DEAN'S OFFICE

Long-term Vulnerability and Resilience of Coupled Human-Natural Ecosystems to Fire Regime and Climate Changes at an Ancient Wildland Urban Interface

Sponsor: National Science Foundation

$1,500,000

Thomas Swetnam (Lead PI, UA Laboratory of Tree-Ring Research) and Sara Chavarria

Provides immersive workshops for teachers in Tucson and Jemez Valley (New Mexico) to develop teaching materials for existing curriculum about the nature of fire and forests in local landscapes.

Processes and Patterns in the North American Monsoon Macrosystem

Sponsor: National Science Foundation

$2,950,000

Russell Monson (Lead PI, UA School of Natural Resources and the Environment and the UA Laboratory of Tree-Ring Research) and Sara Chavarria

Provides immersive workshops and field experiences for local teachers to develop teaching materials about the role of scientific models in understanding the North American monsoon macrosystem.

DISABILITY AND PSYCHOEDUCATIONAL STUDIES

National Leadership Consortium in Sensory Disabilities

Sponsor: U.S. Department of Education, Salus University

$181,537

Shirin D. Antia and Maria Christina Rivera

Increases the number and quality of doctoral graduates who specialize in the education of deaf and hard-of-hearing, blind and visually impaired, and deaf and blind children. Funds go directly to select NLCSLD Fellows who are doctoral students at the 24 consortium universities (including the University of Arizona). Faculty at consortium universities collaborate in offering online consortium courses focused on research and teacher preparation in the field of sensory disabilities.

Special Education Research and Development Center on Reading Instruction for Deaf and Hard-of-Hearing Students

Sponsor: U.S. Department of Education, Georgia State University

$550,423

Shirin D. Antia

Identifies variables that influence literacy outcomes in young deaf and hard-of-hearing students from a variety of educational settings; examines child-by-instruction interactions; and develops and field-tests literacy interventions. The Center on Literacy and Deafness is a five-year Special Education Research and Development Center funded by the Institute of Education Sciences. Georgia State University, University of Arizona, University of Colorado at Boulder, and the Rochester Institute of Technology are the universities involved in this project.

High-Need Students Who Are Deaf or Hard of Hearing: Preparing Teachers for the Future

Sponsor: U.S. Department of Education

$749,840

Shirin D. Antia and Kathryn Krieder

Increases the quality and quantity of teachers to serve high-needs, school-age students who are deaf or hard of hearing through a hybrid program that is primarily web-based distance education. An optional listening and spoken language skill specialization is also available.

Rehabilitation Long-Term Training — Master’s

Sponsor: U.S. Department of Education

$499,999

Chih Chin Chou

Increases the supply of master’s level rehabilitation counselors available for employment in vocational rehabilitation agencies. (The field of rehabilitation counseling continues to face a critical shortage of personnel.) The rehabilitation counseling program at the UA is the only higher education institution in Arizona approved by the Arizona Board of Regents to offer rehabilitation programs of study.) Provides support for student tuition, stipend, and outreach opportunities to attract quality students to join the field.

The Development of Population-Specific Social Support Major for People with Serious Mental Illness

Sponsors: National Institute of Mental Health, San Francisco State University

$177,998

Chih-Chin Chou and Julie Henson of SFU

Develops and tests a tailored social support-scale, which is critical to assessment and treatment-effectiveness studies for those affected by serious mental illness (SMI); adds to the current support structures of psychopharmacological and behavioral approaches available to people suffering from SMI.

Technical Assistance Continuation Education IX

Sponsors: U.S. Department of Education, San Diego State University Foundation

$373,159

William Downey

Provides training for Arizona’s rehabilitation community, delivering three two-day institutes a year—one in Tucson, one in Phoenix, and one in Flagstaff. Topics vary depending on input from participants, typically practitioners from the Arizona Rehabilitation Services Administration, community rehabilitation programs, school transition and special education programs, and tribal rehabilitation programs.

Combined Priority for Personnel Development

Sponsor: U.S. Department of Education, Flagstaff

$499,999

Jane Erin and Irene Topor

Prepares 30 teachers of students with visual impairments under two instructional models. Student outcomes compared through student follow-up, including student teaching experiences and supervisor evaluations to identify strengths and weaknesses of each delivery model.

AnimalWatch VI Suite Project

Sponsor: U.S. Department of Education

$1,204,065

Carole Beal (Lead PI, UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION) and Jane Erin

Increases the math competence of students with visual impairments in grades 5-9. Students use an iPad app and accompanying materials to solve math word problems about endangered species, such as the California condor and cheetah. The project team’s premise is that by increasing a student’s math skills, the student is more likely to be successful in high school math courses and may ultimately enter the STEM fields where, traditionally, there have been fewer individuals with visual impairments and other disabilities.

College Education and Wellness for Veterans with SCI/D

Sponsor: Paralyzed Veterans of America

$40,000

Michael Hartley

Building upon the nationally recognized success of a 2012 UA camp funded by the Paralyzed Veterans of America, establishes a second education and wellness camp focused on increasing college access and success for veterans with spinal cord injuries and diseases (SCI/D). Concentrates on resilience and college learning more acutely and supports up to 18 veterans with SCI/D interested in returning to and/or learning about college. Expands the role of the campus Veterans Education and Transition Services Center as a key program in easing the initial transition for veterans by providing a social base within the larger university community.

AzRSA/IGA Rehabilitation Training

Sponsor: Arizona Department of Economic Security

$2,023,549

Philip Johnson

Administers an AzRSA scholarship program for Arizona vocational rehabilitation counselors who have been admitted to the master’s degree program with a counseling, rehabilitation, and mental health emphasis. Provides an opportunity for 10 AzRSA vocational rehabilitation counselors or staff to take selected courses as nondegree-seeking students throughout the academic year and during the summer sessions. Ensures AzRSA counselors or staff have the support necessary to successfully complete the master’s degree requirements, become certified rehabilitation counselor-eligible, and provide mental health rehabilitation counseling services for consumers with disabilities.

Project FOCUS: Focusing Opportunities with Community and University Supports (Transition Program for Students with Intellectual Disabilities into Higher Education)

Sponsor: U.S. Department of Education

$1,828,033

Stephanie MacFarland and Dan Perino (TUCSON UNIFIED SCHOOL DISTRICT)

In collaboration with Tucson Unified School District’s Community Transition Programs, provides a unique post-high school option for students with intellectual disabilities, ages 18-21. Creates an inclusive program that focuses on academics and instruction, social activities, employment experiences through work-based learning, and internships to lead to competitive employment for young adults with intellectual disabilities, a population that historically has been underserved.

Cultivating Diverse Talent in STEM

Sponsor: National Science Foundation

$1,499,415

Carol J. Maker and Uwe Hilgert (BIOS INSTITUTE)

Studies the mental and innovative methods to identify gifted students in STEM, especially among underserved Hispanic and Native American students in Arizona, to increase the number and diversity of exceptionally talented students who have access to interventions that accelerate learning. Partners with Sunnyside Unified School District, Tubac City Unified School District, Greyhills Academy High School, and Shonto Preparatory
Technology High School. The University of Arizona College of Education, Pharmacology, and Science aims to develop, examine, and disseminate practices that result in high achievement and successful independent living for children and adolescents with special needs. Focuses on both the high-incidence and low-incidence areas of special education, with a specific emphasis on students with disabilities who are at high risk for school failure due to the combination of disability, cultural/linguistic diversity, and high-needs status.

**EDUCATIONAL PSYCHOLOGY**

Addressing the Need for Implicit Evidence on the Role of Culturally Responsive Teaching and Achievement among Latino Youth

**Sponsors:** Spencer Foundation, National Academy of Education

$55,000

FRANCISCO LOPÉZ

Examines how teachers’ beliefs and behaviors about culturally responsive pedagogy are related to Latino students’ ethnic and achievement identity and academic outcomes. Analyses reveal that teachers’ beliefs regarding the use of Spanish in instruction, incorporation of family’s knowledge, and knowledge about the ways schools contribute to social stratification positively relate to students’ outcomes.

**TEACHING, LEARNING, AND SOCIOCULTURAL STUDIES**

The Study of the United States Institutes for Student Leaders on U.S. History and Government

**Sponsors:** U.S. Department of State, Institute for Training and Development

$376,249

MARCELLA VÁZQUEZ (LEAD PI, BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY) AND ALBERTO ARENAS

Provides professional development and training for a cohort of 40 college students from various Latin American countries (Paraguay, Bolivia, Peru, Guatemala) and in the areas of history and culture of the United States.

Investigating the Landscape of Undergraduate Science Literacy

**Sponsors:** National Science Foundation

$150,369

ANDREW IMPERFEIT (LEAD PI, UA DEPARTMENT OF GEOLOGY) AND JASON BROWN

Examines students’ science literacy, interest in science, and their knowledge of resources and support systems for their science learning. Includes data collected in the past 5 years from undergraduate students enrolled in non-major science courses at the UA.

**PARTNERS IN PROFESSIONAL DEVELOPMENT**

**Sponsors:** Arizona Early Childhood Development and Health Board, United Way

$30,000

SOYNA GACHES

Provides support for undergraduate and graduate students in the Teach Arizona program. Improves students’ readiness for the secondary mathematics teaching profession through the Teach Arizona program. Participants commit to teach for at least three years in high-need schools in partner districts in Tucson and gain access to teacher preparation programs and three years of induction support from the UA Center for Recruitment and Retention of Mathematics Teachers. Includes a coach who visits schools and offers one-on-one mentoring.

**PROJECT SEED**

**Sponsors:** National Science Foundation, National Science Teachers Association

$508,721

ERIN TURNER

Addresses the key challenges of enhancing the ability of teachers to provide STEM education.