

U.S. Department of Education

Washington, D.C. 20202-5335



**OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2007 GRANT PERFORMANCE
REPORT FOR CONTINUATIONS
CFDA # 84.323A
PR/Award # H323A050010
Budget Period # 3
Report Type: Annual Performance**

OMB No. 1890-0004, Expiration Date: 01/31/2009

****Table of Contents****

Forms

1. Grant Performance Report Cover Sheet (ED 524B) - Revised 2005	e1
ED524BExecSummary	e3
2. Grant Performance Report (ED 524B) Project Status Chart - Section A - 1	e7
3. Grant Performance Report (ED 524B) Project Status Chart - Section A - 2	e10
4. Grant Performance Report (ED 524B) Project Status Chart - Section A - 3	e13
5. Grant Performance Report (ED 524B) Project Status Chart - Section B & C	e14
Budget524BSectionB	e15

This report was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this report. Some pages/sections of this report may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Report's PDF functionality. Page numbers created by the e-Report PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

Annual Performance Report **Final Performance Report**

General Information

1. PR/Award #: **H323A050010**
(Block 5 of the Grant Award Notification.)

2. NCES ID #: 02
(See Instructions.)

3. Project Title: 84.323 State Program Improvement Grants
(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.):* State of Alaska Department of Education & Early Development

5. Grantee Address *(See Instructions.):* 801 West Tenth Street Suite 200
PO Box 110500
City: Juneau State: AK Zip:99811 Zip+4:0500

6. Project Director:

First Name	Last Name	Title
Sharon	Schumacher	SPDG/Sig Director
Phone #:	Fax #:	Email Address:
(907)465-2972	(907)465-2806	SHARON.SCHUMACHER@ALASKA.GOV

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 7/1/2007 To: 5/2/2008 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	550,000.00	0.00
b. Current Reporting Period	550,000.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes
 No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes
 No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify)
 Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? Yes No
 N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Barbara Thompson	Title: Commissioner
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : ED524BExecSummary
 File : C:\Documents and Settings\sjschumacher\My Documents\SEA\Annual Report 08
 \ED524BExecSummary.doc



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:
H323A050010

During this third project year, the Special Education in Alaska Project again worked with Alaska Teacher Placement (ATP) at the University of Alaska Fairbanks.

The Alaska Teacher Placement focused on two goals: (1) To recruit and train mentor teachers to provide professional development support to beginning special education teachers during their first two years of teaching, and (2) to recruit a cohort of highly qualified special education teachers in their first or second year in the profession who are interested in teaching in Alaska.

The Alaska Statewide Mentoring Project hired seven mentors for the school year 2007/08 with certification in special education. These seven mentors provided 130 on-site visits to 18 first and second year special education teachers in Alaska. In addition, mentors not certified in general education were assigned 11 first or second year special education teachers. These mentors provided 67 on-site trips to these 11 new special education teachers. In total, 197 on-site visits were made to first and second year special education teachers in Alaska. A total of 28 special education teachers (16 first year teachers and 12 second year teachers) were mentored during the 2007/08 school year each receiving an average of 7 on-site visits. Table 1 provides data for the last three years of the grant.

Table 1: Number of Mentors and First and Second Year Special Education Teachers for Each Grant Year.

	Teaching Year 05-06	Teaching Year 06-07	Teaching Year 07-08
Total Number of Mentors	2	7	7
Number of First Year Sp. Ed. Teachers	23	11	16
Number of Second Year Sp. Ed. Teachers	9	19	12
Total First and Second Year Sp. Ed. Teachers Mentored	32	30	28
Total Number of Sp. Ed. Teachers served by Sp. Ed. Mentors	8	14	18
Number of Sp. Ed. Mentor Visits	58	125	130

Since March 2007, mentor teachers assisted in the recruitment of teachers at 8 out-of-state job fairs and one in-state job fair.

Teacher retention rates for special education teachers who were mentored in 2006/07 show that 86.7% returned to teaching in Alaska during the school year 2006/07. Prior to this grant, the Institute of Social and Economic Research reported a four-year average for new and second year special education teacher retention to be 68%. This data reflects 30 first and second year special education teachers, of which, 20 were retained by the district in the same school, two were retained by the same district but in a different school, four acquired jobs in another Alaskan district, one was not retained, and three teachers were not teaching in Alaska. Table 2 provides retention rate data for the last two years of the project. Retention rates for school year 07-08 will not be available until the Fall 2008.

Table 2: Retention Rates for First and Second Year Teachers for School Year 05-06 and 06-07

	Teaching Year 05-06	Teaching Year 06-07
Number retained by district & school	23	20
Number retained by district but new school	1	2
Number retained but in a new district	2	4
Number not retained or left district	1	1
Number not teaching in Alaska	5	3
Unknown	0	0
Return Rate: still teaching in Alaska	81.30%	86.70%

During this third project year, the mentors again received training using the New Teacher Center model. One new special education certified mentor attended Academies 1 - 4: Foundations in Mentoring & Formative Assessment, August 20- 24, 2007; Coaching on Observation Strategies, October 1-5, 2007; Analysis of Student Work, January 7-11, 2008; and Planning and Designing Professional Development for New Teachers, March 31 – April 4, 2008. Five returning special education mentors attended Academies 5 - 8: Coaching in Complex Situations, August 20-24, 2007; Mentoring for Equity, October 1-5, 2007; Artifact of Practice, January 7-11, 2008; and Teachers of Teachers, March 31 – April 4, 2008. Training using the New Teacher Center model is research based. One returning special education certified mentor provided the training for Academies 1 – 4.

Mentors continue to use the formative assessment tools learned from the New Teacher Center to assess the impact of their mentoring on first and second year teachers. This consists of: collaborative logs, continuum of teacher development, and individual learning plans. Addition activities to assess the project’s strengths were: focus group discussions with mentors, interviews gathered from mentors and beginning teachers, and on-line surveys from new special education teachers.

During the Alaska Statewide Special Education Conference this grant sponsored first and second year teachers with their mentors to attend this conference to help build their professional development.

An objective for year two of the SEA project was to develop a list of observable behaviors for best practices in special education in Alaska and document that information for development of professional e-learning modules. A determination was made that the three e-modules would include: developing an ESER & IEP and conducting effective ESER & IEP meetings, training and working with paraprofessionals in the classroom, and working with students with challenging behaviors. The project developed an e-learning module in developing an ESER & IEP which will be posted on the departments website by fall and conducting an ESER& IEP meeting which can be found at (<http://videos.alaskamentorproject.org/index.php?VidCat=SPED>).

Last year the Southeast Island School District and the Southeast Regional Resource Center focused on the third goal of the project. The goal was to develop the capacity to provide distance delivered services to students with disabilities and professional development training opportunities to teachers via distance delivery through technology. Southeast Island School District presented its protocol to the State Board of Education in March 2007. The State Board considered changes to State regulation that would change the requirement of monthly on-site supervision to at least once every three months. After consideration of the proposed regulatory changes, the State Board voted to retain the provision of on-site supervision, but allowed the IEP team to determine the frequency of on-site supervision, however, on-site supervision could not occur less frequently than once every three months. Goal Three has been met and in the future the protocols will be posted on the Department’s web site for use by districts.

This is the third funding year for this grant and it is required to report the percentage of highly qualified special education teachers in state-identified professional disciplines who remain teaching after the first three years of employment. The State of Alaska only certifies teachers with one certificate (Type A special education) and does not break certification down into professional disciplines. The State of Alaska does track HQ status for reporting requirements for NCLB. Of the 50 FY 05 (school year 04-05) cohort teachers who were still in the system in FY 07, 42 continued teaching in FY08 (84%) and 8 (16%) left Alaska public schools (See Table 3).

Table 3: NCLB Highly Qualified Status for Special Education Teachers Teaching in FY 05 and still Teaching in FY 08.

	Total	Teaching in Sp. Ed. FY 08	Teaching in Other in FY 08	Not Teaching in FY 08	Percent Who Stayed Year 3 to Year 4
All HQ Groups	50	35	7	8	84%
HQ in all Assignments	33	25	6	2	94%
Not HQ in all Assignments	17	10	1	6	65%

The SEA Project has proven to be very successful in its second year of implementation. The main goals of recruiting and training Special Education mentor teachers and creating video's for our e module development have both been considered a success. The State of Alaska and other participating agencies are pleased with the accomplishments of the SEA Project's third year. We expect to continue building on our successes/accomplishments next year. The continued application of this project in the State of Alaska will have a positive affect on the recruitment and retention of special education teachers. This, in turn, should have a positive affect on the performance of special education students as measured by Alaska's statewide performance assessment system. Alaska is looking forward to analyzing the student performance data to measure this affect and in observing the affect on teacher retention through the on-going contact of experienced mentor teachers. With the help of ATP, we will increase the amount of trained teacher mentors. Mentors will continue using formative assessment tools to evaluate themselves and will again travel out-of-state when needed to recruit new teachers to Alaska. By continuing the mentor program we expect to increase and keep the number of "high quality" teachers in Alaska. . The State of Alaska is very excited about the progress that has been made toward reaching our goals for the Special Educator's for Alaska Project.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050010**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.
Recruit and train mentor teachers to provide professional development support to beginning special education teachers during their first two years of teaching.

1.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (SPP).	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1 / 1	100		1 / 1	100
1.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities provided through the State Personnel Development Grant based on Scientific-or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1 / 1	100		1 / 1	100

1.c. Performance Measure	Measure Type	Quantitative Data					
Develop a list of observable behaviors for best practices in special education in Alaska; document that information for development of professional development e-modules.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		2	/	
1.d. Performance Measure	Measure Type	Quantitative Data					
The percentage of personnel completing training supported by the SPDG program that are knowledgeable and skilled in scientifically ? or evidence-based practices for infants, toddlers, children and youth with disabilities.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	100		7 / 7	100
1.e. Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG projects that successfully replicated scientifically ? or evidence-based instructional/behavioral practices on a statewide or district-wide basis.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1 / 1	100		1 / 1	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 1.a: Alaska Teacher Placement provided training to special education mentors using the New Teacher Center mentor training model. Eight different academies were completed during this grant year.

Performance Measure 1.b: The New Teacher Center Training model is based on scientific-or evidence-based instructional practice.

Performance Measure 1.c: Alaska Teacher Placement developed two e-module.

Performance Measure 1.d: Seven special education certified mentors worked on the grant for school year 07-08.

Performance Measure 1.e: The project provided trained mentors to 14 districts statewide.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050010**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective Check if this is a status update for the previous budget period.

Recruit a cohort of highly qualified special education teachers in their first or second year in the profession who are interested in teaching in Alaska.

2.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities based on scientific-or evidence-based instructional/behavioral practices, provided through the SPDG, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.).	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1 / 1	100		1 / 1	100

2.b. Performance Measure	Measure Type	Quantitative Data					
In States with State Personnel Development Grant projects that have special education teacher retention as a goal, the Statewide percentage of highly qualified special education	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			619 / 896	69		42 / 50	84

teachers in State-identified professional disciplines who remain teaching after three years of employment.		
--	--	--

2.c. Performance Measure	Measure Type	Quantitative Data					
The number of first and second year special education teachers who received mentors in school year 07-08.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		60	/		28	/	

2.d. Performance Measure	Measure Type	Quantitative Data					
The number of on-site visits provided to first and second year special education teachers.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		224	/		197	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 2.a: Special education certified mentors using the New Teacher Center model provided support to 18 first and second year special education teachers in the state.

Performance Measure 2.b: The percentage of highly qualified special education teachers who were teaching in Alaska schools in FY 05 and still teaching in FY 08. The target represents the average return rate of special education teachers between 2000 and 2005 who were new to Alaska and still teaching in their second year.

Performance Measure 2.c: Refers to all first and second year special education teachers supported by mentors. Eighteen of these 28 teachers were supported by special education certified mentors.

Performance Measure 2.d: These numbers refer to all 28 first and second year special education teachers supported by mentors. Special education certified mentors provided 130 on-site visits to 18 first and second year special education

teachers.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050010**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.
Develop the capacity to provide distance delivered services to students with disabilities and professional development training opportunities to teachers via distance.

3.a. Performance Measure	Measure Type	Quantitative Data					
Select school districts to pilot distance delivered services through approved service providers.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		2	/	
3.b. Performance Measure	Measure Type	Quantitative Data					
Implement distance delivered services to students via distance.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
 Performance Measure 3.a: Two video-conferencing protocols were developed and completed in second year of project.
 Performance Measure 3.b: Distance delivered services via video conferencing was not provided this year.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050010**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Budget524BSectionB

File : C:\Documents and Settings\sjschumacher\My Documents\SEA\Annual Report 08
\budget524BSectionBC.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title :

File :



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:
H323A050010

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

FY 07

SIG Grant funds **HS323A050010**
4/30/2008 **State Improvement Grants 84.323**

State Improvement Grants	Expenditures Including Encumbrances	
1 Personnel		94473
2 Travel		2035
3 Equipment		0
4 Supplies		6226
5 Contractual		228474
6 Grants		218792
		<u>550000</u>

FY 08

SIG Grant funds **HS323A050010**
4/30/2008 **State Improvement Grants 84.323**

State Improvement Grants	Expenditures Including Encumbrances	
1 Personnel		27399
2 Travel		1127
3 Equipment		0
4 Supplies		0
5 Contractual		160243
6 Grants		217568
		<u>406337</u>

The unexpended funds for FY 08 will be spent on SIG Director, SIG Assistant, Special Education mentor salaries, and E – Module completion.