



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

2010 State Application Process

States are invited to participate in a professional development opportunity offered by the National Professional Development Center on Autism Spectrum Disorders (ASD), funded by the U.S. Department of Education, Office of Special Education Programs. This multi-university program began on July 1, 2007. The mission of the Center is to provide resources, professional development, and technical assistance that will increase the number of highly qualified personnel serving children and youth with ASD by:

- promoting evidence-based practices for early identification, intervention, and education that produce optimal child and family outcomes, spanning the age range from infancy to early adulthood (21 years);
- providing sustainable, outcome based professional development and technical assistance that optimize existing resources for effective delivery of services;
- establishing model sites showcasing evidence-based practices (EBP); and
- evaluating/measuring child, family, practitioner, and system level outcomes.

Each of the three regional sites of the National Professional Development Center on Autism Spectrum Disorders (the Center) will collaborate with selected states for a period of two years.

Procedural Plan for State Involvement

Over a two year period, the Center will collaborate with state personnel to develop a system of professional development and technical assistance to promote the use of evidence-based practices for individuals with autism spectrum disorders. This collaboration includes the selection of model sites for evidence-based practices at the early intervention/preschool, elementary and/or middle/high school levels. Staff from the Center will collaborate with each state's interagency autism planning group of key stakeholders, including families, to develop, implement, and continuously monitor an outcome-based state strategic plan for professional development and technical assistance and to identify a state training and technical assistance team. Through web-based and hands-on professional development resources and activities, Center staff and state personnel will provide professional development for a selected group of practitioners in the first year, followed by provision of technical assistance and consultation. During the second year of the project, state personnel will plan, implement, and continuously evaluate professional development and technical assistance to expand early identification and the use of evidence-based practices with support from Center staff. Center staff will assist in assessing and monitoring child, family, practitioner, and systems level outcomes.

Resources

Please carefully review Tables 1-3 that provide details on the resources that the Center offers and the expectations for your state. Collaborative, systemic enhancement and change require a commitment of time and resources. Realizing that this will be a multi-year effort, the Center will provide technical assistance for two years.

State Liaison Requirement

Each state that applies must identify one person with substantial relevant experience who will serve as the state liaison and whose collaboration with the Center will be consistent with ongoing work responsibilities. The responsibilities of the liaison will include coordination (e.g., connecting the Center with state partners, projects, and resources), logistical support (e.g., helping with local arrangements), and communication (e.g., maintaining ongoing contact with the state's planning and training team members; channeling requests to and from the Center). A single, dedicated liaison will be in the best position to provide this support.

National Professional Development Center on ASD: APPLICATION PROCESS

State Selection and Confirmation Process

All complete applications that include the required team members and that are postmarked by June 1, 2010 will be considered. Only **one** application for each state will be considered. A total of **three** states will be selected for participation from January 1, 2011 through December 31, 2012. We will select three states with the greatest potential to benefit from the resources of NPDC on ASD. (Please see Rating Criteria in Table 4 on page 13.)

Please carefully weigh the extent to which your state is “ready” to apply. If your state is experiencing agency leadership transitions or if most of your state’s professional development resources are currently committed to another priority, you may want to consider waiting to apply.

Application Submission Process

Please submit one complete copy of your application with attachments, *postmarked on or before June 1, 2010*. Because we are requesting letters of support and other documentation as part of the application, electronic submissions will not be accepted. The address for submissions is included in the Bottom Line section, page 5, of this application.

Application Review Process

Applications will be checked on arrival to ensure that all required components and signatures are included and that they were postmarked on or before June 1, 2010. Applicants will receive notification of received and complete applications. Complete applications will be sent to external reviewers with detailed instructions on the criteria for selection and the application rating process described in Table 4. Reviewers will include select members of the Advisory Board of the National Professional Development Center on ASD. Selected states will be *notified by September 1, 2010*.

The National Professional Development Center on Autism Spectrum Disorders is a multi-university program comprised of the following partners.

**FPG Child Development
Institute**
University of North Carolina

Waisman Center
**University of Wisconsin-
Madison**

M.I.N.D. Institute
**University of California at
Davis Medical School**

**Sam Odom
Ann Cox**

**Leonard Abbeduto
Linda Tuchman-Ginsberg**

**Sally Rogers
Sally Ozonoff**



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National Professional Development Center on ASD: APPLICATION REVIEW AND SELECTION

Application Priorities, Supporting Evidence, and Scoring

Applications will be assessed on nine criteria. To ensure that all states have a fair and equitable opportunity to compete, the criteria have been weighted. Please see Table 4, ***Criteria for Rating Applications and Suggested Supporting Evidence***. A total of 100 points is possible for each application. In awarding points, reviewers will consider the quality and persuasiveness of the evidence presented, not the quantity.

Support for Your Application

We are offering a variety of supports to colleagues who are considering this opportunity. Here are some options.

A conference call for potential state applicants will be held on Thursday, January 14, 2010 at 3:30 p.m. EST. To participate, please contact Evelyn Shaw at 919-962-7309 or Evelyn_Shaw@unc.edu by January 7, 2010.

You are welcome to contact us by phone or e-mail with individual questions. Please contact Evelyn Shaw at 919-962-7309 or Evelyn_Shaw@unc.edu.

If you would like additional information about the Center, please visit our website at www.fpg.unc.edu/~autismpdc or email us at autismpdc@mail.fpg.unc.edu. Additional copies of the application package in both Portable Document Format (PDF) and MS Word format are available there to download.

Definition of Evidence-based Practices

The National Professional Development Center on ASD has developed the following definition of evidence-based practices. To be considered an evidence-based practice for individuals with ASD, a practice must be supported by research studies published in peer-reviewed scientific journals that use

- *randomized or quasi-experimental design studies*. Two high quality experimental or quasi-experimental group design studies,
- *single-subject design studies*. Three different investigators or research groups must have conducted five high quality single subject design studies, or
- *combination of evidence*. One high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups, across the group and single subject design studies.

High quality randomized or quasi-experimental design studies do not have critical design flaws that create confounds to the studies, and design features allow readers/consumers to rule out competing hypotheses for study findings. High quality in single subject design studies is reflected by a) the absence of critical design flaws that create confounds and b) the demonstration of experimental control at least three times in each study.

Three-Step Application Process National Professional Development Center on ASD

1

Review **Bottom Line for the NPCD on ASD State Application Process**, including ***Application Review and Selection*** and tables. Table 1 lists the major responsibilities for the project and participating states and Table 2 lists financial responsibilities of Center and states. Table 3 provides the proposed timeline of state involvement. Table 4 gives the criteria for rating applications and suggested supporting evidence. Contact Evelyn Shaw (Evelyn_Shaw@unc.edu) for questions and support/assistance in completing your application.

2

Complete the application form in collaboration with colleagues in your state. Please use additional sheets if needed. **Provide supporting evidence (relevant documents, additional letters, or examples)**. Remember, we will consider only **one** application from each state.

3

Provide a commitment letter with original signatures documenting the collaborative support from the state special education director, the state Part C coordinator, the state's UCEDD director, and the contact person for this application. In addition to these required collaborators, please note that the participation of community colleges and universities; other relevant state agencies, organizations and funded projects; family organizations; and local early intervention and/or school personnel is **strongly encouraged**. We anticipate that the collaborating partners will be different in each state.

Bottom Line for the NPDC on ASD State Application Process

Application Timeline

Applications available October 21, 2009

Applications due June 1, 2010

Selected states will be notified by September 1, 2010

Checklist of Required Application Components

- Commitment letter(s) with original signatures** of the state director of special education, the state Part C Coordinator, the director of the University Centers for Excellence in Developmental Disabilities Education (state's UCEDD), and the contact person for this application. The letter should document their support for and intent to collaborate with the National Professional Development Center on ASD if selected.
- Completed State Application Form:** For ease of review, if the required information is not included in the body of the application, please indicate where the information may be located by including the Appendix and page number.
- Supporting evidence** for this application could include autism task force recommendations, state professional development plans, examples of successful professional development and ASD training experiences, specific goals and outcomes for collaboration with the Center, and additional letters of collaborative support.

Format Requirements

- Please submit the application on 8.5 x 11 inch sheets of paper.
- The application should be printed on one side only, with 1 inch margins at the top, bottom, left and right.
- Text must be double-spaced and in a clear, easily-read 12-point font (e.g., Times Roman or Arial).
- Please limit the application to 20 pages double-spaced (maximum length, not a requirement).
- Please limit the attachments/appendices to 20 pages.
- Please submit one copy of the application.
- Please do not permanently bind the application. Use a binder clip to keep the pages together.

Application Transmission Process

Please submit one complete copy of your application, postmarked on or before June 1, 2009. Because we are requesting letters of support and other documentation as part of the application, electronic submissions will not be permitted.

Evelyn Shaw
FPG Child Development Institute
CB # 8040
Chapel Hill, NC 27599-8040

If you send your application by delivery service (UPS, FedEx), send it to:

Evelyn Shaw
FPG Child Development Institute
517 S. Greensboro Street
Carrboro, NC 27510

National Professional Development Center on ASD State Application Form

Application Contact

Name
Agency
Address
Phone/Email/FAX

Proposed State Liaison/Contact

Name
Agency
Address
Phone/Email/FAX

Required Application Partners

State Director of Special Education

Name
Agency
Address
Phone/Email/FAX

State Part C Coordinator

Name
Agency
Address
Phone/Email/FAX

UCEDD Director

Name
Agency
Address
Phone/Email/FAX

Other Application Partners. List names and affiliations of additional individuals who are supporting this application, and the public/private programs, institutions, and projects that they represent. *When assembling your Interagency Autism Planning Group, Autism Training Team, and identifying model sites; remember that the Center activities address children from early childhood through 21 years of age and their families.*

Proposed Membership for Interagency Autism Planning Group (IAPG). List names and affiliations of proposed Interagency Autism Planning Group. Include representatives from the special education division of the state department of education, the state early intervention Part C program, the state's UCEDD, family members, representatives from autism advocacy groups, representative from the Parent Training and Information Centers (PTI), and a member or members of other relevant state agencies.

Proposed Membership for Autism Training Team. List names and affiliations of proposed state Autism Training Team. Potential members should include state training/technical assistance personnel, practitioners/teachers/service providers from potential model sites, administrators/supervisors of potential model sites, family representatives, and selected members of the IAPG.

Proposed Model Sites for Implementation of Evidence-Based Practices. Identify potential model sites at the early intervention/preschool, elementary and/or middle/high school levels. Potential model sites should have *strong, system wide and building level* administrative support, as well as experienced practitioners/teachers who are willing to be observed by visitors and are interested in implementing evidence-based practices, to collect data on outcomes, to complete professional development activities (including week long summer institute and an online introductory course on ASD), and to work as members of training teams. Model sites that include diverse populations are particularly encouraged, along with model sites that promote preparation for and transition to employment at the middle and high school levels (please include letters of support).

Definition of Professional Development

The National Professional Development Center on ASD has adopted the definition of professional development proposed by the National Professional Development Center on Inclusion (2007):

Professional development is structured teaching and learning experiences that are formalized and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the “who” of professional development, including the characteristics of and contexts of the learners and the children and families they serve); (b) content (i.e., the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) pedagogy (i.e., the “how” of professional development; the approaches, models, or methods used to transfer professional knowledge and support its application in practice).

National Professional Development Center on Inclusion, 2007

Application Requirements. Please respond to the following questions in as much detail as needed. The amount of space provided is not an indication of how long each answer should be.

Priority Requirements (15 points each, possible total of 60 points)

- 1. Identify one person with substantial relevant experience who will work with the Center as the state liaison as part of his or her ongoing work responsibilities.** *What are his or her qualifications? What is his or her current role and responsibilities? How would the liaison role for NPDC on ASD align with those responsibilities?*
- 2. Describe the resources (fiscal, organizational, and human) your state will access for the collaborative work with the National Professional Development Center on ASD.** *How will your state provide support for the state Interagency Autism Planning Group, the Autism Training Team, and the model sites for evidence-based practices? How might these resources sustain activities initiated by the Center after our two-year involvement ends? Please see Table 2.*
- 3. What is your vision for what your state can accomplish in the next 2 to 3 years in professional development and early identification of ASD to support implementation of**

evidence-based practices for children and youth with ASD? *Describe how participation in the Center would help to attain that vision (e.g., build on or complement existing or planned professional development efforts related to implementation of evidence-based practices for children and youth with ASD). What are the specific goals and objectives you hope to accomplish by working with the Center? How will families and community partners be involved?*

4. Provide a synthesis of professional development efforts, including technical assistance, in your state that support evidence-based practices for children and youth with ASD and early identification of children with ASD. Describe outcome measures used to monitor the efficacy of these activities. Provide examples of how these efforts are currently planned, funded, and implemented. How are efforts organized and funded by each separate agency or program? How are a variety of professional development approaches being utilized (e.g., preservice, inservice, and technical assistance)? How do these efforts fit into the infrastructure for professional development in your state? Please attach any plans that are currently guiding these professional development efforts.

Requirements (10 points each, possible total of 30 points)

5. Provide examples of how your state has been successful in using external projects (e.g., grants, contracts, technical assistance, and initiatives) as a catalyst for positive change. What projects has your state been involved with? What resulted from the partnership with these projects? What contributed to the success or what did you learn that would help to make future project partnerships successful?

6. Provide highlights of state efforts (successful and less successful) with cross-agency collaboration for professional development and education on ASD, and for promoting early identification of ASD. How have leaders made commitments to collaboratively support professional development? How do mandates, initiatives, or other sources of collaboration support professional development? How do these efforts fit into the infrastructure of your state? Please attach any evidence or examples to support your description.

7. Provide a synthesis of your state's current autism initiatives (Governor's task force, legislative commissions, state department initiatives, etc.), efforts to increase/improve professional development on ASD, and efforts to promote early identification of ASD. How do mandates, initiatives, or other resources support children and youth with ASD and their families? How have leaders made commitments to professional development for personnel working with children and youth with ASD and for early identification of ASD? Please attach any evidence or examples to support your description.

Additional Requirements (5 points each, possible total of 10 points)

8. Provide specific examples of how your state has engaged and will support participants who are culturally, linguistically, ethnically, geographically, socio-economically, and ability diverse in professional development efforts (ASD related and others).

9. Provide highlights or examples of how your state has engaged and supported the participation of family members of children and youth with ASD, adults with ASD, and parent organizations in professional development efforts.

**Table 1. National Professional Development Center on ASD
Key Center and State Responsibilities**

Center Activity	State Responsibilities
<p><i>Collaborate</i> with state liaison to develop the partnership with the key state partners, the Interagency Autism Planning Group (IAPG), proposed members of Autism Training Team (A Team), and proposed location and age span(s) of model sites as described in the application <i>Winter – Year 1</i></p>	<p><i>Identify</i> a liaison to serve as the ongoing designated contact. The liaison will assist with logistical input, support, and communication with key state partners, including IAPG, members of training team, and proposed model sites</p>
<p><i>Work</i> with state liaison to contact and engage the members of the IAPG in a strategic planning meeting</p> <p><i>Facilitate</i> on-site meeting of the state IAPG to focus on establishing a shared vision, to secure commitment for working with the Center, and to develop a state strategic plan for implementation of evidence-based practices (EBP) and for promoting early identification of ASD</p> <p><i>Provide</i> guidance for developing benchmarks that will be used to gauge progress toward the state strategic plan goals/outcomes <i>Winter – Year 1</i></p>	<p><i>Work</i> with the Center to contact and engage the members of the IAPG. Identify dates and location for meetings</p> <p><i>Coordinate</i> meeting-related logistics (identify/secure local venue, identify potential participants, and provide contact information)</p> <p><i>Provide</i> resources to support the meeting (audio visual needs, refreshments, etc.)</p> <p><i>Identify key components</i> of the state strategic plan, with desired results/anticipated outcomes, needed activities and timelines, and identifiable benchmarks for developing the infrastructure of a state professional development and technical assistance system and for establishing model sites for the use of EBP and early identification/diagnosis of ASD</p>
<p><i>Collaborate with state liaison</i> and key stakeholders to finalize a strategic plan that describes the two year collaboration (including activities, timelines, and evaluation activities) and plans for sustaining efforts at the end of the two years</p>	<p><i>Collaborate with the Center</i> to complete and distribute the two year strategic plan that describes the Center and state collaboration (including activities, timelines, and evaluation activities) and plans for sustaining efforts at the end of the two years</p>
<p><i>Collaborate</i> with state liaison to contact and obtain letters of agreement/cooperation and consents from model sites <i>Winter – Year 1</i></p>	<p><i>Communicate with and provide</i> sample letters of support /agreement for model sites</p>
<p><i>Work</i> with state liaison to confirm state TA personnel who will be members of the Autism Training Team to provide coaching/TA to model sites <i>Winter – Year 1</i></p>	<p><i>Confirm</i> state TA personnel who will be members of A Team who will provide coaching/TA to model sites</p>
<p><i>Provide access</i> to and <i>support</i> the completion of on-line introductory course on ASD <i>Spring – Year 1</i></p>	<p><i>Support</i> completion of on-line introductory course prior to summer institute</p>
<p><i>Prepare and gather</i> baseline data <i>Spring – Year 1</i></p>	<p><i>Facilitate</i> access to state TA personnel and model sites in order to gather baseline data</p>
<p><i>Conduct</i> bi-weekly phone calls to plan for 5-day summer institute <i>Spring Year 1</i></p>	<p><i>Participate</i> in bi-weekly phone calls to plan for 5-day summer training institute</p>
<p><i>Plan and conduct</i> intensive 5-day summer institute for Autism Training Team, including personnel from model sites</p> <p><i>Facilitate</i> meeting to refine state strategic plan</p> <p><i>Facilitate</i> model site team meetings to develop draft coaching/TA plan</p>	<p><i>Plan and support</i> intensive 5-day summer institute for Autism Training Team, including personnel from model sites</p> <p><i>Participate</i> (Autism Training Team/model sites) in intensive 5-day training</p> <p><i>Review and finalize</i> state strategic plan</p>

Center Activity	State Responsibilities
<i>Summer Year 1</i>	<i>Develop</i> draft coaching/TA plan for model sites
<p><i>Provide</i> on-site coaching and TA to model sites on Goal Attainment Scaling (GAS), Autism Program Environment Rating Scale (APERS), and the use of EBP <i>Collaborate to develop</i> coaching/TA plan for each model site team <i>Work</i> with state liaison to <i>develop schedule</i> for monitoring and evaluating the implementation of EBP, including data collection at model sites <i>Conduct</i> conference call <i>with IAPG</i> for state strategic plan review <i>Fall Year 1</i></p>	<p><i>Communicate</i> with model sites and provide logistical support for scheduling the visits <i>Provide</i> key Autism Training Team members support for participating in on-site TA <i>Collaborate to develop</i> coaching/TA plan for each model site team <i>Identify</i> dates and location for state strategic plan review meeting <i>Provide</i> logistical support for the state strategic plan review meeting</p>
<p><i>Provide</i> monthly coaching/TA conference calls for each model site to monitor and evaluate the implementation of EBP and to assess the progress of target students <i>Work</i> with state to monitor and evaluate implementation of EBP including data collection at model sites <i>Fall Year 1 through Winter Year 2</i></p>	<p><i>Participate</i> in monthly coaching/TA conference calls for each model site to monitor and evaluate the implementation of EBP and to assess the progress of target students <i>Work</i> with Center to monitor and evaluate implementation of EBP including data collection at model sites</p>
<p><i>Provide</i> consultation on assessment of child, family, practitioner, systems outcomes</p>	<p><i>Work</i> with Center to collect data to assess outcomes</p>
<p><i>Plan and provide access</i> to listserv and discussion groups <i>Years 1 and 2</i> <i>Plan and provide</i> quarterly discussion forums on evidence-based practices for practitioners, teachers, and other school and early intervention providers <i>Fall Year 1 through Winter Year 2</i></p>	<p><i>Participate</i> in ongoing discussion groups/listserv (Community of Practice) <i>Participate</i> in quarterly discussion forums on evidence-based practices by teachers and other school and early intervention providers at model sites</p>
<p><i>Provide guidance and consultation</i> regarding the collection of video examples of exemplary use of evidence-based practices (to use for self-modeling and training) <i>Years 1 and 2</i></p>	<p><i>Collect</i> video examples of exemplary use of evidence-based practices (to use for self-modeling and training) Obtain multimedia consents</p>
<p><i>Meet</i> (via phone or in-person) with IAPG to review state strategic plan, provide updates on training and TA at model sites, plan for state training event, identify new state demonstration sites/priorities, and refine plan for the next year <i>Year 2 Winter</i></p>	<p><i>Identify</i> dates and location for state strategic plan review meeting (by phone or in person) <i>Provide</i> logistical support for the state strategic plan review meeting</p>
<p><i>Collect</i> evaluation data <i>Year 2 Spring</i></p>	<p><i>Facilitate</i> access to state TA personnel and model sites to collect evaluation data</p>
<p><i>Provide access</i> to and <i>support</i> the completion of on-line introductory course on ASD for new state demonstration sites and other personnel. <i>Spring – Year 2</i></p>	<p><i>Facilitate</i> completion of an on-line introductory course for new state demonstration sites and other personnel prior to summer institute</p>
<p><i>Provide guidance and consultation</i> to plan, implement, and evaluate the second summer institute <i>Provide</i> training during the second summer institute as needed <i>Planning in Fall 1; Training in Summer Year 2</i></p>	<p><i>Plan, implement, and evaluate</i> a second summer institute on the use of EBP for new demonstration sites</p>
<p><i>Visit</i> new demonstration sites with state personnel <i>and assist</i> with the collection of baseline data <i>Participate</i> in monthly phone calls on TA/coaching at new demonstration sites <i>Fall Year 2</i></p>	<p><i>Collect baseline data at new sites</i> <i>Plan and provide</i> monthly TA/coaching to new demonstration sites. <i>Develop</i> a schedule for monthly TA/coaching site visits and phone calls. <i>Monitor/evaluate</i> the use of EBP at new sites as well as the progress of target students</p>
<p>Conduct final phone or on-site meeting with IAPG to provide progress report of state strategic plan <i>Winter Year 2</i></p>	<p><i>Provide</i> data on outcomes of work of the Interagency Autism Planning Group, including progress on meeting the benchmarks in state strategic work plan, and changes in contact information to assist with project dissemination activities</p>

Table 2. Center and State: Who Pays for What?

CATEGORY	WHO PAYS?
Start up planning and consultation	<ul style="list-style-type: none"> • The Center pays for expenses of conference calls with state liaison and key stakeholders to plan work with IAPG to develop state strategic plan. • The State pays for the liaison's time and operational expenses to identify IAPG members, gather necessary information, and facilitate meetings as needed.
State Interagency Autism Planning Group meeting in Year 1 and strategic plan development	<ul style="list-style-type: none"> • The Center pays for all expenses for Center facilitator(s) time and for handouts for face-to-face meeting. • The Center pays for individual calls and conference calls for planning, as well as distribution of meeting-related materials before and after the meetings. • State pays for travel for participants, location expenses, and refreshments.. The Center and State will develop the written state strategic plan.
On-line introductory course	<ul style="list-style-type: none"> • The Center develops the course and provides technical support during spring Year 1 and spring Year 2. State assumes responsibility for course within the state by fall Year 2.
Gathering baseline, on-going, and post involvement evaluation data	<ul style="list-style-type: none"> • The Center facilitates collection of evaluation data during two-year involvement with state. State liaison facilitates the provision of follow up evaluation data via phone calls and email for two years following involvement with Center.
Five day intensive summer institute	<ul style="list-style-type: none"> • The Center pays expenses for travel and accommodations for Center staff and logistics (travel). • Cost sharing for expenses (venue, presenters, audiovisual equipment, materials, meeting rooms, lunches, and breaks) and stipends for participants will be negotiated with the State. • The State pays for travel for participants.
In-state technical assistance and consultative support (first and second year)	<ul style="list-style-type: none"> • The Center pays expenses for Center staff and logistics (travel), and, if needed, audiovisuals and handouts for the in-state follow-up visits during the Year 1 (minimum of 2 visits) and Year 2 (minimum of 2 visits), including visits to model sites. • The State pays for travel for state personnel to model sites.
Ongoing TA, consultation, resources, support, and evaluation	<ul style="list-style-type: none"> • The Center will provide: ongoing availability of project staff (phone, e-mail, conference calls, face-to-face visits in conjunction with state conferences or other naturally occurring events); free access to all project products and information (materials, website, training modules); discussion forums for Autism Training Team and teachers and service providers at the model sites; quarterly Community of Practice events, and access to a listserv. • The State provides additional fiscal, human, and organizational supports for implementing state strategic plan as needed.

Table 3. Proposed Time Line of State Involvement

Jan. – Feb. 2011	March – April 2011	May 2011	June – July 2011	Aug. – Oct. 2011	Nov – Dec 2011
<p>Convene a phone conference with state liaison, key members of IAPG and NPDC to review state application, identify proposed members of IAPG and Autism Training Team, identify model sites, and plan for IAPG Meeting</p> <p>Conduct on-site meeting with the IAPG to develop a strategic plan and plan for first summer institute</p> <p>Begin online course in February (Autism Training Team and model site personnel)</p>	<p>Collaborate with Center to collect baseline data at model sites</p> <p>Select three target students at each model site, secure parental permission and student assent to participate in project</p> <p>Obtain required surveys and consents</p> <p>Complete and evaluate online course</p> <p>Plan first five-day summer institute</p>	<p>Plan first five-day summer institute</p> <p>Identify top three IEP/IFSP goals for three target students at each model site</p> <p>Identify evidence-based practices that are appropriate for addressing IEP/IFSP goals and objectives</p>	<p>Participate in intensive 5-day summer institute (training team and model site personnel)</p> <p>Debrief at end of summer institute and refine state strategic plan</p> <p>Evaluate summer institute</p>	<p>Complete onsite coaching/TA visit to model sites and participate in baseline data collection (if needed) with Center staff</p> <p>Implement and monitor EBP at model sites; monitor progress of target students</p> <p>Develop monthly coaching/TA schedule</p> <p>Complete monthly coaching/TA visits and phone calls with Center staff</p>	<p>Implement and monitor EBP at model sites; monitor progress of target students</p> <p>Complete monthly coaching/TA visits and phone calls</p> <p>Participate in quarterly community of practice discussion forum for model sites</p> <p>Begin planning for second summer institute (set dates, location, etc.)</p> <p>Advertise for second summer institute</p>

January – March 2012	April – June 2012	July 2012	Aug. – Oct. 2012	Nov. – Dec. 2012
<p>Report strategic plan benchmarks to IAPG</p> <p>Complete monthly coaching/ TA visits and phone calls</p> <p>Participate in quarterly community of practice events</p> <p>Implement/monitor EBP at model sites; monitor student progress Plan second summer institute; prepare state team members to be presenters</p>	<p>Onsite coaching/TA visit to collect evaluation data (Yr 1 and Yr 2 sites)</p> <p>Complete monthly coaching/ TA visits and phone calls</p> <p>Participate in quarterly community of practice events</p> <p>Plan second summer institute; prepare state team members to be presenters</p>	<p>Conduct second summer institute—Center staff assist as needed</p> <p>Evaluate summer institute</p> <p>Review evaluations of summer institute to identify recommendations for future</p>	<p>Implement EBP using resources from National Center</p> <p>Provide TA/coaching to new sites; continuously evaluate use of EBP, goal attainment scaling</p> <p>Complete monthly phone calls to monitor progress at new sites</p>	<p>Provide TA/coaching to new sites and continuously evaluate/monitor use of EBP, goal attainment scaling</p> <p>Complete monthly phone calls with liaison, Center, TA providers to monitor progress at new sites</p> <p>Participate in quarterly community of practice events</p> <p>Plan Year 3 activities, evaluation</p>

Table 4. Criteria for Rating Applications and Suggested Supporting Evidence

Priority Requirements	Examples of Evidence States Might Provide	Possible Score
1. Identification of one person with substantial relevant experience who will be committed to working with the Center as the state liaison as part of the person's ongoing work responsibilities	<ul style="list-style-type: none"> • Qualifications of proposed liaison, including how current job responsibilities relate to liaison role • Letter of support from proposed liaison's employer 	15 points
2. Evidence of the resources (fiscal, organizational, and human) your state has available for collaboration with the Center	<ul style="list-style-type: none"> • Descriptions of the resources - organizational, fiscal, collaborative, and human - that your state will access 	15 points
3. Evidence of a vision for enhanced professional development and technical assistance related to evidence-based practices and early identification for children and youth with ASD for your state in the next 2 years. Description of how participation in the Center would help to attain that vision and how your state will sustain professional development and technical assistance on evidence-based practices	<ul style="list-style-type: none"> • Description of specific goals and outcomes for working with Center • Descriptions of existing projects that could both support and be supported by the Center • Description of how professional development on evidence-based practices for ASD would be enhanced and sustained 	15 points
4. Evidence of major professional development efforts in your state to support evidence-based practices for children and youth with ASD and early identification of children with ASD	<ul style="list-style-type: none"> • Description of current efforts and how they are planned, funded, and implemented • Descriptions of a variety of professional development approaches being utilized (e.g., preservice/inservice, coaching, mentoring, and TA) • Copies of current professional development policies, standards, certification, guidance, and/or plans 	15 points
Requirements	Examples of Evidence States Might Provide	Possible Score
5. Evidence of how your state has been successful in using external projects (e.g., grants, contracts, initiatives) as a catalyst for change	<ul style="list-style-type: none"> • Descriptions of current or completed projects that effectively used external resources 	10 points
6. Evidence of state efforts (successful and less successful) with cross-agency collaboration related to professional development on ASD and to early identification of ASD	<ul style="list-style-type: none"> • Descriptions of existing and previous initiatives and lessons learned • Identification of factors that have facilitated and/or impeded cross-agency collaboration in your state 	10 points
7. Evidence of current initiatives to increase/improve professional development on ASD and to promote early identification of ASD	<ul style="list-style-type: none"> • Descriptions of agency or cross-agency plans for improving professional development on ASD and for promoting early identification • Descriptions of governor's or state legislative initiatives 	10 points
Additional Considerations	Examples of Evidence States Might Provide	Possible Score
8. Evidence of efforts to engage and support participants who are culturally, linguistically, and ability diverse	<ul style="list-style-type: none"> • Documentation of diversity of collaborative partners • Letters of collaboration from organizations representing individuals who are culturally, linguistically, and ability diverse 	5 points
9. Evidence of efforts to engage and support families of children with ASD, adults with ASD, and the organizations that represent them	<ul style="list-style-type: none"> • Letters of collaboration from representatives from autism advocacy groups, Developmental Disabilities Planning Council, and PTI 	5 points