

U.S. Department of Education

Washington, D.C. 20202-5335



OSEP FY '06 State Improvement Grant Final Report
CFDA # 84.323A
PR/Award # H323A050015
Budget Period: Final
Report Type: Final Performance

OMB No. 1890-0004, Expiration Date: 07/31/2007

PR/Award # H323A050015

****Table of Contents****

Page

3	Grant Performance Report Cover Sheet (ED 524B) -
4	Executive Summary
6-15	Project Status
16-17	Grant Performance Report (ED 524B) Project Status Chart - Budget



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

OMB No. 1890-0004

Check only one box per Program Office instructions.

Annual Performance Report Final Performance Report

Expiration: 10-31-2007

General Information

1. PR/Award #: H 3 2 3 A 0 5 0 0 1 5 2. NCES ID #: 0 2
(Block 5 of the Grant Award Notification.) *(See Instructions.)*

3. Project Title: 84.323A 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.)*

6. Project Director Name: Sharon Schumacher Title: SIG Director
 Ph. #: (907) 465 - 2824 Ext: () Fax #: (907) 465 - 2806
 Email Address: Sharon_Schumacher@eed.state.ak.us

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 7 / 1 / 2003 To: 6 / 30 / 2006 (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 <i>(Match/Cost Share)</i>
a. Previous Budget Period	562,966.00	
b. Current Reporting Period	537,034.00	
c. Entire Project Period <i>(For Final Performance Reports only)</i>	2,750,000.00	

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: 6 / 30 / 1999 To: 6 / 30 / 2006 (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: <u>Roger Sampson</u>	Title: <u>Commissioner</u>
Signature: _____	Date: _____



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

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

PR/Award #:
H323A050015

The State of Alaska is extremely pleased with the accomplishments of its State of Improvement Grant, Quality Education in the Last Frontier. Throughout the course of this grant many goals were accomplished to increase the quality of education for all students, including students with disabilities, in our state. We have done this by developing several types of supports and resources for educator's and families.

The Quality Education in the Last Frontier grant program (QELF) continues to increase educational services and outcomes for all Alaska students, by providing direct support and technical assistance to its partners. According to its design, the QELF project facilitates collaboration with its partners which include:

- South East Regional Resource Center
- Alaska school districts
- Parent Training and Information Center (PTI)
- Alaska state government agencies
- Alaska's State Advisory Panel
- In-state and out-of-state institutes of higher education
- The Alaska Mental Health Trust Authority
- Alaska's Center for Excellence
- Center for Human Development

The QELF Alaska Personnel Development Team provided important input regarding the recruitment, retention, and professional development of quality education personnel. The QELF Project Advisory Committee (PAC) helped define strategies and set priorities for the project, as well as collaborated with its evaluator, Alaska's Center for Human Development, to conduct focus groups on parental issues, rural issues, and other areas of concern to special education providers.

A. Challenges

The principal challenge of the SIG grant this year has been the absence and continuous change of program staff. The SEA special education team and the SIG program assistant

have been actively working with other agencies to maintain the programs, and to making any modifications necessary to already existing programs.

As the QELF project finishes it's final year, continuing to assisting the development of the department's data collection infrastructure is important. The department will continue working with school districts, enabling them to convert from a paper intensive recording system to an electronic one such as a web-based IEP system. Currently, 45 of the 53 school districts in Alaska have converted to a web-based IEP system. In addition, the QELF project needs to continue the development of online interactive training modules in order to train paraprofessionals, teachers, and parents.

B. Future Opportunities

The department will continue supporting many of the activities started with the QELF project. One of the indirect, but very important, benefits of the QELF project has been the identification of additional weaknesses in Alaska's special education infrastructure. By using this information, as well as information gathered from the CIMP committee process, QELF's advisory groups, district compliance monitoring, and departmental staff, the department will continue implementing additional strategies as needed. The department will also continue to support there developments such as:

- Expansion of the www.alaskateacher.org Website to include training district personnel in its use.
- A Department of Education & Early Development data warehouse.
- Implementation of a state-wide Web-based IEP system.
- Specific intensive efforts to recruit and retain speech-language pathologists, an area of critical need in Alaska, as well as other related service providers.
- Improving collaboration and outcomes among parent advocacy groups in Alaska.
- Supporting training on standards-based instruction for students with disabilities, including distance-provided courses.
- Expanding training and resources in the area of secondary transition.
- Increasing collaboration with the Division of Juvenile Justice, Department of Labor, Office of Children's Services, and Behavior Health.
- Increasing the development of E-Learning Modules.

Project Status

Goal 1: Increase the participation of all students in activities related to Alaska's Quality Schools Initiative (QSI) and other school reform efforts.

Objectives	Activities
<p><i>Objective 1.1</i> Ensure state data systems track the progress of all students towards meeting state performance standards.</p>	<ul style="list-style-type: none"> • The Continuous Improvement Monitoring Process has accomplished Phase I, the Self Assessment and Phase II the Plan of Improvement. QELF assisted in the purchase of a data warehouse to improve special education data collection and analysis. • The Continuous Improvement Monitoring Process is being refined. Routine meetings and discussions with input from the stakeholder group continue to review the APR and now begin work on the State Performance Plan (SPP). • Transition is a performance indicator that Alaska can continue to develop. ATOP is a three-stage project that trains faculty, students with disabilities and students without disabilities the skills needed for adult life (or in the case of faculty, how to teach these skills). Stage One consist of a pre and post onsite assessment of a district by a secondary transition specialist to determine its specific strengths and weaknesses with regard to preparing students with disabilities for adult life. Any weaknesses must be corrected. Next, districts participate in an onsite post-assessment to ascertain the status of any areas identified as weaknesses. Stage Two, if weaknesses are corrected, is an intensive transition camp attended by school faculty and select students with and without disabilities. These camps are offered in the Spring and Fall and are a required activity for the SET of Life grant recipients. The Transition Camp is a weeklong academic learning experience, which focused on skills and techniques that assist students to transition from school to work. The camp is aligned with Alaska Content Standards and taught by Alaska teachers. The emphasis on the camp is on identifying career interests and planning for career options; using employability skills to develop a work ethics necessary for success in the workplace; acquiring knowledge that contributes to well-being in the workplace; and to develop employability and job-seeking skills that will assist students in effectively making the transition from school to work and life-long learning. Staff uses the model at the Transition Camp to compliment district offerings. Stage Three is a direct

	<p>grant to the district to implement local transition activities in collaboration with other agencies. Currently 36 school districts have attended the transition camps. These have been funded through the Set for Life Grant. Several districts have also participated in a Train the Trainer's Transition camp.</p>
<p>Objective 1.2 Provide school districts with training and resources to ensure participation of all students in activities related to Alaska's Quality Schools Initiative (QSI).</p>	<ul style="list-style-type: none"> • Continued development of a parent training website for parents, teachers, professionals, and paraprofessionals which will include topics such as developmental disabilities, advocacy and transition. This website is the one Step Alaska Family Directory - www.asdk12.org/AFD/ • E-Learning Modules development continued. Modules available for credit are: <ul style="list-style-type: none"> ➤ Introduction to Special Education for New Teachers/ Paraprofessionals – 3 credits <ul style="list-style-type: none"> ▪ Roles and Responsibilities ▪ Understanding the Public Law ▪ Disabilities ▪ Additional Disability Categories ➤ Adapting Teaching Techniques to meet Individual Needs – 3 credits <ul style="list-style-type: none"> ▪ Monitoring Student Progress ▪ Supporting Student Learning Styles ▪ Strategies for Accommodating Individual Need ▪ Identifying Learning Theory ➤ Supporting Positive Student Behavior – 3 credits <ul style="list-style-type: none"> ▪ Helping Students Develop Positive Self-Esteem ▪ Functional Behavioral Assessment ▪ Positive Behavior Support: A School Wide Model ➤ Acting as an Advocate for Students with Special Needs – 1 credit ➤ State of Alaska Fetal Alcohol Syndrome Training – 3 credits ➤ Precautions Against Blood-Borne Pathogens ➤ Parent Guide • E Learning Modules currently under development are: <ul style="list-style-type: none"> ➤ 14 Disability Categories

<p>Objective 1.3 Provide parents and family members with training and resources to support student participation in QSI activities.</p>	<ul style="list-style-type: none"> • The project director attended a parent training collaboration meeting. Also, a central calendar for parent training opportunities was developed on the Anchorage School District's web site, www.asdk12.org/AFD/ • Dream Based Transition Alliance (DBTA) with Center for Human Development (CHD) reviewed, updated, and distributed DBTA Transition Guide's to LEA's and parent groups throughout Alaska. These guides promoted, facilitated and evaluated Person-Centered-Planning for individual students. They promoted Parent in Transition Model to several LEA's. Increased participation of middle/high school parents in transition meetings. Evaluated the effectiveness of promotion to middle school families and teachers. • The project also emphasizes self-advocacy and self-determination for all students at all levels. <ul style="list-style-type: none"> Products: <ul style="list-style-type: none"> ➤ Self Determination Tool Kit ➤ Super Plan Man I & II ➤ Student Comic Books
--	---

Goal 2: Support the full participation of parents, families, and community members in activities promoting student achievement.

Objectives	Activities
<p>Objective 2.1 Increase the capacity of the PTI center to disseminate information and provide technical assistance to families of students with disabilities.</p>	<ul style="list-style-type: none"> • A grant to PARENTS, Inc. (www.parentsinc.org) was allotted to fulfill this objective. The grant to PARENTS, Inc. was for <ul style="list-style-type: none"> ➤ Registration scholarships for parents to attend trainings, seminars, & conferences like Parent Leadership Institute. ➤ Long distance training delivery and information. ➤ Newsletter to recruit program participants and provide program status to stakeholders. • LINKS, Mat Su Parent Resource Center, has also been a valuable resource for parents. www.linksprc.org
<p>Objective 2.2 Increase the participation of parents and families in training education personnel in school districts and institutions of</p>	<ul style="list-style-type: none"> • A central calendar for parent training opportunities was developed and posted on the web site, www.asdk12.org/AFD/. • Parents Inc

higher education.	<ul style="list-style-type: none"> ➤ Registration scholarships for parents to attend trainings, seminars, & conferences like Parent Leadership Institute. ➤ Long distance training delivery and information. ➤ Newsletter to recruit program participants and provide program status to stakeholders.
Objective 2.3 Increase the knowledge of parents and family members regarding QSI.	<ul style="list-style-type: none"> • Many activities were picked up by the Anchorage School District. Alaska Family Directory is a parent oriented web based information system. www.asdk12.org/AFD/ • LINKS, Mat Su Parent Resource Center, has also been a valuable resource to parents. www.linksprc.org • Posted parent trainings on special education training events on the EED web site – www.eed.state.ak.us/tls/sped • Dream Based Transition Alliance (DBTA) with Center for Human Development (CHD) reviewed, updated, and distributed DBTA Transition Guide's to LEA's and parent groups throughout Alaska. These guides promoted, facilitated and evaluated Person-Centered-Planning for individual students. They promoted Parent in Transition Model to several LEA's. Increased participation of middle/high school parents in transition meetings. Evaluated the effectiveness of promotion to middle school families and teachers.
Objective 2.4 Increase the participation by community members in district activities.	<ul style="list-style-type: none"> ➤ Presented a statewide annual award to the outstanding Community Volunteer & Para Professional at the Alaska State Special Education Conference. ➤ Development and use of extensive stakeholders groups.

Goal 3: Develop and sustain effective partnerships among state agencies that provide services affecting students' educational achievement

Objective 3.1 Collaborate with EED programs to ensure achievement of project goals.	<ul style="list-style-type: none"> • Collaborated with EED staff to develop FAS Multidisciplinary module and Blood Borne Pathogen module. • Grant with Alaska Pacific University to develop college credit courses to parallel E-Learning modules. Collaborated with DHSS to develop FAS modules for professional development. • Collaborated with Teacher Certification to establish paraprofessional competencies and goals. • Collaborated with EED staff and UAA-CHD to create e-
--	---

	<p>learning modules on effective advocacy (Helping Students Develop Positive Self Esteem).</p> <ul style="list-style-type: none"> • Collaborated with EED staff, LEA, Department of Labor (DOL), and DJJ to develop transition programs for students in the Juvenile Justice system.
<p>Objective 3.2 Collaborate with the Department of Health and Social Services (DHSS) program staff.</p>	<ul style="list-style-type: none"> • Funded FAS stipends for teachers and Para educators to attend annual conference on Fetal Alcohol Syndrome. • RSA with DHSS. Funding went toward AK Transition Training Initiative, a collaborative effort with DHSS. The training coordination service is provided by REACH, INC, a non-profit Juneau based agency. Multiple 2-day trainings were on transition of special needs children into school district programs at age three. • Collaborated with DHSS to develop IEP process training for Pysc. nurses dealing with out of state placements. • Collaborated with DHSS to develop transition programs for students in the Juvenile Justice system. • Completed Out of State MOA with DHSS.
<p>Objective 3.3 Collaborate with the Department of Corrections (DOC) program staff.</p>	<ul style="list-style-type: none"> • Completed Secondary Transition Guide revision and attended a meeting to promote collaboration. • All school districts have an MOA with the Department of Correction to provide staff for student inmates with special needs. • Monitored on site all DJJ/DOC student placements
<p>Objective 3.4 Collaborate with the Department of Labor and Workforce Development, Division of Vocational Rehabilitation (DVR) program staff.</p>	<ul style="list-style-type: none"> • Completed Secondary Transition Guide revision and attended a meeting to promote collaboration. • Conducted a Workforce Investment Act conference (disseminated and provided training for SET for Life materials) • Collaborated with the Workforce Investment Board on the statewide Youth Transition mapping program. • Disseminated and provided training for SET for Life materials at LEA Special Education Director's Conference as well as the annual Special Educators conference. • Division of Vocational Rehabilitation (DVR) staff attended statewide training event with Ed O'Leary (transition training) • DVR staff attended Transition Camp • Collaborated with Department of Labor to present apprenticeship models at Transition Camp • Collaborated with DOL on the development of Customized Employment Grant. • Collaborated with DOL to develop transition programs for students in the Juvenile Justice System.

	<ul style="list-style-type: none"> • Served on statewide DOL led transitional services planning groups. • Assisted DVR in its Customized Employment Grant. • DVR & EED collaborated to provide summer internships for teachers to learn DR transition activities.
--	--

Goal 4: Develop the infrastructure to recruit, train and retain education professionals.

<p>Objective 4.1 Increase the capacity of pre-service training programs for education professionals.</p>	<ul style="list-style-type: none"> • Awarded grant to UAS to develop Special Education Program for pre-service teachers. Work was initiated with the University of Alaska to assist in the training of regular education teachers in special education. • Awarded RSA Grant to University of Alaska Fairbanks to provide tuition assistantships for approximately 6-8 students to complete Masters Degree Program. This activity was very successful and expanded to include support for up to 10 students at each University of Alaska campus –UAS, UAA, and UAF.
<p>Objective 4.2 Design and implement comprehensive in-service training programs for education professionals.</p>	<ul style="list-style-type: none"> • Brain Research Institute, ASDN • Conducted brain research training in Anchorage and Juneau. • Conducted secondary transition in-service training for local LEA’s. • Conducted in-service training on usage of the paraprofessional on-line e-learning modules to LEA’s.
<p>Objective 4.3 Increase efforts to recruit special education teachers.</p>	<ul style="list-style-type: none"> • Collaborated with ATP to merge databases and revise the web site for job fair recruitment • Turned the state’s AKEEB database over to Alaska Teacher Placement, statewide Univ. of Alaska • Alaska Teacher Placement (ATP) was identified as the lead recruiting agency for educators in Alaska. As a partner in the SIG grant ATP has worked to increase teacher recruitment and retention through innovate online services and expanding recruiting efforts to special education teachers through new partnerships. • In 2001 the Department of Education and Early Development began exploring improvements to the online application system in Alaska and the AKEEB website was launched under EED. • In 2003 Alaska Teacher Placement seemed the most equipped to handle the burden of managing this data and assumed the online application and URL – Alaska Teacher.Org and revamped the entire site. The site now has a record number of hits reaching more than 1 million

	<p>between January to April 2006.</p> <ul style="list-style-type: none"> • The job bank is also thriving with new job seekers, resumes and job postings. At our peak in March and April we had over 400 job seekers, 200 jobs posted and 275 resumes uploaded to the system. • University of Alaska Southeast (UAS) developed a Secondary Transition and Vocational education course for the Special Education endorsement program. • UAS developed undergraduate level courses (24credits) leading to a Special Education endorsement. • University of Alaska Fairbanks (UAF) provides stipends for students working toward a Masters Degree in Special Education.
<p>Objective 4.4 Create an effective recruiting program for related service providers.</p>	<ul style="list-style-type: none"> • Memorandum of Agreement submitted to UAA for development of a speech language pathology program. This program of study will enable certification of Speech Language Pathologists in Alaska. • The speech-language pathology program at UAA is affiliated with East Carolina University. The Council on Academic Accreditation in Audio logy and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association approved of East Carolina’s Substantive Change Plan for adding a satellite location in conjunction with the University of Alaska in Anchorage. UAA has been officially recognized as a satellite location by the CAA. • 19 Alaskans are currently enrolled or admitted to the graduate speech-language program at ECU. Another 10 students are completing their leveling courses and are expected to enroll in graduate studies in 2007. We will begin a new cohort in the January 2007 leveling courses and anticipate 10 new students. • ECU offers the graduate academic coursework online. UAA offers the prerequisite (leveling) courses that students need prior to being admitted to a graduate program. UAA also sponsors the clinical internships. Each summer UAA, sponsors a speech-language clinic. Student clinicians provide therapy under the supervision of fully qualified speech-language pathologists. In the summer of 2006, there are 155 children enrolled in the clinic and there is a waiting list of 50 other children. Most of the children enrolled in the clinic are preschool age.
<p>Objective 4.5 Create an effective program to retain special education teachers and related service providers.</p>	<ul style="list-style-type: none"> • EED turned the state’s AKEEB database over to ATP, statewide Univ. of Alaska. This site has an online community that meets monthly to host informational chat

	<p>sessions; topics include: Special Education, Teacher Certification, Relocation, and more. Overall, ATP has help to increase the recruitment of teachers by offering more advanced services online, and assisted with retention of teachers by facilitating online discussions about education in Alaska, which helps teachers make the transition to Alaska. ATP has also partnered with the Alaska Statewide Mentor project; a program that provides beginning teacher in Alaska with a statewide mentor to offer support in the classroom with a focus on instructional leadership.</p>
Promote GEPRA	Goal 4 supports Part B, Objectives 8 and Part D, Objective 3 and 5.

Goal 5: Develop the infrastructure to recruit, train and retain para-educators.

<p>Objective 5.1 Design a comprehensive training system for Para educators.</p>	<ul style="list-style-type: none"> • Developed Para educator competencies w/ teacher certification • Met with University personnel, districts, and agencies and developed paraprofessional plan of training. • Developed e-learning modules <ul style="list-style-type: none"> ➤ Updating Phase I (set of 4 modules: Roles & Responsibilities; Understanding the Public Law; Disabilities; Other Disability Categories) ➤ Updating Phase II (set of 4 modules dealing with Adapting Teaching Techniques to Meet Individual Needs) ➤ Addition E-Learning courses: Fetal Alcohol Syndrome (module for multidisciplinary application) and Precautions Against Blood Borne Pathogens ➤ Addition of module Acting as an Advocate for Students with Special Needs • Addition of Phase III (set of 4 modules: Helping Students Develop Positive Self-Esteem; Functional Behavior Assessment; Behavior Intervention Plan; Positive Behavior Support – A School Wide Model) • Developed course requirements for e-learning modules with APU • Meet with statewide committee on paraprofessional training opportunities • Statewide committee on paraprofessional assessment Co-Facilitate statewide committee to review
--	--

	<p>paraprofessional assessments and develop recommendation for State School Board</p> <ul style="list-style-type: none"> • University of Anchorage (UAA)- Center for Human Development (CHD) distributed surveys to paraprofessionals for input on training needs.
<p>Objective 5.2 Establish a career ladder for Para educators.</p>	<ul style="list-style-type: none"> ➤ Developed Para educator competencies w/ teacher certification ➤ Met with statewide committee to develop Paraprofessional plan of training. ➤ Developed Phase II and III e-learning modules • Developed credit course through Alaska Pacific University (APU) that parallel EED's E-Learning Course Sets: <ul style="list-style-type: none"> ➤ Expanded E-Learning set Phase I from an available 1 credit to a 3 credit course ➤ Expanded FASD E-Learning module from an available 1 credit to a 3 credit course ➤ Developed a 3 credit course to parallel the new Phase II E-Learning set ➤ Contracted to create 3 credit courses to parallel new Phase III E-Learning set • Award scholarships for pre-service special education teachers
<p>Objective 5.3 Increase efforts to recruit Para educators.</p>	<ul style="list-style-type: none"> • Transfer AKEEB database to ATP, statewide Univ. of Alaska
<p>Objective 5.4 Develop and implement effective retention strategies for Para educators.</p>	<ul style="list-style-type: none"> • Presented statewide annual awards: Award to Outstanding Paraprofessional and Award to Outstanding Community Volunteer. Presentation made at the Alaska State Special Education Conference. • Provided paraprofessional training modules (E-Learning). • Awarded course certificates for those paraprofessionals receiving 75%+ on posttest of a module. • Awarded course credits for Para educator training.
<p>Promote GEPRA</p>	<p>Objectives 5.1 through 5.4 support GEPRA Part B, Objective 8 and Part D, Objectives 3 and 5.</p>

Goal 6: Develop an evaluation program to ensure efficient use of federal, state, and local resources for project activities.

<p><i>Objective 6.1</i> Effectively administer the project.</p>	<ul style="list-style-type: none"> • Contracted with Center for Human Development (CHD) to evaluate program. • The Project Advisory Committee (PAC) annual meeting will be held August 2004. PAC will look at development, implementation, & evaluation.
<p><i>Objective 6.2</i> Implement the evaluation plan.</p>	<ul style="list-style-type: none"> • The SIG evaluation plan will be presented in August at the PAC meeting. • Final Evaluation will be completed at conclusion of grant
<p><i>Objective 6.3</i> Disseminate materials and findings to state and national audiences</p>	<ul style="list-style-type: none"> • Made presentation at Special Education Directors Conference, Special Educators Conference and Head start Conference on E-Learning Modules. Disseminate information on E-Learning Modules for the benefit of teachers or other interested parties.



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

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

PR/Award #:
H323A000015-03

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

STATE IMPROVEMENT GRANTS	Expenditures Including Encumbered Funds	Matching Category Title VI-B SIG	Expenditures Including Encumbered Funds
5001000		5101200	
1 Personal	30,766	1 Personal	66,392
2 Travel	19,077	2 Travel	12,742
3 Equipment	8,335	3 Equipment	0
4 Supplies	19,599	4 Supplies	1,239
5 Contractual	63,647	5 Contractual	9,453
6 Grants	408,576	6 Grants	262,034
	<hr/> 550,000		<hr/> 351,860

STATE IMPROVEMENT GRANTS	Expenditures Including Encumbered Funds	Matching Category Title VI-B SIG	Expenditures Including Encumbered Funds
5002000		5102200	
1 Personal	33,000	1 Personal	81,775
2 Travel	18,238	2 Travel	650
3 Equipment	0	3 Equipment	0
4 Supplies	5,829	4 Supplies	292
5 Contractual	346,184	5 Contractual	198,636
6 Grants	146,749	6 Grants	61,922
	<hr/> 550,000		<hr/> 343,275

STATE IMPROVEMENT GRANTS		Expenditures Including Encumbered Funds
5003000		
1	Personal	33,000
2	Travel	8,058
3	Equipment	280
4	Supplies	2,832
5	Contractual	328,536
6	Grants	177,294
		<hr/>
		550,000

Matching Category Title VI-B SIG		Expenditures Including Encumbered Funds
5103200		
1	Personal	80,000
2	Travel	2,369
3	Equipment	0
4	Supplies	1,528
5	Contractual	27,570
6	Grants	224,462
		<hr/>
		335,929

STATE IMPROVEMENT GRANTS		Expenditures Including Encumbered Funds
5004000		
1	Personal	33,000
2	Travel	3,800
3	Equipment	0
4	Supplies	8,736
5	Contractual	338,566
6	Grants	178,864
		<hr/>
		562,966
		562,966

Matching Category Title VI-B SIG		Expenditures Including Encumbered Funds
5104200		
1	Personal	80,000
2	Travel	6,104
3	Equipment	0
4	Supplies	1,688
5	Contractual	88,308
6	Grants	164,126
		<hr/>
		340,226

STATE IMPROVEMENT GRANTS		Expenditures Including Encumbered Funds
5005000		
1	Personal	33,000
2	Travel	2,029
3	Equipment	0
4	Supplies	228
5	Contractual	309,765
6	Grants	192,012
		<hr/>
		537,034

Matching Category Title VI-B SIG		Expenditures Including Encumbered Funds
5105401		
1	Personal	39,521
2	Travel	0
3	Equipment	0
4	Supplies	4,120
5	Contractual	191,744
6	Grants	96,400
		<hr/>
		331,785

Total State Improvement 2,750,000