

In September 2008, Kristi Hagans and Kristin Power's grant proposal *Training School Psychologists as Instructional Consultants in a Response to Intervention Model* was funded by the U. S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) for \$755,884. Over the next 4 years, 41 CSULB school psychology students will participate in this innovative project designed to combine a deep understanding of the research-base on academic assessment and interventions, and instructional consultation with practical applications in both clinic and school settings. The first year of the grant will focus on training school psychologists to be effective consultants with Algebra and Pre-Algebra teachers. This spring, the first cohort of school psychology students will participate in a research seminar and practica at Franklin Middle school, followed by an intensive summer Algebra seminar and clinic. In year two of the grant, the second cohort will begin the Pre-Algebra/Algebra training while the first cohort moves on to study reading delays in middle school students; again through a combination of research seminars, and school and clinical practica. The focus of the third year of training will likely be systems change. In addition, each school psychology student will monitor and mentor, for three years, one middle school student who is at risk of dropping out of school. Based on the evidence-based '*Check and Connect*' model (Sinclair, Christensen, & Thurlow, 2005), school psychology students will learn to monitor a students' academic progress over an extended period of time as well as provide support services to the student and his or her teachers. The anticipated result of this project is 41 school psychologists who are uniquely trained to (a) help schools identify and assist struggling learners; (b) increase the instructional effectiveness of school personnel; and (c) apply strategies to reduce drop-out and disproportional representation of minority students in special education. This training grant is a unique opportunity to provide school psychologists with the content knowledge and experience to become leaders in implementing and sustaining response to intervention (RtI) service delivery models in schools.