

U.S. Department of Education

Washington, D.C. 20202-5335



OSEP FY '06 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING
CFDA # 84.323A
PR/Award # H323A050010
Budget Period # 1
Report Type: Annual Performance

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

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**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
Ph. #:	Fax #:	Email Address:
9074652972	9074652806	SHARON_SCHUMACHER@EED.STATE.AK.US

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 7/1/2005 To: 6/6/2006 (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 (Match/Cost Share)
a. Previous Budget Period	0.00	0.00
b. Current Reporting Period	250,662.00	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: 7/1/2005 To: 7/1/2006 (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: Roger Sampson	Title: Commissioner
Signature:	Date:

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

Title : Executive Summary
 File : C:\Documents and Settings\sjschumacher\My Documents\SEA\Annual report 06
 \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

In November 2005, the Center for Human Development’s report entitled, “Quality Education in the Last Frontier,” identified a shortage of highly qualified special education teachers in Alaska as a central theme. This study conducted focus group discussions with 13 current special education directors in the state. As one of its goals, the State’s Comprehensive System of Personnel Development identifies the implementation of innovative strategies and activities for the recruitment and retention of early education service providers as part of its goals. The Special Educators for Alaska Project addresses the need for highly qualified special education teachers in Alaska through two innovative approaches: (1) the hiring and training of full-release mentor special education teachers to work with newly hired special education teachers in the state, and (2) the development of video conference technology to work with teachers, Para educators, families, and students in rural and remote locations where frequent travel is hindered by inclement weather.

During this first project year, the Special Educators for Alaska Project worked with three entities in the state. Those three entities were: Alaska Teacher Placement (ATP) at the University of Alaska Fairbanks, Southeast Island School District (SISD), and Southeast Regional Resource Center (SERRC).

The ATP portion of the grant focuses on two goals: (1) To recruit and train mentor teachers in order 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 who are interested in teaching in Alaska, and are in their first or second year of the profession.

Alaska Teacher Placement utilized two special education mentors in the Alaska Statewide Mentoring Project. These mentors provided 58 on-site visits to eight new special education teachers in Alaska. In addition, these mentors provided assistance to other mentors who were assigned an additional 19 newly hired special education teachers. Therefore, a total of 27 new special education teachers were mentored during the 2005-2006 school year.

During this first project year, the mentors received new, research based training from the New Teacher Center (NTC). The following mentor academies took place during this project year: Mentoring for Equity, Oct. 4-6, 2005; Coaching in Complex Situations, Nov. 8-10, 2005; Artifacts of Practice, January 10-12, 2006; and Developing Mentor Leadership, April 4-6, 2006. Both special education mentor teachers were in their second year of mentoring and had received training in Academies 1-4 from the NTC during the 2004-2005 school year.

Mentors used formative assessment tools learned from the New Teacher Center to assess the value of their mentoring. This process consists of maintaining collaborative logs, creating a continuum of teacher development, and individual learning plans. In addition, other activities were used to assess the project's strengths. These included video taping the mentor training sessions, gathering interviews from mentors and beginning teachers, and on-line surveys given to new special education teachers.

During this first project year, mentor teachers assisted in the recruitment of teachers by attending job fairs out-of-state. Special education mentor teachers provided information about teaching in Alaska at these job fairs. Special education mentor teachers also provided information at the UAS campus to the Master's Arts in Teaching (MAT) class.

During the second year, this project will expand its number of special education teacher mentors to 24, and develop a list of observable behaviors for best practices in special education in Alaska. NTC will provide additional training to new mentor teachers and mentors will assist in the recruitment of new special education teachers. To accomplish this, mentors will give informational presentations throughout Alaska and the "Lower 48" at institutions of higher education who provide high quality teacher preparation programs.

The Southeast Island School District (SISD) and Southeast Regional Resource Center (SERRC) focused on the third goal of the project. This goal is to develop the capacity to provide distance delivered services to students with disabilities, as well as professional development training opportunities to teachers via distance delivery through technology.

Southeast Island School District (SISD) is leading the state of Alaska into the 21st Century with their innovative approach to education. Today the district provides most of its special education services with their video conferencing equipment called, iTV.

Special education delivery to the remote areas of Alaska traditionally consists of teachers boarding small planes, flying in various weather conditions, sleeping on floors of schools, experiencing travel delays, having large amounts of precious time drained from their day due to travel, and finding limited time to spend one-on-one with students. By the end of the year, teachers are burned out and ready for jobs requiring less effort in order to gain better success rates.

Until today, this was the best anybody could offer Alaska's remote schools in the way of special education services because financially, districts couldn't afford to put a special education teacher at each site. With the addition of new and improved technology, this has changed. District's now have the ability to arrange a video conference thanks to the increased bandwidth, satellites, and Internet capabilities now finally available in remotes sites Alaska.

Today, with this new technology, special education students in remote sites have access to special education services that were once only available to students in larger sites with full-time, on-site special education teachers. Weekly meetings are now the minimum for contact time as opposed to the once a month services before. Video conferencing allows for stronger, more meaningful relationships between students, Para educators, teachers and special education teachers. With more contact time, strategies can be modified more frequently and with greater accuracy. Para educators and teachers are able to receive more training in groups and as individuals. Special education teachers are better prepared and have more complete, accurate and reflective paperwork as a result of the decline in travel time.

By seeing students become more successful, teachers find greater job satisfaction. Without having the burnout factors of travel, lack of time with students, inadequate planning time, and weak relationships, teachers no longer feel the need to move on each year. Teacher retention allows for consistency between the years and a faster start-up time in the fall. All of these factors will play a role in increased student achievement. The state board of education supported SISD's request for a continuation of our SPED waiver.

SERRC's focus for this goal deals with delivering related services to rural Alaska via video conferencing the name of there project is -The Quality Undertaking of Educational Student Therapies (QUEST).

SERRC staff has worked collaboratively with SISD staff throughout this year to plan and facilitate many meetings and the first project work-session May 19 and 20. On May 19 SERRC project staff (SLP, OT, PT, Technology Director, Special Education Administrator, Associate Director, and Executive Director) met to review the history and scope of the project including goals and objectives, review the SISD companion proposal, review Northwest Regional Educational Laboratory's Guide to Videoconferencing, learn to use videoconferencing equipment, and simulate lessons and supervision using the medium. The Technology Director has posted the proposals and guide on the Project QUEST WIKI on the SERRC website. He has also developed a "Videoconferencing 101" course using the Moodle course management system. He has also familiarized project staff with how to use a WIKI and access the course for current and future reference.

On May 20 SERRC staff joined SISD staff via videoconference for a four hour session. Two SISD classroom teachers presented how they developed and use videoconferencing for course delivery. Next special education teachers showcased how they are using videoconferencing to assist with delivery of special education services including supervision of paraprofessionals.

SERRC staff reported out on lessons learned from conversations with North Dakota professionals and demonstrated the web-based videoconferencing course and WIKI. During the afternoon of the 20th SERRC staff began identifying next steps which

includes each related service provider developing guiding questions and examples in the following areas as the first step in developing discipline specific protocols for supervision of paraprofessionals: preparation, presentation, data collection, and assessment . Questions and examples will be posted on the WIKI for review by all project staff in preparation for the next videoconference meeting to be held mid-June. SISD special education staff will be invited to view materials posted to the WIKI and to participate in the next meeting with SERRC staff.

The SEA Project has proven to be very successful in its first year of implementation. The main goals of recruiting and training Special Education mentor teachers and creating video conferencing technology in order to deliver services to remote locations in Alaska have both been considered a success. The State of Alaska and other participating agencies are pleased with the accomplishments of the SEA Project's first 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. Being able to deliver quality services to students in our state has been a challenge. By developing the technology and protocol's for delivery of those services via video conferencing opens up a whole new way to meet the needs of all students in our state. It might also help in retaining teachers in hard to reach areas. 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 percent of personnel receiving professional development through the SPDG based on scientific-or evidence –based instructional practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		8	/	
1.b. 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	%
		2	/		2	/	

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

Performance Measure 1.a: No target was specified for the first year of the project but mentor teachers hired by the project provided mentoring to eight new special education teachers in the state.

Performance Measure 1.b: Projects funded under this grant were two. Alaska Teacher Placement provided training to special education mentor teachers and a combined effort by Southeast Regional Resource Center and Southeast Island School District developed distance delivery through technology for students with disabilities.



**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 provided through the SPDG based on scientific-or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4	/		4	/	

2.b. 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,	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

continuous inquiry, etc.).

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

Performance Measure 2.a: Four scientific or evidence based training activities were conducted by the New Teacher Center, University of California.

Performance Measure 2.b: No target for the number of monitoring visits was specified in the first year of the project. However, the two mentors hired through the grant provided 58 on site visits to the eight new special education teachers in the state.



**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 : buget524BsectionBC

File : C:\Documents and Settings\sjschumacher\My Documents\SEA\Annual report 06
\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 #:

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

SIG Grant Funds
5/30/2006

HS323A050010
STATE IMPROVEMENT GRANTS 84.323

	STATE IMPROVEMENT GRANTS	Expenditures Including Encumbrances
	5006000	
1	Personal	17,447
2	Travel	2,388
3	Equipment	0
4	Supplies	0
5	Contractual	3,518
6	Grants	227,309
		<hr/>
		250,662