

**Project ALLIES (Autism Language and Learning in Inclusive Educational Settings):
Interdisciplinary Preparation of Highly Qualified Speech - Language Pathologists and Special
Educators to Support Diverse Students on the Autism Spectrum with Significant Social-
Communication Needs**

Student Data Report

Name: _____

Section A: Your Background

Please complete each of the following items as completely as possible. These are required questions from the United States Department of Education, Office of Special Education Programs Student Data Report.

1. Gender

- Female
- Male
- Other Identification: _____

2. Race: (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

3. Language(s) spoken:

4. Do you have a disability?

- Yes
- No
- Unknown

5. Your Age:

- Under 21
- 21-29
- 30-39
- 40-49
- 50 and over

6. Birth Date: _____
Month / Day / Year

Section B: Your Education and Experience

1. Degree(s) or Certificate(s) or Endorsement(s) that you already have: (Check all that apply)

- High school diploma or equivalency
- Associate's degree
- Bachelor's degree
- Master's degree
- Educational specialist
- Doctoral degree

- Postdoctoral degree
- State or professional credential/certificate
- State-issued endorsement
- Grantee-issued endorsement

2. If you have a prior degree/certificate/endorsement prior to entry into Project Common Ground, the area(s) was: (Check all that apply)

- General education (If general education only, go to question 3)
- Special education or related services (Select training area under 2b below)
- Outside the field of education (If outside of the field of education only, go to question 4)

2b. If special education or related services is checked under 2a above, select one special education or related services training area that best describes the focus of your degree/certificate/endorsement prior to application to Project Common Ground.

Training Area	I. Special Education	Training Area	II. Related Services
<input type="checkbox"/>	General special education, cross-categorical, generic, multi-categorical, or non-categorical	<input type="checkbox"/>	Audiology
<input type="checkbox"/>	General special education, mild or moderate	<input type="checkbox"/>	Counseling
<input type="checkbox"/>	Low incidence disabilities/multiple disabilities/ severe disabilities	<input type="checkbox"/>	Educational diagnostician
<input type="checkbox"/>	Combined studies: general education and special education	<input type="checkbox"/>	Interpreter/ASL
<input type="checkbox"/>	Developmental delay	<input type="checkbox"/>	Music therapy
<input type="checkbox"/>	Specific learning disabilities	<input type="checkbox"/>	Nursing
<input type="checkbox"/>	Speech/language impairment	<input type="checkbox"/>	Occupational therapy
<input type="checkbox"/>	Emotional disturbance/behavioral disorders	<input type="checkbox"/>	Orientation & mobility
<input type="checkbox"/>	Autism	<input type="checkbox"/>	Paraprofessional
<input type="checkbox"/>	Traumatic brain injury	<input type="checkbox"/>	Physical therapy
<input type="checkbox"/>	Deafness and/or hard-of-hearing	<input type="checkbox"/>	Rehabilitation counseling
<input type="checkbox"/>	Visual impairment and/or blindness	<input type="checkbox"/>	School counseling
<input type="checkbox"/>	Deaf/blindness	<input type="checkbox"/>	Psychology
<input type="checkbox"/>	Mental retardation: mild/moderate	<input type="checkbox"/>	Speech/language
<input type="checkbox"/>	Mental retardation: severe	<input type="checkbox"/>	Social work
<input type="checkbox"/>	Other health impairment	<input type="checkbox"/>	Therapeutic recreation
<input type="checkbox"/>	Physical impairment/orthopedic impairment	<input type="checkbox"/>	Work experience coordinator (Employment transition specialist)
<input type="checkbox"/>	Adapted physical education		
<input type="checkbox"/>	Assistive technology		
<input type="checkbox"/>	Bilingual special education/ESL/TESOL		
<input type="checkbox"/>	Early childhood/early intervention		
<input type="checkbox"/>	Inclusive/collaborative practices		
<input type="checkbox"/>	Special education for youth in correctional facilities		
<input type="checkbox"/>	Transition		

2c. If appropriate, select up to three additional training areas to provide more detailed information about the your focus of training prior to application to Project Common Ground.

- | Training Area | I. Special Education | Training Area | II. Related Services |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | General special education, cross-categorical, generic, multi-categorical, or non-categorical | <input type="checkbox"/> | Audiology |
| <input type="checkbox"/> | General special education, mild or moderate | <input type="checkbox"/> | Counseling |
| <input type="checkbox"/> | Low incidence disabilities/multiple disabilities/ severe disabilities | <input type="checkbox"/> | Educational diagnostician |
| <input type="checkbox"/> | Combined studies: general education and special education | <input type="checkbox"/> | Interpreter/ASL |
| <input type="checkbox"/> | Developmental delay | <input type="checkbox"/> | Music therapy |
| <input type="checkbox"/> | Specific learning disabilities | <input type="checkbox"/> | Nursing |
| <input type="checkbox"/> | Speech/language impairment | <input type="checkbox"/> | Occupational therapy |
| <input type="checkbox"/> | Emotional disturbance/behavioral disorders | <input type="checkbox"/> | Orientation & mobility |
| <input type="checkbox"/> | Autism | <input type="checkbox"/> | Paraprofessional |
| <input type="checkbox"/> | Traumatic brain injury | <input type="checkbox"/> | Physical therapy |
| <input type="checkbox"/> | Deafness and/or hard-of-hearing | <input type="checkbox"/> | Rehabilitation counseling |
| <input type="checkbox"/> | Visual impairment and/or blindness | <input type="checkbox"/> | School counseling |
| <input type="checkbox"/> | Deaf/blindness | <input type="checkbox"/> | Psychology |
| <input type="checkbox"/> | Mental retardation: mild/moderate | <input type="checkbox"/> | Speech/language |
| <input type="checkbox"/> | Mental retardation: severe | <input type="checkbox"/> | Social work |
| <input type="checkbox"/> | Other health impairment | <input type="checkbox"/> | Therapeutic recreation |
| <input type="checkbox"/> | Physical impairment/orthopedic impairment | <input type="checkbox"/> | Work experience coordinator
(Employment transition specialist) |
| <input type="checkbox"/> | Adapted physical education | | |
| <input type="checkbox"/> | Assistive technology | | |
| <input type="checkbox"/> | Bilingual special education/ESL/TESOL | | |
| <input type="checkbox"/> | Early childhood/early intervention | | |
| <input type="checkbox"/> | Inclusive/collaborative practices | | |
| <input type="checkbox"/> | Special education for youth in correctional facilities | | |
| <input type="checkbox"/> | Transition | | |

3. If your prior training was in special education, education or related services, what **age(s) or grades** of children were you trained to provide direct or indirect services to? (*Check one*)

- Early intervention (infants and toddlers)
- Early childhood (preschool, ages 3 – 5, ages 3 – 8)
- Birth through age 8
- Elementary (grades K – 6th, K – 8th, PreK - 6th, PreK – 8th)
- Middle/Jr. High school (grades 6th – 8th, 7th – 9th)
- High school (grades 9th – 12th, 10th – 12th)
- Junior/senior high combined
- Grades K – 12
- Birth through young adult (birth – age 21, birth – age out)
- Adolescents through post-secondary age/young adult
- Post-secondary age/young adult (18 – 22 years, 18 – 25 years)
- Adults with disabilities
- All ages, birth through adulthood

4. Were you **employed** during the academic year, prior to application into Project Common Ground?
 Yes No *(If selected, go to Section C)*
5. In what **state** were you working? ____ ____ *(State abbreviation)*
6. Choose one type of **employment** that best describes the your prior position:
- Special education teacher
 - General education teacher (not special education)
 - Early intervention, early childhood, or preschool provider
 - Special education paraprofessional/aide
 - General education paraprofessional/aide (not special education)
 - Early intervention, early childhood, or preschool paraprofessional/aide
 - Related or supportive services in early intervention, early childhood or in a school setting
 - Related or supportive services in a non-school setting (e.g., adult services)
 - Administrator/coordinator
 - Higher education (e.g., faculty, research assistant, practicum coordinator) *(If selected, go to question 7 and then Section C)*
 - Outside the field of education *(If selected, go to Section C)*
7. What **age(s) or grades** of children did you provide direct or indirect services to in this previous position? *(Check one)*
- Early intervention (infants and toddlers)
 - Early childhood (preschool, ages 3 – 5, ages 3 – 8)
 - Birth through age 8
 - Elementary (grades K – 6th, K – 8th, PreK – 6th, PreK – 8th)
 - Middle/Jr. High school (grades 6th – 8th, 7th – 9th)
 - High school (grades 9th – 12th, 10th – 12th)
 - Junior/senior high combined
 - Grades K – 12
 - Birth through young adult (birth – age 21, birth – age out)
 - Adolescents through post-secondary age/young adult
 - Post-secondary age/young adult (18 – 22 years, 18 – 25 years)
 - Adults with disabilities
 - All ages, birth through adulthood
8. Were you {highly qualified/qualified/fully certified} for this position under IDEA and/or No Child Left Behind? {Highly qualified/Qualified/Fully certified} for purposes of this data collection means that you met the state requirements, if there are requirements in your state, for certification/licensure for this position.
- {Highly qualified/Qualified/Fully certified}
 - {Not highly qualified/Not qualified/Not fully certified}
 - This state does not have requirements for certification/licensure for this position.

[Note: If the position is an elementary or secondary general education/special education teacher, use "highly qualified"; if the position is general education/special education paraprofessional/aide or early intervention, early childhood or preschool paraprofessional/aide, use "qualified"; or if the position is administrator/coordinator, for related or supportive services in a school setting, or for teacher, related services, or supportive services in early intervention, early childhood, use "fully certified."]

Section C: Current Educational Status

1. During this current calendar year, (January 1-December 31 of any given year), you are considered by SFSU:

- Full-time student, even you worked full-time or part-time
- Part-time student (anything less than full-time)

This section to be completed by Project Common Ground Staff, only:

Check all forms completed and submitted:	Date Application
Received: _____	
<input type="checkbox"/> Application Form	
<input type="checkbox"/> CSU Stipend Request Form	
<input type="checkbox"/> Vendor Payee Form	
<input type="checkbox"/> Stipend Payback Form	
<input type="checkbox"/> USDOE/OSEP Service Agreement	
Indicate missing or incomplete forms, necessary steps to complete:	