

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume XI, Issue 1

Winter 2002

The Results are in!

Once again, a few, loyal KITS supporters completed the annual Needs Assessment! Thank you to the 85 people who completed the form. Our return rate was a disappointing 4.0% this year. Based on those results, we can project that the top five issues in Kansas are:

- #1 preventative behavior management/supporting appropriate behavior
- #2 information and resources for families
- #3 supporting family participation

Needs Assessment continued on page 6

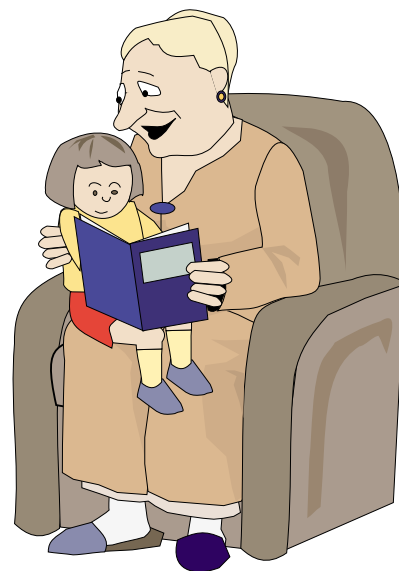
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Literacy Development

Literacy development begins in the very early years. During the preschool years, children acquire important knowledge about print and books, oral language and awareness of sounds that form the foundation for later, more formal, learning about literacy in the school years.

The Ladders to Literacy approach provides early childhood and early childhood special education professionals with a comprehensive developmental framework as well as concrete, hands-on activities for how to facilitate early literacy and language skills in young children. Ladders to Literacy consists of two activity books; one for preschool and one for kindergarten (*Ladders to Literacy*



Preschool Activity Book and Ladders to Literacy Kindergarten Activity Book). Each book offers activities and teaching suggestions especially useful in inclusive classroom settings where children present a broad variety of developmental levels and individual needs. Ladders to Literacy emphasizes print/book awareness, language development, and phonological awareness experiences that are essential to the development of later reading skills for children with and without disabilities. It also provides guidelines and suggestions for individualizing instruction within the

Literacy Development continued on page 4

School Readiness Conference

A third statewide conference on School Readiness will be presented as a special strand of the annual Kansas Division for Early Childhood (KDEC) conference February 28 to March 2, 2002, at the Airport Hilton in Wichita.

At each session, there will be at least one presentation related to the School Readiness topic. Betty Rintoul from the Research Triangle Institute in North Carolina will return to Kansas as the keynote speaker on Thursday morning. The target audience includes teachers, administrators, and staff in all early childhood programs, interested community members, parents, agency personnel, members of early childhood and education organizations, and other similar groups. CEUs are available.

A limited number of stipends are available for family child care workers. Reduced rates are available for parents of children birth to eight with disabilities, and full-time students.

For registration information, contact Sue Heley at 913-671-7868, or email suheley@msn.com.

The Student Support Services web page (www.kansped.org) has many resources that may be helpful to you. For example, if you want to know what the on-site review teams use when they monitor school districts and special education cooperatives, look at the possibilities under **Continuous Improvement Monitoring**.

Under **Employment Opportunities in Kansas**, you'll find a direct link to current job offerings in Kansas, as well as the on-line employment application, Kansas Educational Employment Board. Also under this category, you can find information on certification and licensure information and a certification waiver form.

Want to know more about Federal or State special education laws and the most current regulations? Click the **Legal Requirements** button, and it's at your fingertips.

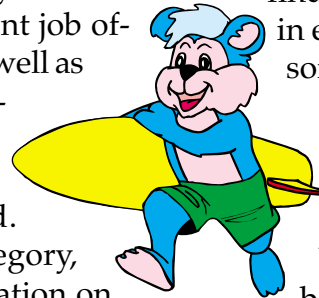
Under **Research and Data**, you can click on the Management Information System (MIS) &

Student data button and find sample log forms and non-public equivalency contracts.

The **Resources** section contains links to the revised *Special Education Process Handbook* and the *Special Education Reimbursement Guide for State Categorical Aid*, which describes in detail what is needed for schools to access this funding. For example, auditors in some districts are finding that people serving in early childhood supervisor or coordinator roles occasionally do not have the required certification in that area. Therefore, no reimbursement is allowed, because staff must be certified for the area they are working in as well as the age group.

Finally, you may want to look at the KSTARS link (Kansas Statewide Technical Assistance Resource System) under **Special Projects** for topics such as autism (look under Neurological Disabilities Support). There are eight other KSTARS project links that you may find informative.

—submitted by Marnie Campbell, KSDE



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NEWSLETTER STAFF

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The Collaborative Calendar of Events

For a more extensive calendar look at www.kskits.org/ktc

DATE	EVENT	CONTACT PERSON
Feb. 19, 2002	<i>Paying it Forward for Kansas Kids</i> Kansas Children's Advocacy Day, Topeka	Jennifer@kac.org or 785-232-0550
Feb. 26, 2002	<i>Reflective Supervision</i> , Topeka	Debra Childress, 785-235-5437
*Feb 27, 2002	<i>Whole Class Strategies for Reading Instruction</i> , downlink sites in Concordia, Independence, Manhattan, Salina, Hutchinson, Pittsburg, Beloit, Sublette, Kansas City, Parsons	Deb Burns, 785-291-3097 (Parsons contact is Robin Bayless, 620-421-6550 ext. 1618)
Feb. 28-Mar. 2, 2002	<i>Bridging to Belonging: Community Connections for Children & Annual KDEC Conference</i> , Wichita. Includes School Readiness Strand: <i>Building the Foundation for Successful Children</i>	Margy Hornback, 620-241-5150 ext. 116
Mar. 15-16, 2002	<i>Child Care Providers Coalition (CCPC) Conference</i> , Lawrence	Janet Jardes, 913-369-3216 jrjardes@msn.com
Mar. 18, 2002	<i>Current Issues in Hearing Screening Level 1</i> , Lenexa	Andrea Teeter, 913-393-3694
Apr. 1-3, 2002	<i>Family Literacy Conference</i> , Wichita	Carolyn Weinhold, 785-368-6354
Apr. 3-6, 2002	Assoc. for Childhood Ed. International (ACEI) Conference, <i>Teaching & Learning Without Borders</i> , San Diego, Calif.	Susan Cairnes, 800-423-3563 or 301-570-2111
Apr. 4, 2002 (date change from 4/3)	<i>Infant Toddler Assessment and Intervention using the Infant Toddler Sensory Profile: Part 3</i> via ITV	Susan Krebs, 785-863-2991 susan@ruralnet1.com
Apr. 8, 2002	<i>Current Issues in Hearing Screening Level 1</i> , Winfield	Washburn University, 785-231-1010, ext 1615
Apr. 18, 2002	<i>Infant Toddler Spring Conference</i> , Salina	Joe Porting, 785-296-8625
Apr. 19, 2002	<i>Vision Screening & Assessment</i> , Dodge City	Washburn University, 785-231-1010, ext 1615
*Apr. 26 & 27, 2002	<i>Integrated Play Groups for Pre-School & School-Aged Children</i> , 4/26 for professionals @ Emporia; 4/27 for families @Lawrence	Vicki Turbiville, 785-864-0721 Vicki@ku.edu
*June 18-21, 2002	<i>Supporting Children & Families for School Readiness</i> , 9th Annual KITS Summer Institute, Lawrence	Misty Goosen, 785-864-0725
*Oct. 1, 2002	<i>Annual Head Start & Services for Children with Disabilities Meeting</i> , McPherson	Vera Lynne Stroup-Rentier, 620-421-6550 ext. 1768
*Nov. 15, 2002	<i>8th Annual Transitioning into Developmentally Appropriate Practices (TDAP) Conference</i> , Wichita	Misty Goosen, 785-864-0725

* KITS sponsored or co-sponsored events

- **KCCTO child care** or **CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, web www.kccto.org/index2.html
- **High/Scope** trainings: Judy Nelson, Rainbows United, Inc., 316-267-KIDS
- **Families Together Family Enrichment Weekends, Parent Networking Conferences** and **Families Together Mini-Conferences**: 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 913-962-9657 in Kansas City, web www.familiestogetherinc.com
- **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, web www.heads-up.org
- **Children's Cabinet** meets the second Friday of the month in Topeka: Doug Bowman, 785-296-1329.
- **The Children's Alliance Training Team** trainings: Debra Childress, 785-235-5437, web www.ink.org/public/childdally/trainingcalendar.htm
- **KACCRRA** training: www.kaccrra.org

context of child responsive adult interactions that support literacy development.

Why do we need to teach literacy in preschool?

Early literacy and language experiences are critical for all children, including children with disabilities. During preschool, it is important that children become familiar with the main purposes and uses of a variety of oral and written forms of communication before they enter first grade where they will also need to learn more formal rules and mechanics of reading and writing. We need to make sure that children know why literacy is important. Also, we need to nurture motivation and pleasure for literacy activities. Young children will become more motivated to learn to read if they are aware that literacy is an integral part of daily life, not just a skill that must be used in the classroom. In preschool we can expose children to functional literacy materials and activities that are relevant to their daily lives (e.g., recognizing environmental signs, pictures and words on recipes, menus and cereal boxes, road signs, scribbling and drawing). Building the foundation for literacy in early years includes:

- Facilitating the development and use of a broad variety of symbols (sounds, gestures, words, pictures, pretend play, drawing, text) as tools for communicating ideas and feelings and for acquiring

knowledge

- Developing the use of more formal literate types of oral language for talking about abstract ideas, events that happened in the past, predicting what will happen in the future, imagining fictional situations and stories, and using language for critical thinking and scientific purposes
- Encouraging children to play with words and sounds and to build awareness that spoken words not only have meaning but also have specific sound characteristics that affect their meaning (e.g., changing dog to log)

What does literacy look like in the preschool classroom?

- Literacy-rich environment: Have a broad variety of print materials ranging from simple pictures and wordless books to posters, signs, labels and books with actual text. Label shelves, objects, furniture and different areas of the classroom. Place labels with children's names and symbols on cubbyholes, attendance sheets, table mats, science projects, and on their artwork and constructions. Incorporate books, pictures and other forms of print into activities throughout the daily schedule (e.g., recipe books, pictures of buildings as examples for block constructions, books on farm animals before a field trip to a farm, maps of the classroom or of the school). Display children's art on

walls. Make simple books with children (e.g., with photos, pictures, drawings, and dictations) about daily classroom activities and place them in the classroom library center for children to read. Have paper and pencils available in various areas of the classroom (e.g., dramatic play, writing/art center, block construction, science table). Have children keep individual journals where they can draw or write daily.

- Language rich environment: Encourage social-communication and language development beginning with turn taking, listening, gestures, signs, vocabulary, and simple conversations. Make sure older children are exposed to more abstract literate forms of oral language. Encourage them to describe and explain events, make predictions, tell stories about fictional events, talk about feelings, express opinions and abstract ideas.
- Awareness of sounds: Encourage children to use oral language in a playful manner (e.g., sing songs, recite nursery rhymes, read books with repetitive text). Show children that they can play with language by changing sounds in words (e.g., Raffi's Apples and Bananas song), invent new words and make words longer (e.g., snow, snowy, snowman). Have them think

about how words sound. Some words sound alike (i.e., words that rhyme); other words start with the same sound (e.g., big brown bear). Also play games where they can practice segmenting words into syllables (e.g., clapping or jumping to syllables in their names).

- **Explicit teaching:** Early literacy experiences and instruction should be explicit and systematic, especially for children with disabilities and those who are at risk for difficulties in reading development. Instruction should occur in the context of purposeful preschool routines and meaningful activities. Use and functions of print should be taught explicitly. We look for our symbol to find our cubbyhole; we make a grocery list to remember what we need to buy at the store. Show children the connection between the spoken and written words: write down children's stories or comments about a drawing; point to words when reading; teach both letter names and corresponding sounds.
- **On-going observations:** Incorporating early literacy and language activities into daily routines makes it easier to observe children's language and literacy behaviors and to monitor children's progress on IEP/IFSP goals and objectives. Systematic, on-going observations are essential in order to optimize instruction and determine the best types and levels of support for individual children. Provide appropriate accommodations for particular children such as augmentative communication systems, Braille and sign language.
- **Assessment and evaluation of progress:** Think about a practical easy-to-use method for collecting data and recording observations (e.g., yellow sticky tabs, masking tape, notebooks, necklaces). Develop a system for gathering a variety of information that provides a comprehensive picture of the child's abilities and work and that can be communicated to others (e.g., parents) in a meaningful way (e.g., portfolios).

Resources

- Losardo, A., & Notari-Syverson, A. (2001). *Alternative approaches to assessing young children*. Baltimore, MD: Paul H. Brookes.
- Notari-Syverson, A., O'Connor, R., & Vadasy, P. (1998). *Ladders to literacy: A preschool activity book*. Baltimore, MD: Paul H. Brookes.
- O'Connor, R., Notari-Syverson, A., & Vadasy, P. (1998). *Ladders to literacy: A kindergarten activity book*. Baltimore, MD: Paul H. Brookes.
- submitted by Angela Notari-Syverson

List Service Address Changes For Infant-Toddler Networks and Preschool Programs

Due to a change in email servers, the list service (serv) email addresses for Preschool Programs and for Infant-Toddler Networks have changed to:

- ⇒ preschoolprograms@ku.edu
- ⇒ itnetwork@ku.edu

The old list serv addresses have been disabled.

If you were already subscribed to these list servs, you should have received an email about the change. If you have not received this email, please contact Tammie Benham at tammieb@ku.edu or 620-421-6550 ext.1638.

These list services were established as a way for the various agencies and professionals in the field to share information with each other in a timely manner. Information posted on the list servs has ranged from training events to sharing fund raising ideas. If you have not subscribed, or know someone who would benefit from this important service, please direct him or her to the KITS web-site (kskits.org) for subscription information.

—submitted by Tammie Benham, KITS

Transitioning into Developmentally Appropriate Practices (TDAP) 2002

Planning is underway for the Transitioning into Developmentally Appropriate Practice Conference (TDAP) to be held at the Wichita Airport Hilton, November 15, 2002. In response to participant comments concerning our last TDAP conference the planning committee is making a few format changes to this annual event.

TDAP 2002 will continue to focus on practices and strategies that promote developmentally appropriate practice in both preschool and primary settings. It will continue to be held in the fall, however, we have moved the date from September to November to allow teachers more time to get their school year started. Site visits have been dropped from the conference schedule, so the overall conference will be one day only.

Participants approved of the increased time allotted to individual sessions, however, they reported that they missed having an opportunity to attend more than one session. To meet both of these needs the TDAP conference will move to a half day/full day format, which will allow participants to choose either two half day sessions, or one full day session. The day will open with a keynote speaker followed by the sessions.

Other suggestions taken by the planning committee included a plan to schedule half of the presentations with a three to five age range emphasis and the other half with a five to eight age range. It was suggested that topics focus on state initiatives and other issues that directly impact preschool and primary teachers in Kansas such as the Second Grade Reading Diagnostic Testing, state Curriculum Standards, and NAEYC Accreditation. All of these topics, and many more, are currently being considered for the November conference.

The TDAP planning committee continues in their efforts to create a conference based on the voice of their consumers. If you have suggestions for topics or speakers, send them to Misty Goosen at mistyg@ku.edu or 785-864-0725. Your input helps us create a better conference.

—submitted by Misty Goosen, TDAP Conference Chair

Most Inclusive Early Childhood Programs in Kansas

The following is a table provided by the Kansas State Department of Education showing the early childhood programs in Kansas who have the highest percentage of children receiving their special education services and support in community settings.

Program	% in Typical EC Settings	# of children in Program
Coffey County	87.5%	8
Wellington	81.8%	33
Central Kansas (Salina)	76.5%	217
Haysville	73.5%	83
Manhattan	72.7%	88
Marshall/Nemaha	62.7%	45
Lawrence	60.0%	95
West Central Kansas (Hays)	56.3%	71
Northeast Kansas	52.7%	74
Beloit	52.5%	40
McPherson	51.4%	70
Tri-County (Parsons & Independence)	45.5%	121
Flint Hills (Emporia)	43.4%	113
Gardner	41.1%	68
Leavenworth	41.1%	261
Eureka	40.0%	15

Needs Assessment continued from page 1

- #4 developing functional IEPs/IFSPs
- #5 activity based intervention/naturalistic intervention

We were unable to get the system up and running so that you could submit your needs assessment on-line, but we will try again next year. In the meantime, if you have any suggestions or requests for training, please notify a member of the KITS staff.

Kansas Children's Report Card: Report on the Status of Children

State of Kansas receives a grade of **C+** for children 0-19 for 2001

Health **A-**

Early Prenatal Care: The percentage of all live births for which the mother had at least one visit to a doctor in the first trimester has improved each year for the past three years (1998-2000). The 2000 percentage increased to 87 percent from 85.8% in 1999, which increased from 85.7% in 1998. Kansas continues to perform better than the nation (83%) on early prenatal care. [Year 2010 Goal: 90%]

Low Birth Weight: Kansas reduced the percentage of all live births of babies weighing less than 2,500 grams (5.5 pounds) in 2000. This percentage fell to 6.9% in 2000 from 7.1% in 1999, which was a very slight increase from 1998 (7%). Kansas remains beneath the national percentage of 7.6%. [Year 2010 Goal: 5%]

Infant Mortality: Kansas experienced a notable decline in infant mortality during 2000, with a total of 266 infant deaths and a rate of 6.7 per 1,000 live births. The data show a stabilizing trend. Preliminary national data show that Kansas maintains an infant mortality rate at the same level as the nation as a whole. [Year 2010 Goal: 4.5 deaths per 1,000 live births]

Immunizations: Kansas in 2000 continued to improve the rate at which children are fully immunized by age 2, climbing to 77.1%. This is up from 74.9% in 1999, which also was higher than the 1998 rate of 71.1%. While Kansas' 2000 immunization rate is below the 78% national average, it continues to make headway. [Year 2010 Goal: 90%]

Education **A**

High School Completion: In the 1999-2000 school year, 83% of students who had been ninth-graders four years earlier graduated from high school, an improving trend that far exceeds the national average of 66.9% [Year 2010 Goal: 90%]

Achievement Scores: The average composite score of the 24,380 Kansas students who took the ACT in 2000/2001 did not change from the 1999/2000 average of 21.6. This stable trend exceeds

the national composite score of 21. [Year 2010 Goal: 24.2%]

School Readiness: Trend information for this benchmark is not available because Kansas schools do not uniformly collect school readiness data. [Year 2010 Goal: 100% of children will enter school ready to learn.]

Child Care **D**

Kansas child care providers known to the Kansas Association of Child Care Resource and Referral Agencies (KACCRRRA) were surveyed on the four indicators defined below. Comparable national data is not available for any of these four benchmarks.

Quality: Staff-to-child ratios for Kansas were: infants, 1:3; toddlers/preschoolers, 1:7; school-age children, 1:9, a stabilizing trend. Average entry-level state wages were \$10.46 for directors, \$8 for teacher/directors, \$6.50 for assistant teachers and \$6 for assistants, all improvements.

Cost to Parents (Affordability): The percent of median household income spent on child care was 14.5% for infants, 12.5% for toddlers/preschoolers and 9.9% for school-age children. Child care is becoming more expensive in Kansas, a worsening trend. [Year 2010 Goal: The median cost for an infant will be equal to, or less than, 10% of median household income.]

Capacity: Child care capacity continues to shrink in Kansas, a worsening trend. In 2001, 128,045 child care slots existed, compared to 130,097 in 2000 and 132,827 in 1999.

Resource and Referral: KACCRRRA reports their member agencies handled 21,866 calls requesting child care information in 2001, a stabilizing trend.

For more information contact: Kansas Action for Children Inc., 3360 SW Harrison, Topeka, KS 66611, 785-232-0550, email: kac@kac.org, Web: www.kac.org

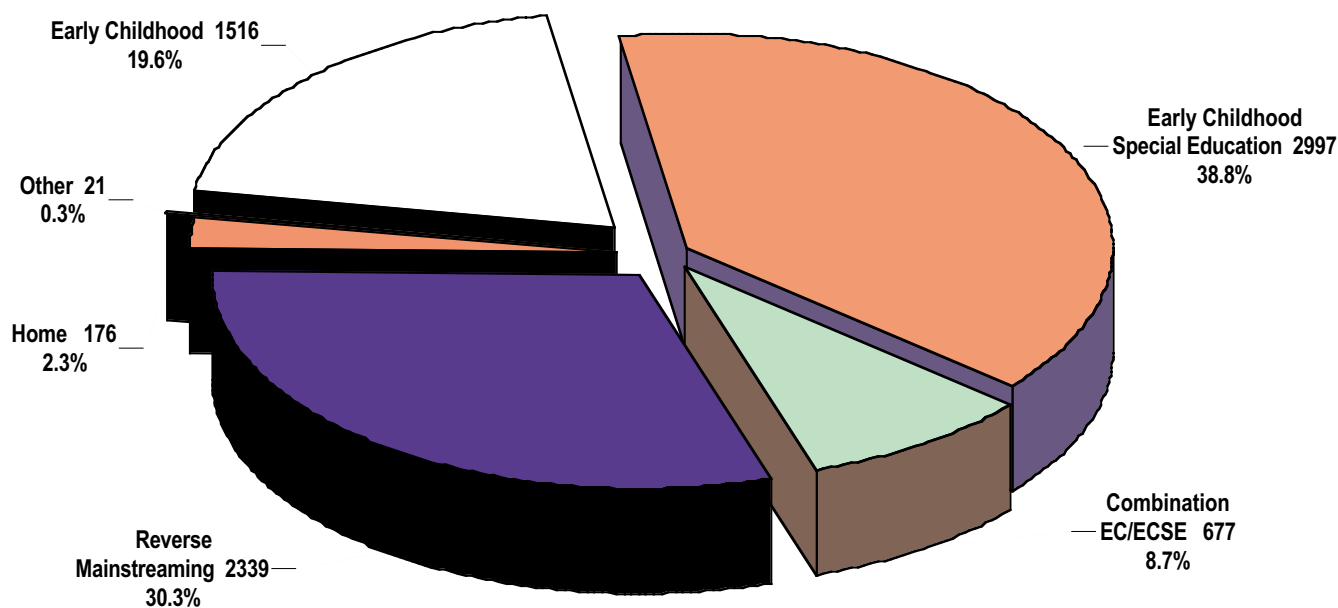
Preschool Placements for 2000-2001

School districts had until late November of 2001 to finalize the placement data for their Dec. 1, 2000, child count, including the preschool population (ages three through five with disabilities or developmental delays). In looking at this latest information, it seems that Kansas has actually decreased the number of children served in typical early childhood settings, instead of moving ahead. The national average for preschoolers served in typical settings, announced last spring at the annual preschool coordinators' meeting in Washington, DC, is 62%. In Kansas, our latest percentage is 19.6%, down from the 21% we have had for the past three years.

The accompanying chart illustrates that almost 3000 of our nearly 8000 children are served in ECSE settings (segregated special education with no peers), 30.3% are served in reverse mainstreaming programs with limited peers, about 8.7% are served in a combination EC/ECSE placement, and about 2.3% are served in the home.

For resources about serving children in typical settings, go to the KITS or NECTAS websites: www.kskits.org or www.nectas.unc.edu. Also, check out the Circle of Inclusion's updated information at www.circleofinclusion.org.

—submitted by Marnie Campbell, KSDE



Interesting Web Pages

Google.com

Google.com is a search engine with a language tool that can help you translate a page into your native language, or from your native language to another language.

www.ideallives.com

The Ideal Lives Project is committed to providing practical information, ideas & Internet resources to parents, teachers & disability professionals.

www.edweek.org/sreports/qc02/templates/article.cfm?slug=17exec.h21

Education Week on the Web: Building Blocks for Success: State Efforts in Early Childhood Education



New Materials Available for Check-out from the Early Childhood Resource Center

620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651

email: resourcecenter@ku.edu

web: www.kskits.org/ecselib



- CM-5511 The Lion Who Had Asthma
- CM-7079 All The Colors We Are, The Story of How We Get Our Skin Color: Todos los colores De Nuestra Piel
- CM-5512 Even Little Kids Get Diabetes
- CMV-7016 Monsters in The Closet; Childhood Fears and Anxieties
- PMV-2.813 Getting Men Involved In Childcare, Education & Social Work
- PM-691 Abuse and Neglect, The Educator's Guide to the Identification and Prevention of Child Maltreatment
- CMV-7017 U.S. Department of Education Satellite Town Meeting "Character Education"
- PM-2.859 Who Speaks for America's Children? The Role of Child Advocates in Public Policy
- PM-692 Introducing Me
- PM-692.2 It's Time for Preschool
- PM-692.3 My Community, My Family
- PM-692.4 My New Friends
- PM-692.5 On My Best Behavior
- PM-692.6 Look What I Can Do Now
- PMV-219 The Out-of-Sync Child, Recognizing and Coping with Sensory Integration Dysfunction
- CM-5006 Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities
- CM-2161 Complete Early Childhood Curriculum Resource, Success-Oriented Learning Experiences for All Children
- CMV-2053 Community and Literacy
- CM-5007 Children's Software & New Media Revue
- CM-5008 Oppenheim Toy Portfolio, 2002 Edition
- PM-428 Children With Special Needs, Lessons for Early Childhood Professionals
- PM-321 Handbook of Early Childhood Intervention, 2nd Ed.
- PM-322 Enhancing Early Emotional Development, Guiding Parents of Young Children
- AI-6002.3 Ages & Stages Questionnaires: Social Emotional (ASQ:SE) Manual
- PM-323 Young Exceptional Children, Monograph Series No.3, Teaching Strategies: What to do to Support Young Children's Development
- CM-4056 Secrets of Feeding a Healthy Family
- AIV-2006 Mullen Scales of Early Learning Training
- AI-7026 Vineland Social-Emotional Early Childhood Scales (SEEC)
- AI-6007 Hawaii Early Learning Profile: HELP For Preschoolers, Activities at Home
- CMV-4015 Feeding With Love and Good Sense
- PMV-2.814 DEC Recommended Practices Video: Selected Strategies for Teaching Young Children with Special Needs
- CM-6557 Topics in Autism, A Picture's Worth, PECS and Other Visual Communication Strategies in Autism

Contacting KITS:

In Parsons: KITS/KUCDD

2601 Gabriel
Parsons, KS 67357
620-421-6550 or 1-800-362-0390
fax 620-421-6550 ext. 1702



KITS web address: www.kskits.org
KITS email address: kskits@mail.ku.edu

Early Childhood Resource Center web address:
www.kskits.org/ecselib

**Statewide Collaborative Early Childhood
Training Calendar web address:**
www.kskits.org/ktc

- Dr. David P. Lindeman, Director, ext. 1713, lindeman@ku.edu
- Vera Lynne Stroup-Rentier, Technical Assistance Coordinator, ext. 1768, vlsrent@ku.edu
- Robin Bayless, Program Assistant, ext. 1618, rbayless@ku.edu
- Tammie Benham, ECRC Coordinator, ext. 1638, tammieb@ku.edu
- Helen Erickson, ECRC Assistant Coordinator, ext. 1651, heleneri@ku.edu

In Lawrence: University of Kansas
521 J.R. Pearson Hall, Bldg. #80
1122 W. Campus Rd.
Lawrence, KS 66045-3101
fax 785-864-3983



- Misty Goosen, Project Coordinator, 785-864-0725, mistyg@ku.edu
- Chelie Nelson, Technical Assistance Specialist, 785-864-5550, chelie@ku.edu

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Kansas Inservice Training System

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Ninth Annual Summer Institute 2002

Supporting Children & Families for School Readiness

Day 1: Ready Communities
Day 2: Ready Families
Day 3: Ready Schools/Networks
Day 4: Ready Teachers/Early Interventionists

University of Kansas, Lawrence, Kansas
June 18 - 21, 2002

APPLICATION FORM

This program is limited to 60 participants. Applications will be reviewed on a regular basis and notification of acceptance to the Summer Institute will be sent by mail. Criteria for selection to the Summer Institute consists of the information provided on this form.

Name	_____
Organization	_____
Address	_____ _____ _____
	City State Zip
Work phone (_____)	_____
Fax	_____
Email	_____
Home address	_____ _____
	City State Zip
Home phone (_____)	_____

Housing

Will you need housing? ___Yes ___No

Housing will be in the University dormitories. You may be required to furnish your own bedding.

Travel reimbursement

Your travel expenses will be reimbursed up to \$50.00 maximum.

Professional Information

Job title: _____ Age of children you serve (i.e. 0-3, 3-5; 0-5): _____

Job responsibilities _____

Are you employed by a school district, special ed. cooperative or early intervention network?

Yes No

Name of school district, special ed. cooperative or early intervention network:

Do you serve students with special needs? Yes No If yes, describe: _____

Educational Information

The Summer Institute **MUST** be taken for 2 hours of college credit. Undergraduate credit is only available through ESU. Pre-enrollment is required by ACCK and WSU. All other enrollment will take place on-site on June 18. The cost of tuition and enrollment fees vary by university All questions regarding enrollment and tuition fees **MUST** be directed to the university representative (contact information listed below). Please check the university you plan to enroll through:

Associated Colleges of Central KS (Margy Hornback, 620-241-5150 ext. 116, amargyh@acck.edu)

Emporia State Univ. (Carol Russell, 620-341-5904, russellc@esumail.emporia.edu)

Fort Hays State Univ. (Placido Hoernicke, 785-628-5851, phoernic@fhsu.edu)

Kansas State Univ. (Ann Murray, 785-532-5510, admurray@ksu.edu)

Pittsburg State Univ. (Marti York, 316-235-4965, myork@pittstate.edu)

Southwestern College (Victoria White, 620-229-6115, vwhite@sckans.edu)

University of Kansas (Sherrie Saathoff, 785-864-0556, ssaathoff@ku.edu)

Wichita State Univ. (Linda Mitchell, 316-978-3322 ext 21, linda.mitchell@wichita.edu)

Networking Consent

I would I would not like my name to be added to a networking list. This list would consist of people attending this year's Summer Institute and would be mailed out in the information packet sent to all participants.

Additional information

How will the Summer Institute impact your professional or personal plan of development?

Attach additional sheets to this application if necessary. A resume may be included. Applications are due by **April 30, 2002**, but will be accepted until all positions are filled. Please send application to **Misty Goosen, KITS, University of Kansas, 521 JR Pearson Hall, 1122 W. Campus Rd., Lawrence, KS 66045, 785-864-0725, fax 785-864-3983, mistyg@ku.edu**