

Michael C. Conn-Powers

Work Address

Early Childhood Center
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Educational Qualifications

Ph.D. 1982	University of Wisconsin-Madison, Interdisciplinary Degree in Early Intervention
M.Ed. 1977	University of Washington-Seattle, Early Childhood Special Education
B.S. 1975	University of Washington-Seattle, Child Development Psychology

Professional Positions Held

January 1994 to present	Director, Early Childhood Center, Indiana Institute on Disability and Community, Indiana University-Bloomington, IN.
November 2015 to present	Project Consultant and Advisory Member, PBS KIDS Ready to Learn, Public Broadcasting Station and the Corporation for Public Broadcasting, Arlington, VA.
January 2015 to December 2015	Co-Investigator, Early Childhood Personnel Center, support states through a CQI process to establish a comprehensive system of personnel development, through the A.J. Pappanikou Center for Excellence in Developmental Disabilities, University of Connecticut, Farmington, CT.
March 2000 to December 2006	Co-Investigator, Research and Training Center on Service Coordination, through the A.J. Pappanikou Center for Excellence in Developmental Disabilities, University of Connecticut, Farmington, CT.
June 1989 – Dec. 1993	Supervisor, Early Childhood Special Education (Section 619), Office of Superintendent of Public Instruction, State of Washington, Olympia, WA.
January 1985 to June 1989	Coordinator and Visiting Assistant Professor, Early Childhood Special Education Programs, Center for Developmental Disabilities, University of Vermont, Burlington, VT.
August 1982 to Dec. 1984	Assistant Professor, Departments of Early Childhood and Special Education, University of North Dakota, Grand Forks, ND
June 1977 to June 1979	Classroom Teacher and Home Visitor/Early Interventionist, Program PREPARE, Developmental Training Center, Indiana University, Bloomington, IN.
September 1975 to June 1977	Model Demonstration Classroom Teacher and Family Educator, Down Syndrome and Communication Disorders Programs, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, Seattle.

Grants and Funded Projects

January 2019 to December 2019	Evaluation of Indiana's Preschool Development Grant to support needs assessment and strategic planning, Office of Early Childhood and Out of School Learning
October 2016 to present	Evaluation and support of public school preschool/kindergarten inclusion practices for the Indiana Department of Education
May 2013 to present	Quality Review Services, Indiana Family and Social Services Administration, multi-year grant to implement the state's quality review and continuous quality improvement system of its First Steps Early Intervention program
September 2007 to present	Unified Training Services Component I: Coordination for the First Steps Program, Indiana Family and Social Services Administration, Indiana's Part C professional development system and evaluation of early intervention services
July 2014 to December 2017	Evaluation of Indiana's Early Education Matching Grant Program, a three-year evaluation of Indiana's initial prekindergarten efforts.
January 2015 to May 2015	Indiana Partnerships for Early Learning: Family Engagement Strategic Planning, Early Learning Indiana/Lilly Endowment, Inc.
October 2005 to August 2007	Indiana Child Care Health Consultant Program, Indiana State Department of Health, three-year, grant to develop, implement, and evaluate a community-based effort to enhance health and safety practices in out of home child care programs.
2002 to 2004	Monroe County Children Matter! Monroe County's CAPE Grant, Community Foundation for Bloomington and Monroe County, Lilly Endowment, Inc., \$5 million project to address the educational outcomes of children and youth
March 2000 to December 2006	Research and Training Center on Service Coordination, subcontract to implement a federally funded, multi-state, research project on early intervention service coordination. University of Connecticut Health Center (Co-investigator)
August 1999 – August 2003	Healthy Child Care Indiana, federal grant conducted in partnership with The Indiana Parent Information Network, Inc., A Health Systems Development in Child Care Grant.
September 1999 to August 2007	Indiana Family and Social Services Administration, Research grant to develop a Statewide Evaluation System for Indiana's First Steps Early Intervention System.
1999 – 2000	Parent-Professional Conference, training grant to organize and host a conference for families in First Steps in concert with the state Early Childhood Conference. Governor's Interagency Coordinating Council.

Selected Publications and Technical Reports

Bruder, M.B., Harbin, G., Whitbread, K., Conn-Powers, M., Roberts, R., Dunst, C., Van Buren, M., Mazzarella, C., and Gabbard, G. (2005). Establishing outcomes for service coordination: A step toward evidence-based practice. *Topics in Early Childhood Special Education, 25, 177-188.*

Conn-Powers, M.C., Herron, K., & Bonifacio, K. (2015). Evaluation report of Year 1 of the Early Education Matching Grant Program. Bloomington, IN: Indiana Institute on Disability and Community,

Indiana University, Retrieved from the Indiana Family and Social Service Administration website:
http://www.in.gov/fssa/files/EEMG_Report_year_1_final.pdf

Conn-Powers, M., Piper, A., & Traub, E. (2010). An approach to evaluating the impact of policy changes in early intervention. *Infants & Young Children*, 23(3), 218-232.

Conn-Powers, M., Cross, A.F., Traub, E., & Hutter-Pishgahi, L. (2006). The Universal Design of Early Education: Moving Forward for All Children. *Beyond the Journal: Young Children on the Web*. September 2006, 1-9.

Conn-Powers, M., Cross, A. F., & Zapf, J. S. (2006, Summer). Closing the achievement gap series: Part 1: Is Indiana ready for state-sponsored prekindergarten programs? *Education Policy Brief*, 4(7). Bloomington: Indiana University-Center for Evaluation & Education Policy and Indiana Institute on Disability and Community.

Conn-Powers, M.C., Tsang, H., & Swanson, K. (1996). *A study of the utilization of first steps early intervention services (1994-95): Final Report*. Bloomington, IN

Conn-Powers, M.C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream, *Topics in Early Childhood Special Education*, 9:4, 91-105.

Cross, A.F. & Conn-Powers (2013). Making the Intentional Decision to Use an Effective Curriculum to Promote Children's Learning. *Early Childhood Education Journal*. November 2013, 1-6.

Rodriguez, J. & Conn-Powers, M. (2018). How Ready To Learn Is Bringing Inclusive Design to PBS KIDS. In S. Pasnik (Ed.), *Getting Ready to Learn: Creating Effective, Educational Children's Media*. New York: Routledge.

Spradlin, T.E., Conn-Powers, M.C., & Wodicka, C.Y. (2013). Is Indiana Ready for State-Funded Pre-K Programs? Revisited. Bloomington, IN: Indiana University.

Vincent, L., Davis, J., & Conn-Powers, M. (1984). Myths and assumptions about working with families who have handicapped children. In Slaton, M.F. & Mitchell, P. (Eds.), *Family support: A parent-professional partnership*. Stillwater, Oklahoma: National Clearinghouse of Rehabilitation Training Materials.

Vincent, L.J., Salisbury, C., Walter, G., Brown, P., Gruenewald, L., & Powers, M. (1980). Program Evaluation and Curriculum Development in Early Childhood Special Education: Criteria of the Next Environment. In W. Sailor, B. Wilcox, & L. Brown (Eds.), *Methods of Instruction for Severely Handicapped Students*, Baltimore, Md.: Paul H. Brookes.

Williams, W., Fox, W., Christie, L., Thousand, J., Conn-Powers, M., & Carmichael, L. (1987). Community integration in Vermont: Evolution and revolution, *Journal of the Association for the Severely Handicapped*, 11(4), 294-299.