will not only provide ongoing evaluation of our Center services, but will greatly contribute to the professional field, offering professional guidance not only to the Center but to other institutions of higher education. Data management will be facilitated by collaboration with the Human Investment Research and Education Center (HIRE), which was established in 1994 as a self-supporting research organization within the College of Business and Economics at CSU, East Bay (http://www.hire.csuhayward.edu/Hire/about.htm).

The HIRE Center was created to expand human capital in the Bay Area by researching and evaluating programs and policies designed to further employment and educational opportunities. It has a long history of working with community partners in developing and managing data for data driven decision-making. It has expertise in designing and administering both quantitative and qualitative survey instruments, and has built an extensive portfolio of instruments for school districts and community organizations. Included in that portfolio are primary data collection instruments used to evaluate the effectiveness of educational programs and to develop measures of socioeconomic status, self esteem, interest in learning and the like. The HIRE Center also has extensive experience in building data bases from administrative data (e.g., school district records and other secondary sources) for use in evaluating programs and building indicators of success.
**CENTER ORGANIZATION**

The proposed organization of the CCSASD includes an executive committee, an advisory board, a Director, and core members comprised of the students, faculty, student services staff, and external researchers. A summary of the organizational structure is depicted in Figure 3.

![Organizational Structure Diagram](image)

**EXECUTIVE COMMITTEE**

An Executive Committee comprised of the President of CSUEB, the Dean of the College of Education and Applied Studies, an Advisory Board representative, the Co-Directors, and at least two faculty members of the Center will meet annually to review progress, identify strategies for success, and address any issues of concern brought to the committee by the Advisory Board or Co-Directors.

**ADVISORY BOARD**

An Advisory Board composed of faculty and staff from the university will provide on-going advice and support to the Center, including fundraising. The Advisory Board will include professionals in the field of autism, community representatives, members of the university faculty and staff, and parents.
of young people with ASD. The Advisory Board will be being formed to guide the work of, as well as to evaluate, the effectiveness of the Center.

The Advisory Board will meet biannually or as needed to advice on issues related to:

- tools to encourage ASD students towards degree completion;
- availability of campus, local, and external resources that would promote the research agenda of the ORU;
- internship and job placement opportunities for ASD students;
- personnel resources (for example for teaching a specialized course or giving guest lectures);
- identification and prioritization of the needs of the program

Figure 1 identifies individuals who have agreed to serve on the CCSASD Advisory Board:

1. Mr. Michael Bernick, a trustee of the CSUEB Foundation has agreed to Chair the Center Advisory Board
2. Mr. Allan Warren, a trustee of the CSUEB Foundation
3. Ms. Marcia Goldman, President of the Pacific Autism Center
4. Mr. Max Forman, a specialist in secondary and post-secondary education strategies for persons with autism

**CO-EXECUTIVE DIRECTORS**

Given the dual purposes of the proposed Center to include student services and research components, it is recommended that the Director position be held by two individuals, working side by side as Co-Directors. Tentatively, the Co-Directors are:

- Dr. Jack Davis, Professor of Educational Psychology and Co-Director of CCSASD
- Mr. Paul Hippolitus, Director of the Student Disability Resource Center and Co-Director of CCSASD

The expectation is that the Co-Directors shall serve for a term of three years, and may be re-elected a second term. An exception can be made for a Co-Director to serve a third term beyond the second term if mandated by the membership. At least one of the Co-Directors shall be a full-time faculty member of an academic department from CEAS and shall be appointed by the Dean of CEAS at the recommendation of the voting membership of the CCSASD. The Dean of the CEAS, in consultation with the faculty members of the Center, may, at any time, replace the Co-Director. The second Co-Director shall be either a faculty member or student services management person.
The Co-Directors are responsible for suggesting, developing, and implementing policies and activities of the Center. The Co-Directors shall have executive authority over routine administrative matters, but in all other matters shall be considered simply a ‘first among equals’ as members of the Executive Committee. The responsibilities of the Co-Directors include the following:

- Oversight of centers activities to ensure achievement of agreed upon goals;
- Organizing and managing the administrative support staff of the Center;
- Organizing regular meetings of the staff and faculty members;
- Scheduling, coordinating and managing subcommittees as needed;
- Scheduling and organizing regular meetings of the Advisory Board;
- Coordinating fundraising activities in conjunction with the Faculty members, the Advisory Board, the Foundation, and the Development office;
- Managing the finances of the Center, including the review and approval of all expenditures including payments of salaries, wages, or consulting fees; ensuring that the rates of pay for particular activities by faculty members do not exceed those allowed by University or Trustee regulations;
- Making temporary substitutions of personnel in programs and obtaining prior approval from the appropriate department chair or unit manager;
- Organizing lectures, conferences, roundtables and workshops;
- Developing and maintaining a center website in compliance with university policy and procedures;
- Coordinating with University technology support to provide wide dissemination of the various activities of the Center. These services will include but are not limited to the following: video conferencing, web conferencing, wikis, blogs, chats, and video on demand;
- Managing all space, physical arrangements, production of brochures and materials, and other support of programs and scholarly projects.

MEMBERSHIP

The CCSASD will be a service and research center of California State University East Bay. Core to the membership of CCSASD is faculty and staff involvement. In addition, it is anticipated that external members of the community will be involved in the day to day operations of the Center. There are three general categories of membership: Faculty, Staff, and Community.

A. Faculty Members

Faculty members of the Center will be drawn from the CSUEB faculty and include those who have teaching, research, and/or interests relating to autism or other disabilities. Faculty members may
be tenured, tenure track, visiting faculty, lecturers, and librarians. Faculty Members of the CCSASD will be expected to

- Attend the Center meetings;
- Serve on committees or task forces;
- Provide professional advice to the Center;
- Support and attend CCSASD events;
- Participate in fund-raising activities;
- Serve as a public relations and development resource for the Center.

B. Staff Members

Staff members of the Center will include colleagues from various student services units, Planning and Enrollment Management, Admissions, Student Associations, etc.

C. Community Members

Community members may encompass a broad range of persons associated with the Center, e.g., emeriti, interested professionals from local educational and civic institutions, graduate students, visiting colleagues, and parents of ASD students. Community members are entitled and encouraged to attend and participate in all meetings and events; however, they are not entitled to vote.

The membership will be established and adjusted based on participant’s expertise and experience, and on the desire of the person who is to be included, or removed from, the membership. Meetings of all members shall be convened by the Co-Directors of the CCSASD as necessary. At least one meeting shall be held each quarter.

FINANCING OF THE CENTER

It is anticipated that the primary sources of funding for the Center will be external and the Co-Directors will work closely with the Advisory Board, University Advancement, and the Office of Research and Sponsored Programs to secure such funding.

Since external funding often comes with expectations or requirements of internal support, the Center will work closely with the Dean of CEAS to develop appropriate University support. With the exception of requirements for internal support, the Center expects to be fully self-supporting within five years. Finances of the Center will be managed by the Co-Directors in consultation with the other members of the Executive Committee, and administered by the CSU East Bay University Foundation.
POTENTIAL FUNDING SOURCES

Anticipated sources of revenue include:

- Grants and contracts from the Federal government (Appendix B)
- Grants and Contracts from State and Local agencies
- Grants and/or gifts from non-profit organizations and foundations (Appendix C)
- Grants and/or gifts from industry partners
- Internal research grants (Chancellor’s Office, Lottery, Dean, Foundation sources)
- Indirect cost returns from external grants (when made available)
- Donations in kind or in cash
- External User Fees, if applicable
- Training or Short Course Fees, if applicable

BUDGET

A planning budget is provided in Table 2. An operational budget that provides details for a fully operational center is also included.

DISTRIBUTION OF FUNDS

Funds will be used for the day to day operation of the Center as well as for special projects. Funds will be distributed to faculty for conference presentations and for travel to collections. Students will be funded primarily as research assistants to faculty, but will sometimes receive funding for conference presentations as well. All distributions will be approved by the Co-Directors in consultation with the other members of the Executive Committee.
Table 2. Planning for Center for College Students with Autistic Spectrum Disorders (CCSASD)

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Annual salary</th>
<th>% Effort</th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Principal Investigator (PI)- Jack Davis</td>
<td>86,136</td>
<td>10%</td>
<td>$8,614</td>
<td>-</td>
<td>$8,614</td>
</tr>
<tr>
<td>Co-Principal Investigator (PI)- Paul Hippolitus</td>
<td>81,000</td>
<td>10%</td>
<td>$8,100</td>
<td>-</td>
<td>$8,100</td>
</tr>
<tr>
<td>Life Coaches ($20 per hr. x (15) hours per week x (2) students x (44) weeks)</td>
<td>26,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>26,400</td>
</tr>
<tr>
<td>Interim Director- Katie Brown</td>
<td>46,012</td>
<td>20%</td>
<td>$9,202</td>
<td>-</td>
<td>$9,202</td>
</tr>
<tr>
<td><strong>Subtotal Personnel</strong></td>
<td>$52,316</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$52,316</td>
</tr>
</tbody>
</table>

### Fringe Benefits:

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Annual salary</th>
<th>% Effort</th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Principal Investigator (PI)- Jack Davis</td>
<td>39.89%</td>
<td>-</td>
<td>$3,436</td>
<td>-</td>
<td>$3,436</td>
</tr>
<tr>
<td>Co-Principal Investigator (PI)- Paul Hippolitus</td>
<td>39.89%</td>
<td>-</td>
<td>$3,231</td>
<td>-</td>
<td>$3,231</td>
</tr>
<tr>
<td>Student Navigators</td>
<td>4.76%</td>
<td>-</td>
<td>$1,257</td>
<td>-</td>
<td>$1,257</td>
</tr>
<tr>
<td>Interim Director- Katie Brown</td>
<td>12.41%</td>
<td>-</td>
<td>$1,142</td>
<td>-</td>
<td>$1,142</td>
</tr>
<tr>
<td><strong>Subtotal Benefits</strong></td>
<td>$9,066</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$9,066</td>
</tr>
</tbody>
</table>

### Total, Salary and Benefits

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$61,382</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$61,382</td>
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### Other Costs

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel (conference, site visits, mileage, etc.)</td>
<td>$5,000</td>
<td>-</td>
<td>$5,000</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>$1,000</td>
<td>-</td>
<td>$1,000</td>
</tr>
<tr>
<td>Evaluation, Assessment, &amp; Dissemination</td>
<td>$1,500</td>
<td>-</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Subtotal Other costs</strong></td>
<td>$7,500</td>
<td>-</td>
<td>$7,500</td>
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</table>

### Total Direct Costs (TDCs)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Direct Costs (TDCs)</strong></td>
<td>$68,882</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$68,882</td>
</tr>
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</table>

### Indirect Costs

<table>
<thead>
<tr>
<th>% Effort</th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00%</td>
<td>$6,888</td>
<td>-</td>
<td>$6,888</td>
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### Total Request

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Private Support</th>
<th>CSUEB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Request</strong></td>
<td>$75,770</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$75,770</td>
</tr>
</tbody>
</table>
QUALIFICATIONS OF CO-DIRECTORS AND FACULTY INITIATORS

Jack Davis, PhD, University of California at Berkeley (Co-Director, on approval)

Dr. Davis is currently the Chair of the Department of Educational Psychology. He has both applied experience, i.e., directing a day school and clinic for students with learning and developmental difficulties, and research and writing experience in the area of learning difficulties, with a co-authored book on dyslexia coming out in Spring of 2009. He is currently working on a book on Nonverbal Learning disorders, considered by some to be a variation of a spectrum disorder.

Paul Hippolitus, (Co-Director, on approval): Mr. Hippolitus is currently the Director of both CSUEB’s Student Disability Resource Center and its Project IMPACT. Prior to his current duties, he was the Program Director for both the U.S. President’s Committee on Employment of People with Disabilities and the Office of Disability Employment Policy at the U.S. Department of Labor. In these latter two capacities, which spanned 37 years, he helped developed numerous national programs and policies in support of federal employment and educational legislation for people with disabilities, including people with Autism.

FIVE YEAR PLAN FOR CCSASD

The Center is expected to be largely self-supporting by the end of the fifth year. Since external funding is contingent on a history of achievement and often requires some internal support, initial expenses will be provided with internal funds. Space for the Center will be in existing department offices within CEAS, with an understanding that as the Center expands and grows, funding allocations for additional space will be required. A summary of annual needs, special activities, costs, and resources is provided in Table 3, which is an extended budget for the five-year period between 2009-2010 and 2013-2014.
### Table 3. Center for College Students with Autistic Spectrum Disorders (CCSASD) Implementation

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private Support</td>
<td>CSUEB</td>
<td>Total</td>
<td>Private Support</td>
<td>CSUEB</td>
</tr>
<tr>
<td>Co-Principal Investigator (PI)- Jack Davis</td>
<td>$86,136</td>
<td>10%</td>
<td>$8,614</td>
<td>$8,614</td>
<td>$9,273</td>
</tr>
<tr>
<td>Co-Principal Investigator (PI)- Paul Hippolitus</td>
<td>$81,000</td>
<td>10%</td>
<td>$8,100</td>
<td>$8,100</td>
<td>$8,720</td>
</tr>
<tr>
<td>Director, Foundation employee</td>
<td>$70,000</td>
<td>40%</td>
<td>$28,000</td>
<td>$28,000</td>
<td>$29,120</td>
</tr>
<tr>
<td>Administrative Asst. III</td>
<td>$40,000</td>
<td>33%</td>
<td>$13,200</td>
<td>$13,200</td>
<td>$13,728</td>
</tr>
<tr>
<td>Student Assistant III</td>
<td>$49,500</td>
<td>-</td>
<td>$49,500</td>
<td>$49,500</td>
<td>$49,500</td>
</tr>
<tr>
<td>4 Tutors II</td>
<td>$21,000</td>
<td>-</td>
<td>$21,000</td>
<td>$21,000</td>
<td>$21,630</td>
</tr>
<tr>
<td><strong>Subtotal Personnel</strong></td>
<td>$128,414</td>
<td>-</td>
<td>$128,414</td>
<td>$131,970</td>
<td>$131,970</td>
</tr>
<tr>
<td>Fringe Benefits:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Foundation employee</td>
<td>$3,301</td>
<td>11.79%</td>
<td>$1,556</td>
<td>$1,556</td>
<td>$1,619</td>
</tr>
<tr>
<td>Tutors II</td>
<td>$1,000</td>
<td>4.76%</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,030</td>
</tr>
<tr>
<td><strong>Subtotal Benefits</strong></td>
<td>$14,880</td>
<td>-</td>
<td>$14,880</td>
<td>$15,615</td>
<td>$15,615</td>
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<tr>
<td><strong>Total, Salary and Benefits</strong></td>
<td>$143,294</td>
<td>-</td>
<td>$143,294</td>
<td>$147,585</td>
<td>$147,585</td>
</tr>
<tr>
<td>Other Costs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Events (orientation, field trips, group dinners, etc.)</td>
<td>$2,000</td>
<td>-</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Travel for 2 PIs to attend conference on mileage to travel 1000 miles at $0.585 cents/mile</td>
<td>$3,980</td>
<td>-</td>
<td>$3,980</td>
<td>$4,099</td>
<td>$4,099</td>
</tr>
<tr>
<td>Expendable office supplies</td>
<td>$2,000</td>
<td>-</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Marketing</td>
<td>$5,000</td>
<td>-</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Website development</td>
<td>$10,000</td>
<td>-</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
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<tr>
<td>Contractor Costs: Professional Technical Advisor (speech language therapy, therapeutic recreation, social skill development, etc.)</td>
<td>$25,000</td>
<td>-</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Evaluation and Assessment</td>
<td>$5,000</td>
<td>-</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Subtotal Other costs</strong></td>
<td>$53,565</td>
<td>-</td>
<td>$53,565</td>
<td>$44,684</td>
<td>$44,684</td>
</tr>
<tr>
<td><strong>TDC</strong></td>
<td>$196,859</td>
<td>-</td>
<td>$196,859</td>
<td>$192,269</td>
<td>$192,269</td>
</tr>
<tr>
<td><strong>Indirect Costs (10% TDC)</strong></td>
<td>$19,686</td>
<td>-</td>
<td>$19,686</td>
<td>$19,227</td>
<td>$19,227</td>
</tr>
<tr>
<td><strong>Total Request</strong></td>
<td>$216,545</td>
<td>-</td>
<td>$216,545</td>
<td>$211,496</td>
<td>$211,496</td>
</tr>
</tbody>
</table>
CONTACT INFORMATION:

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Educational Psychology
California State University, East Bay
AE 373A
25800 Carlos Bee Boulevard
Hayward, CA 94542
510-885-3052
jack.davis@csueastbay.edu

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Student Disability Resources Center
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25800 Carlos Bee Boulevard
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510-885-3868
paul.hippolitus@csueastbay.edu

Dr. Rhea L. Williamson, AVP
Office of Research and Sponsored Programs
California State University, East Bay
LI 2310
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Hayward, CA 94542
510-885-4211
rhea.williamson@csueastbay.edu

Sandy Sanders, Director
Corporate and Foundation Relations
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542
510-885-2878
sandy.sanders@csueastbay.edu
APPENDIX A

LETTERS OF SUPPORT
March 24, 2009

Rhea Williamson
Office of Research and Sponsored Programs
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542

Dear Rhea:

The purpose of this letter is to pledge my support of California State University, East Bay’s (CSUEB’s) proposal to create a Center on Autism.

The purpose of this proposed Center will be to develop both practical and cost-effective solutions designed to meet the needs of students on the Autism spectrum. Both Federal and State disability laws only require that colleges provide accommodations to students with disabilities (including Autism) related to academic learning. However, students with Autism need support well beyond the classroom. They need support with personal study skills, personal behavior, and related social skills development. Current University practices, based on current disability laws, do not require that we support these personal needs. Therefore, there is a gap in services.

If we fail to respond to this challenge, most students with Autism will not be successful in their higher education quest. The irony is that these students can do the academic work, but without appropriate support they are likely to fail because of lack of ability to perform the routine social and personal skills that come naturally for other students.

Our proposed Center on Autism will develop both practical and cost-effective solutions designed to meet the needs of these students.

- Our center will develop transitional programs for these students before they arrive on campus.
- It will establish a coordinate team of supports organized around an individualized plan of action.
- It will employ cost-effective models to provide needed additional supports such as life coaches, special instruction, additional counseling, and peer supports.
- It will educate the campus community (instructors, staff and fellow students) on the unique ways students with Autism communicate and interact.
- It will research our efforts and validate their outcomes.
- And, it will package and disseminate findings so other universities can benefit from what has been learned.

Student Affairs staff stand ready to support this much needed initiative.

Sincerely,

[Signature]

Dr. Sonjia Redmond
Vice President, Student Affairs
Jack Davis, Professor of Educational Psychology  
Department of Educational Psychology  
CSUEB  

Dear Dr. Davis:

The College of Education and Allied Studies enthusiastically supports and welcomes the opportunity to assist in the development of the proposed center for students with Autistic Spectrum Disorders (CCASD).

There is no question about the exponential growth in the incidence of Autistic Spectrum Disorders in children across this nation, and the Bay Area appears to have more than its share. Many of these children are very bright, while facing serious challenges communicative and social skills. While parents of young children with ASD have options programs for pre-school and for school aged children, after high school, the options disappear almost completely. While high-functioning young adults with ASD are definitely college material, at this time, only the wealthiest families can afford the kind of personalized college education that these students require. Building on our University’s commitment to social responsibility, and some of the marvelous support systems we have already in place, your proposed Center would provide exactly the kinds of personalized supports that are required to meet these students’ social, communicative and learning needs within the framework of a regular public university experience.

The services your Center proposes to offer are exactly what are required so that high-functioning high school graduates with Autistic Spectrum Disorder can achieve their goals of a college education that is fully supported for their needs, thus allowing them to realize their potential to have meaningful and productive careers and lives in their communities.

We congratulate you on your work with your community partners in designing a program that shows great promise of success in offering a fully-supported four-year public university education to students with ASD. We look forward to working with you through the process of funding and to welcoming the first cohort of students.

Sincerely,

Joanna Dee Servatius, Ed.D.  
Interim Dean, College of Education and Allied Studies
March 24, 2009

Mr. Paul Hippoletus
California State University, East Bay
2580 Carlos Bee Boulevard
Hayward, CA 94542

Re: CSUEB Center for College Students with Autistic Spectrum Disorders

Dear Mr. Hippoletus:

I write to support the establishment of the proposed CSUEB Center for College Students with Autistic Spectrum Disorders (CCSASD) as an Organized Research Unit of the University.

As a trustee of the CSUEB Educational Foundation, I have been involved in the development of the CCSASD for the past six months. After the idea for the CCSASD was presented, the President’s office suggested I might head an advisory committee of autism experts and parents outside of the university to assist in the Center’s development. As a parent of an autistic young man, who is a freshman at CSUEB, I welcomed the opportunity. Having recently gone through a search of colleges throughout the nation, I know that there is no similar program in operation in an American university setting.

There are a growing number of university-based centers focused on early intervention for children diagnosed as being on the autistic spectrum and on genetic and other causes of autism. There is no university-based center focused on strategies for young people on the autistic spectrum to succeed on the college level. There are a handful of private programs that have arisen to meet the great hunger among parents for college-level support programs, but these programs are limited to a few campuses in the United States and are limited to a relatively small economic group, charging over $30,000 above other college fees.

The proposed CCSASD should take the lead in research on effective strategies and learning styles for students on the autistic spectrum. The academic literature on autism has grown exponentially over the past decade, but as noted above, it has been nearly entirely on early intervention and causation.

I hope the Provost’s Council will approve the CCSASD. CSUEB can become an academic leader in the research on and understanding of college-level strategies for students on the autistic spectrum.

Yours,

Michael Bernick
APPENDIX B

GRANTS AND CONTRACTS FROM THE FEDERAL GOVERNMENT
<table>
<thead>
<tr>
<th>Sponsor, Program Title</th>
<th>Purpose of Program</th>
<th>Award Amount</th>
<th>Proposal Deadline/Deadline Notes</th>
<th>Website Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Education Research; Postsecondary Education - 84.305A</td>
<td>The Postsecondary Education research program intends to identify, develop, evaluate, provide evidence on the effectiveness of, and develop and validate assessments regarding issues in postsecondary education.</td>
<td>Applicants must submit an application under either Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>The information in this record is based on the most current sponsor literature. A letter of intent to apply is optional, but encouraged. Summer letters of intent due by April 28, 2008; fall letters of intent due by July 10, 2008; The summer application deadline is June 26, 2008. The deadline for fall applications is October 2, 2008.</td>
<td>Website: <a href="http://ies.ed.gov/ncser/funding/postsecondary/index.asp">http://ies.ed.gov/ncser/funding/postsecondary/index.asp</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Special Education Research: Related Services - 84.324A</td>
<td>The purpose of the Related Services research program is to contribute to the improvement of reading, writing, language, mathematics, science, social, or behavioral outcomes, as well as functional skills that improve educational and transitional results of students.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $750,000.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadlines for this program is as follows: Summer letters of intent are optional but encouraged and are due by April 28, 2008; fall letters of intent are optional but encouraged and are due by July 10, 2008. The deadline for summer applications is June 26, 2008; the deadline for fall applications is October 2, 2008.</td>
<td><a href="http://ies.ed.gov/ncser/funding/related_services/index.asp">http://ies.ed.gov/ncser/funding/related_services/index.asp</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Postdoctoral Special Education Research Training Program</td>
<td>The specific intent of this program is to prepare researchers who are able to prepare competitive proposals that address relevant special education topics and meet the methodological requirements specified in the research goals described in the institute’s research grants competition.</td>
<td>Awards are typically about $160,000 (includes direct and indirect costs) per year for four years. In no case should a request exceed $200,000 (total cost) per year.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadline for this program is as follows: Letters of intent are optional but encouraged and should be submitted by July 10, 2008.</td>
<td><a href="http://ies.ed.gov/funding/">http://ies.ed.gov/funding/</a></td>
</tr>
<tr>
<td>Sponsor, Program Title</td>
<td>Purpose of Program</td>
<td>Award Amount</td>
<td>Proposal Deadline/Deadline Notes</td>
<td>Website Addresses</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>United States Department of Education (ED); Office of Special Education and Rehabilitative Services (OSERS); National Institute on Disability and Rehabilitation Research (NIDRR); Disability Rehabilitation Research Projects (DRRPs); Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders - 84.133A-6</td>
<td>The program supports research that contributes to evidence-based rehabilitation interventions to improve the lives of individuals with ASDs. Under this priority, applicants contribute to one or both of the following outcomes: 1. Improved vocational and postsecondary education outcomes for individuals with ASDs, and 2. Improved long-term vocational and postsecondary education services for individuals with ASDs.</td>
<td>The department will reject any application that proposes a budget exceeding the maximum award amount of $350,000 for a single budget period of 12 months. The estimated range of awards is $347,999 to $350,000.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadline for this program was April 1, 2008. The record will be updated when new information becomes available.</td>
<td><a href="http://www.ed.gov/programs/drrp/applicant.html#84133a6">http://www.ed.gov/programs/drrp/applicant.html#84133a6</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Special Education Research: Cognition and Student Learning in Special Education - 84.324A</td>
<td>The purpose is to improve learning for students with disabilities by bringing recent advances in cognitive science to 1) identify underlying processes involved in reading, writing, mathematics, science, social, behavioral, and secondary transitional outcomes for students with disabilities from kindergarten through grade 12.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available.</td>
<td><a href="http://ies.ed.gov/nces/funding/cognition/index.asp">http://ies.ed.gov/nces/funding/cognition/index.asp</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Special Education Research: Teacher Quality - 84.324A</td>
<td>The purpose of the program is to identify effective strategies for improving the performance of current classroom teachers in ways that increase reading, writing, language, mathematics, science, social, behavioral, and secondary transitional outcomes for students with disabilities from kindergarten through grade 12.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available.</td>
<td><a href="http://ies.ed.gov/nces/funding/teacherquality/index.asp">http://ies.ed.gov/nces/funding/teacherquality/index.asp</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research</td>
<td>The program intends to contribute to the improvement of education for individuals with disabilities by identifying, developing, and promoting effective and sustainable strategies for improving the performance of current classroom teachers in ways that increase reading, writing, language, mathematics, science, social, behavioral, and secondary transitional outcomes for students with disabilities from kindergarten through grade 12.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available.</td>
<td><a href="http://ies.ed.gov/nces/funding/systemic/index.asp">http://ies.ed.gov/nces/funding/systemic/index.asp</a></td>
</tr>
<tr>
<td>Sponsor, Program Title</td>
<td>Purpose of Program</td>
<td>Award Amount</td>
<td>Proposal Deadline/Deadline Notes</td>
<td>Website Addresses</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Research; Special Education Research: Systemic Interventions and Policies for Special Education - 84.324A</td>
<td>evaluating the efficacy of, evaluating the impact of, and assessing the implementation of systemic practices or policies that are associated with better outcomes for students with disabilities.</td>
<td>Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>new program information becomes available. A letter indicating an applicant’s intent to submit an application is optional, but encouraged, for each application.</td>
<td><a href="http://www.ed.gov/programs/drrp/index.html">http://www.ed.gov/programs/drrp/index.html</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Office of Special Education and Rehabilitative Services (OSERS); National Institute on Disability and Rehabilitation Research (NIDRR); Disability Rehabilitation Research Projects (DRRPs); Center on Postsecondary Education for Students With Intellectual Disabilities - 84.133A-12</td>
<td>The DRRP center must identify key characteristics and promising practices of postsecondary education programs at community colleges, vocational-technical schools, and four-year colleges that currently serve students with intellectual disabilities (ID), including specialized programs that are intended to promote independence and improve employment outcomes for students with ID</td>
<td>The estimated available funds for this program total $500,000. The estimated range of awards is $490,000 to $500,000. The department will reject any application that proposes a budget exceeding $500,000 for a single budget period of 12 months.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadline for this program was June 24, 2008. The record will be updated when new information becomes available.</td>
<td></td>
</tr>
<tr>
<td>Department of Health and Human Services (HHS); Health Resources and Services Administration (HRSA); Maternal and Child Health Bureau; Long Term MCH Training: LEND Expansion</td>
<td>Funding for this expansion should primarily support the training of medium and long-term trainees who will be able to confirm or rule out a diagnosis of ASD, provide evidence-based interventions for individuals with ASD, and participate in research into the development and validation of reliable screening tools for ASD and disseminate information regarding those screening tools.</td>
<td>There will be an estimated 17 awards of approximately $200,000 each.</td>
<td>Anticipated deadline is Jul 01, 2009. A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available.</td>
<td><a href="https://grants.hrsa.gov/webextema1/FundingOppDetails.asp">https://grants.hrsa.gov/webextema1/FundingOppDetails.asp</a>?</td>
</tr>
<tr>
<td>Department of Health and Human Services (HHS); National Institutes of Health (NIH); Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD); Intellectual and Developmental Disabilities Research Centers 2009 (P30)</td>
<td>The Eunice Kennedy Shriver NICHD invites applications for Center Core Grants designed to advance the diagnosis, prevention, treatment, and amelioration of intellectual and developmental disabilities. The primary objective of the NICHD Intellectual and Developmental Disabilities Research Centers program is to provide core support and facilities for cohesive, interdisciplinary</td>
<td>A new application may request up to $750,000 in direct costs. A competitive renewal application may request up to $750,000 or an increase of up to 1 percent above the direct costs</td>
<td>Although not required, prospective applicants may submit a letter of intent by November 21, 2008. Applications are due December 22, 2008.</td>
<td><a href="http://grants.nih.gov/grants/guide/rfa-files/RFA-HD-08-016.html">http://grants.nih.gov/grants/guide/rfa-files/RFA-HD-08-016.html</a></td>
</tr>
<tr>
<td>Sponsor, Program Title</td>
<td>Purpose of Program</td>
<td>Award Amount</td>
<td>Proposal Deadline/Deadline Notes</td>
<td>Website Addresses</td>
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<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Special Education Research: Social and Behavioral Outcomes to Support Learning</td>
<td>research and research training.</td>
<td>awarded in the final noncompeting (Type 5) year, whichever is greater.</td>
<td></td>
<td><a href="http://ies.ed.gov/nser/funding/soc_beh/index.asp">http://ies.ed.gov/nser/funding/soc_beh/index.asp</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Office of Vocational and Adult Education (OVAE); Ready for College: Adult Education Transitions Program - 84.191A</td>
<td>The purpose of the program is to contribute to the prevention or amelioration of behavior problems in students with or at-risk for disabilities and concomitantly, improve their developmental and academic outcomes.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>Anticipated deadline is June 26, 2009 and October 2, 2009 A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available.</td>
<td><a href="http://www.ed.gov/programs/aenla/index.html">http://www.ed.gov/programs/aenla/index.html</a></td>
</tr>
<tr>
<td>United States Department of Education (ED); Office of Postsecondary Education (OPE); Demonstration Projects to Ensure that Students with Disabilities Receive a Quality Higher Education - 84.333A</td>
<td>Under this program, the U.S. Department of Education plans to support state and local efforts to increase the rate at which adults, aged 18 to 24, successfully complete adult secondary education (ASE) and transition to postsecondary education.</td>
<td>The estimated range is up to $1,000,000. The estimated average award size is $750,000.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadline for this program was August 6, 2007. The record will be updated when new information becomes available. Deadline for Notice of Intent to Apply: August 6, 2007. Deadline for Transmittal of Applications: August 27, 2007.</td>
<td><a href="http://www.ed.gov/programs/disabilities/index.html">http://www.ed.gov/programs/disabilities/index.html</a></td>
</tr>
<tr>
<td>National Science Foundation (NSF); Directorate for Education and Human Resources (EHR); Division of Human Resources</td>
<td>The purpose of the program is to award grants to institutions of higher education (IHEs) to develop innovative demonstration projects that provide technical assistance or professional development that faculty and administrators at IHEs need to effectively teach students with disabilities.</td>
<td>The total estimated available funds for this program are $6,629,764. The estimated range of awards is $120,000 to $365,000.</td>
<td>The information in this record is based on the most current sponsor literature. The most recent deadline for this program was May 22, 2008. The record will be updated when new information becomes available.</td>
<td><a href="http://www.ed.gov/programs/disabilities/index.html">http://www.ed.gov/programs/disabilities/index.html</a></td>
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</tbody>
</table>

The RDE program seeks to broaden the participation and achievement of people with disabilities in all fields of science, technology, arts, and the humanities.

Awards range from $150,000 to $375,000.

The information in this record is based on the most current sponsor literature. The most recent deadline for this program was May 22, 2008. The record will be updated when new information becomes available.

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<tr>
<td>Resource Development (HRD); Research in Disabilities Education (RDE) - NSF 08-527</td>
<td>engineering, and mathematics (STEM) education and associated professional careers.</td>
<td></td>
<td>recent deadline for this program was April 21, 2008. The record will be updated when new information becomes available.</td>
<td></td>
</tr>
<tr>
<td>United States Department of Education (ED); Institute of Education Sciences (IES); National Center for Special Education Research; Special Education Research: Autism Spectrum Disorders - 84.324A</td>
<td>The purpose of the Autism Spectrum Disorders (ASD) research program is to contribute to the improvement of cognitive, communicative, academic, social, and behavioral outcomes of students identified with autism spectrum disorder from preschool through grade 12.</td>
<td>For FY 2009, applicants must submit applications under Goal One, Goal Two, Goal Three, Goal Four, or Goal Five. Awards range from $100,000 to $1,200,000.</td>
<td>A deadline for the next cycle has not been confirmed. The record will be updated when new program information becomes available. A letter indicating an applicant's intent to submit an application is optional, but encouraged, for each application. Summer letters of intent are due by April 28, 2008; fall letters of intent are due by July 10, 2008. The deadline for summer applications is June 26, 2008. The deadline for fall applications is October 2, 2008.</td>
<td><a href="http://ies.ed.gov/ncser/funding/autism/index.asp">http://ies.ed.gov/ncser/funding/autism/index.asp</a></td>
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APPENDIX C

GRANTS AND/OR GIFTS FROM NON-PROFIT ORGANIZATIONS AND FOUNDATIONS
<table>
<thead>
<tr>
<th>Foundation</th>
<th>Areas of Interest</th>
<th>Average Grant Size</th>
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</table>
| **Autism Speaks!**             | Each year Autism Speaks holds a variety of investigator-initiated grant calls. Grants include pilot grants, basic and clinical grants, augmentation and bridge grants, treatment grants, and innovative technology grants. Funding research efforts hope to produce significant findings that will be reported in peer-reviewed journals, and lead to additional research support from government or other funding agencies. | Depending on the grant program, awards range from $60,000 to $150,000 for up to 3 years. | General Research  
Basic/Clinical  
LOI – 1/16/09  
Application – 3/25/09  
Pilot  
LOI – 2/09  
Application – 6/09  
Treatment Research  
Treatment  
LOI – 12/1/08  
Application – 1/20/09  
Treatment for GI Dysfunction  
LOI – n/a  
<p>| <strong>The Orfalea Family Foundation</strong> | Developmentally disabled, centers and services, education, early childhood education | $50K                | 1/10/09 7/10/09         | Online letter of inquiry should be submitted by Jan. 10 for the Feb. 15 grant deadline; July 10 for the Aug. 15 grant deadline--Usually focus on San Luis Obispo, Santa Barbara, and Ventura County |
| <strong>The California Endowment</strong>   | NO support for Medical or scientific research; seeks lasting reforms and improvements in the way health and mental health services are delivered; mental health special initiative | $2M                | Board meets quarterly    |                                                                      |</p>
<table>
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<tr>
<td>The California Wellness Foundation</td>
<td>The foundation's mission is to improve the health of the people of California by making grants for health promotion, wellness education and disease prevention</td>
<td>$200K</td>
<td>Board meets quarterly</td>
<td>Would probably apply through Special Projects Program</td>
</tr>
<tr>
<td>The David and Lucile Packard Foundation</td>
<td>Children, Families, and Communities: The CFC Program works to ensure opportunities for all children to reach their potential--health insurance</td>
<td>$1M</td>
<td>Board meets quarterly</td>
<td></td>
</tr>
<tr>
<td>California HealthCare Foundation</td>
<td>Expand access to affordable, quality health care for underserved individuals and communities; commissions research and analysis</td>
<td>$85K</td>
<td>Board meets quarterly</td>
<td></td>
</tr>
<tr>
<td>TJ Long Foundation</td>
<td>Giving primarily for education, the arts, health and human services. Focus on Alameda and Contra Costa Counties</td>
<td>$50K</td>
<td>Rolling basis</td>
<td>CSUEB already has relationship- Could be a good prospect- no more than $50K though</td>
</tr>
</tbody>
</table>