

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

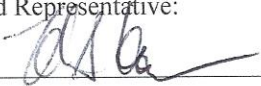
Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Chi Koon

Director, Research and Sponsored Programs

Title: _____

Name of Authorized Representative: _____



Date: 3,27,18

Signature: _____



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

CHANGE AGENTS IN SPECIAL EDUCATION (CASE)

PR/Award # (11 characters): **H325K120425**

YEAR 5: FINAL REPORT

The CASE Project at Medgar Evers College exceeded expectations in the number of early childhood and elementary special education personnel who were prepared to serve students with low incidence disabilities, particularly autism, severe intellectual disabilities and traumatic brain injury. The Project utilized several measures to ensure that special education personnel had the requisite knowledge, skills, and dispositions to meet the needs of young children with these disabilities and to fill the constantly growing shortage areas in the community and the City. Through its intensive undergraduate degree program preparation and grant-supported supplemental activities, the College is pleased to report on the outcomes of the CASE Project.

The following data summary pages in this report provide substantive information on the progress of the project in meeting its three major goals as well as their alignment with the OSEP program goals:

Goal 1: **To recruit, prepare and graduate up to 100 dual-certified special education teachers with either an Early Childhood Special Education (ECSE: Birth to Grade 2) or a Childhood Special Education (CSE: Grades 1 to 6) Bachelor’s degree.**

The CASE Project exceeded its enrollment and preparation targets. The project recruited and prepared 111 scholars. Of these, 108 met graduation requirements, while the remaining 3 candidates will earn their degrees by August 2018.

Goal 2: **To increase the number of qualified (State-certified) teachers from minority and underrepresented groups with enhanced evidenced-based early intervention and instructional knowledge, skills and dispositions to serve infants and toddlers with disabilities in diverse urban settings.**

The CASE project prepared 45 early childhood scholars, of whom 13 are currently State certified.

Goal 3: **To increase the number of qualified (State-certified) teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge, skills and dispositions to provide high quality instruction across core curriculum areas (language arts, mathematics, science and social studies) for elementary**

school-aged children with low incidence disabilities to improve their learning and developmental outcomes.

The CASE project prepared 66 elementary special education scholars, of whom 34 are currently State certified.

With respect to Goals 2 and 3, the challenge remains with the State certification rates, which were affected by the State's ongoing revisions and adoption of new examinations during the last five years. Specific measures were taken by the project to increase the number of test preparation workshops offered throughout the year, increase the instructional faculty and tutors, and purchase new instructional materials and online practice modules to support scholars. Project scholars represent a diverse mix of students representing minority and underrepresented groups, including English Language Learners and persons with disabilities, and the project provided additional support (individual and small group) as needed for these scholars.

Among the scholars prepared under this grant, 42% [47] of them are fully certified; approximately 30% [33] of them have met partial certification requirements, while the remaining 28% [31] of scholars have not yet taken any of the certification examinations. Although the project has included some intentional measures, including additional tutoring, test preparation and practice modules to intensify the certification efforts, the test-taking rates remain slower than desired. However, project faculty are committed to achieving this important goal of meeting the certification pass rate and will continue to work with candidates to meet this project and program requirement. Moreover, several scholars (38%) have already completed their graduate degrees, while another 28% are enrolled in master's degree programs to satisfy the IDEA qualifications. We are confident that the expectation of 90% highly qualified scholars under IDEA will be achieved as we continue to monitor our scholars beyond the life of the grant.

All of the licensed scholars as well as those scholars who are partially licensed are employed in various capacities for which they are prepared in special education settings. The certified teachers are serving young children in early intervention centers, including the renowned SUNY Downstate Early Intervention Center, Friends of Crown Heights, the Shirley Chisholm Head Start Program, and the Herbert Birch Early Intervention Centers. Our elementary program completers are serving students with disabilities in high need areas in public and charter schools, with many of them in District 75 special education schools.

It is important to note that CASE project scholars gained expertise in using evidence-based practices such as RtI and UDL, as well as intensive preparation in Autism, Traumatic Brain Injury and Severe Intellectual Disabilities. These workshops involved collaborative experiences with medical practitioners, service providers, parents of children with these disabilities, partner school personnel, program faculty and scholars. These collaborative workshop experiences generated high interest among stakeholders, including partner school personnel and parents, and led to the high rates of employment, including service as paraprofessionals for non-certified scholars. Early Childhood Special education working scholars (38) have impacted over 250 young children, while elementary special education employed scholars (60) are serving over 800 children with low incidence disabilities in inclusive and specialized, and mixed grade classrooms. Outcomes of the

impact of scholar preparation on student learning and achievement are areas for targeted research and future publications for this grant.

The support from OSEP through this grant opportunity made a lasting impact on scholars, particularly since most of them are from underserved groups, and would not have been able to access and achieve the level of preparation, continuous and individualized support, as well as new teacher mentoring that the project provided. More importantly, it has made significant impact on the young children, families, and students that these scholars are serving and will continue to serve in the Central Brooklyn community and the wider city of New York. The appended performance data provide a clearer picture of the direct outcomes of the project. We have also completed the PDS files for the scholars.

On behalf of President Crew, Provost Okereke, and the School of Education's faculty, staff and students, I thank you for supporting our projects and look forward to more opportunities to work with the US Department of Education Office of Special Education Programs as we collectively aim to change the culture of urban special education.

Respectfully submitted:

Sheilah M. Paul

Sheilah M. Paul, PhD
Project Director, CASE
Founding Dean,
School of Education

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

OMB No. 1894-0003

PR/Award # (11 characters): **H325K120425**

SECTION A - Performance 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, prepare and graduate up to 100 dual-certified special education teachers with either an Early Childhood Special Education (ECSE: Birth-Grade 2) or a Childhood Special Education (CSE: Grades 1-6) Bachelor’s degree.

- **Program Performance Measure #1:** The percentage of Special Education Personnel Development projects that incorporate evidence-based practices into their curricula
- **Program Performance Measure #2:** The percentage of scholars completing Special Education Personnel Development funded programs who are knowledgeable and skilled in evidence-based practices for infants, toddlers, children, and youth with disabilities
- **Program Performance Measure #3:** The percentage of Special Education Personnel Development funded scholars who exit preparation programs prior to completion due to poor academic performance
- **Program Performance Measure #4:** The percentage of Special Education Personnel Development funded degree/certification program recipients who are working in the area(s) in which they were prepared upon program completion

1.a. Performance Measure	Measure Type	Quantitative Data					
RECRUITMENT Number of recruitment activities conducted per year <ul style="list-style-type: none"> • College-wide Recruitment Activities • Departmental Orientations • University Partners (Offices for Students with Disabilities) • Community High Schools • CUNY Community Colleges • Non-CUNY Community Colleges 	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5	/		6	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
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ENROLLMENT The project will enroll and provide scholarship support for 20 new candidates each year <ul style="list-style-type: none"> • Year 1: 2013 (28) • Year 2: 2014 (10) • Year 3: 2015 (19) • Year 4: 2016 (23) • Year 5: 2017 (31) 	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		111	/	

1.c. Performance Measure	Measure Type	Quantitative Data					
PREPARATION The project will prepare 100 highly qualified teachers between Years 2013 and 2017: <ul style="list-style-type: none"> • Year 1: 2013: 20 (28) • Year 2: 2014: 20 (10) • Year 3: 2015: 20 (19) • Year 4: 2016: 20 (23) • Year 5: 2017: 20 (31) 	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		111	/	

1.d Performance Measure	Measure Type	Quantitative Data					
PREPARATION MEASURE #1: The percentage of Special Education Personnel Development projects that incorporate evidence-based practices into their curricula: <ul style="list-style-type: none"> • Special Education Curricula • Field Experiences 1-9 • Clinical Practice I and II • Collaborative Action Research Projects • Intercession Workshops 	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		100	/	100

1.e Performance Measure	Measure Type	Quantitative Data					
PREPARATION MEASURE #2: The percentage of scholars completing Special Education Personnel Development funded	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

<p>programs who are knowledgeable and skilled in evidence-based practices for infants, toddlers, children, and youth with disabilities through program specific</p>			/	100		/	100
<ul style="list-style-type: none"> • Course Content • Supervised Field Experiences • Clinical Practice • Action Research • Intercession Workshops 							

1.f Performance Measure	Measure Type	Quantitative Data					
<p>GRADUATION The project will graduate 20 highly qualified teachers each year 2013 to 2017 with degrees in one of the following professional dual-certificate (General Education and Special Education) programs:</p> <ul style="list-style-type: none"> • Year 1: 2013: 20 (28) • Year 2: 2014: 20 (10) • Year 3: 2015: 20 (19) • Year 4: 2016: 20 (22) • Year 5: 2017: 20 (29) 	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		108	/	

1.g. Performance Measure	Measure Type	Quantitative Data					
<p>Measure #3: Number of candidates who exit preparation program prior to completion due to poor academic performance</p>	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		0	/		0	/	

1.h. Performance Measure	Measure Type	Quantitative Data					
<p>Measure #4: The percentage of Special Education Personnel Development funded degree/certification</p>	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

<p>program recipients who are working in the area(s) in which they were prepared upon program completion</p> <ul style="list-style-type: none"> • Year 1: 2013: 20 (28) 27 • Year 2: 2014: 20 (10) 9 • Year 3: 2015: 20 (19)16 • Year 4: 2016 : 20 (23)20 • Year 5: 2017: 20 (31) 26 		100	/		98	/	
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Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. Recruitment included focused orientation presentations to Schools in the College: School of Science, Health and Technology, School of Business and School of Liberal Arts & the newly established School of Education (August 2017). Posters and recruitment material were also distributed to feeder community colleges. Program faculty participation in college-wide and community recruitment and orientation exercises resulted in increased interest in special education preparation, particularly in autism. Our public efforts in recruitment also attracted interest from non-CUNY community colleges during the past year. Our College’s rebranding efforts include video testimonials from two of the current CASE scholars which are posted on the College’s new Website.

1b. The project enrolled 31 qualifying candidates during Year 5. However, two scholars required more time to complete program requirements.

1f: The project prepared 111 candidates and graduated 108 candidates in five years. The remaining 2 candidates will meet graduation requirements by August 2018.

1g. There was no attrition in the program.

1h. Of the 108 scholars who already graduated with a dual-certificate Bachelor’s Degree, 98 (91%) of them are working in special education settings. Those scholars who received State teacher licensure are working as classroom teachers in full inclusion, CTT or specialized settings as itinerant and special education teachers. Those degreed scholars who have not yet earned teacher licensure are either working as teaching assistants or paraprofessionals in special education settings in public, charter or private schools.

Update of CASE Progress from Year 1 – Year 5

Cohort/ Year	Dual Certificate Degree Program	Number of Graduates	Scholars with Disabilities and ELLs GPRA	Range of GPAs	New York State Teacher Certification Examinations	Breakdown of Licensure Status
YEAR 5: 2017 Current n= 31	BA ECSE	18	3 ELL	2.9 – 3.3	Certified (2) Not Certified (16)	Certified (11%) Need 4 exams (68%) Need 3 exams (19%) Need 2 exams (11%) Need 1 exam (5%)
	BA CSE	13	-	1.9 3.3	Certified (2)	Certified (15%)

					Not Certified (11)	Need 4 exams (46%) Need 3 exams (23%) Need 2 exams (8%) Need 1 exam (8%)
YEAR 4: 2016 n=23	BA ECSE	8	1 (Disability)	2.8 – 3.3	Certified (1) Not Certified (7)	Certified (13%) Need 4 exams (38%) Need 3 exams (38%) Need 2 exams (11%)
	BA CSE	15	1 (Disability)	2.6 – 3.7	Certified (7) Not Certified (8)	Certified (47%) Need 4 exams (13%) Need 3 exams (33%) Need 2 exams (7%)
YEAR 3: 2015 n=19	BA ECSE	6	-	2.9 – 3.9	Certified (3) Not Certified (3)	Certified (50%) Need 3 exams (16.6%) Need 2 exams (16.6%) Need 1 exam (16.6%)
	BA CSE	13	1 (Disability) 4 (ELL)	2.9 – 3.6	Certified (9) Not Certified (4)	Certified (69%) Need 4 exams (8%) Need 3 exams (15%) Need 1 exam (8%)
YEAR 2: 2014 n=10	BA ECSE	3	2 (ELL)	3.0 – 3.6	Certified (1) Not Certified (2)	Certified (33%) Need 4 exams (33%) Need 1 exam (34%)
	BA CSE	7	1 (ELL)	3.1 – 3.8	Certified (4) Not Certified (3)	Certified (58%) Need 4 exams (14%) Need 2 exams (28%)
YEAR 1: 2013 n=28	BA ECSE	10	2 (Disability) 1 (ELL)	3.1 – 3.8	Certified (6) Not-Certified (4)	Certified (60%) Need all 4 new exams (20%) Need 3 exams (10%) Need 1 exam (10%)
	BA CSE	18	5 (Disability) 1(ELL)	3.0 – 3.87	Certified (12) Not Certified (6)	Certified (67%) Need all 4 new exams (28%) Need 3 exams (5%)
<i>Progress at the end of Year 5</i>						
Total Scholars N= 111	BA ECSE BA CSE	41% [45] 59% [66]	Disability: 9% [10] ELLs: 11% [12]	2.6 – 3.9	NYS Certified: 42% [47] Not Certified: 58% [64]	Passed 3/4 Exams: 9% [6] Passed 2/4 Exams: 13% [8] Passed 1/4 Exams: 30% [19] Need all 4 Exams: 48% [31]



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

OMB No. 1894-0003

PR/Award # (11 characters): **H325K120425**

SECTION A - Performance 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.

To increase the number of qualified (State-certified) teachers from minority and underrepresented groups with enhanced evidenced-based early intervention and instructional knowledge, skills and dispositions to serve **infants and toddlers with disabilities in diverse urban settings.**

- **Program Performance Measure #3:** The percentage of Special Education Personnel Development funded scholars who exit preparation programs prior to completion due to poor academic performance
- **Program Performance Measure #4:** The percentage of Special Education Personnel Development funded degree/certification program recipients who are working in the area(s) in which they were prepared upon program completion
- **Program Performance Measure #5:** The percentage of Special Education Personnel Development funded degree/certification recipients who are working in the area(s) for which they were prepared upon program completion and who are fully qualified under IDEA;

2.a. Performance Measure	Measure Type	Quantitative Data					
Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		0	/		0	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
GRADUATION Candidates will complete program and degree requirements for a Bachelor's Degree in Early Childhood Special Education (Birth –Grade 2) Year 1: 2013	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		Year 2: 2014	10	/		10	/
Year 3: 2015		10			3		
Year 4: 2016		10			6		
		10			8		

Year 5: 2017		10			18		
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2.c. Performance Measure	Measure Type	Quantitative Data					
CERTIFICATION Candidates will complete requirements for New York State Teacher Certification [see Note below]	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		45			13		

2.d. Performance Measure	Measure Type	Quantitative Data					
IDEA Qualification: Master's Degree Candidates will enroll in graduate degree programs to earn permanent licensure and full qualification under IDEA. Measure #5: The percentage of Special Education Personnel Development funded degree/certification recipients who are working in the area(s) for which they were prepared upon program completion and who are fully qualified under IDEA	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		45	/		13	/	
Measure #4: The percentage of Special Education Personnel Development funded degree/certification program recipients who are working in the area(s) in which they were prepared upon program completion	PROGRAM	45			38		

2.c. Explanation of Progress (Include Qualitative Data and Data Collection Information)

Dual Certificate Degree Program	Number of Graduates	Scholars with Disabilities or ELL GPRA	Range of GPAs	New York State Teacher Certification Examinations	Breakdown of Licensure Status
BA Early Childhood Special Education: Year 1 - 2013	10	2 Disability 1 ELL	3.1 – 3.8	Certified: 6 Not-Certified: 4	Certified (60%) Need all 4 new exams (20%) Need 3 exams (10%) Need 1 exam (10%)
BA Early Childhood Special Education: Year 2 - 2014	3	2 ELL	3.0 – 3.6	Certified: 1 Not Certified: 2	Certified (33%) Need 4 exams (33%) Need 1 exam (34%)

BA Early Childhood Special Education: Year 3 - 2015	6	2 ELL	2.9 – 3.9	Certified: 3 Not Certified: 3	Certified (50%) Need 3 exams (16.6%) Need 2 exams (16.6%) Need 1 exam (16.6%)
BA Early Childhood Special Education: Year 4 - 2016	8	1 Disability	2.8 – 3.3	Certified: 1 Not Certified: 7	Certified (13%) Need 4 exams (38%) Need 3 exams (38%) Need 2 exams (11%)
BA Early Childhood Special Education: Year 5 - 2017	18	3 ELL	2.9 -3.3	Certified (2) Not Certified (16)	Certified (11%) Need 4 exams (68%) Need 3 exams (19%) Need 2 exams (11%) Need 1 exam (5%)

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

PR/Award # (11 characters): **H325K120425**

SECTION A - Performance 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.

To increase the number of qualified (State-certified) teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge, skills and dispositions to provide high quality instruction across core curriculum areas (language arts, mathematics, science and social studies) for elementary school-aged children with low incidence disabilities to improve their learning and developmental outcomes.

- **Program Performance Measure #3:** The percentage of Special Education Personnel Development funded scholars who exit preparation programs prior to completion due to poor academic performance
- **Program Performance Measure #4:** The percentage of Special Education Personnel Development funded degree/certification program recipients who are working in the area(s) in which they were prepared upon program completion
- **Program Performance Measure #5:** The percentage of Special Education Personnel Development funded degree/certification recipients who are working in the area(s) for which they were prepared upon program completion and who are fully qualified under IDEA;

3a. Performance Measure	Measure Type	Quantitative Data					
Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		0	/		0	/	

3b. Performance Measure	Measure Type	Quantitative Data					
GRADUATION Candidates will complete program and degree requirements for a Bachelor's Degree in Childhood Special Education (Grade1-6) Year 1: 2013	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10			18		
Year 2: 2014		10			7		
Year 3: 2015		10			13		
Year 4: 2016		10			15		
Year 5: 2017		10			13		

3.c. Performance Measure	Measure Type	Quantitative Data					
CERTIFICATION Candidates will complete requirements for New York State Teacher Certification [see Notes below]	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		66			34		

3d. Performance Measure	Measure Type	Quantitative Data					
IDEA Qualification: Master's Degree Candidates will enroll in graduate degree programs to earn permanent licensure and full qualification under IDEA. Measure #5: The percentage of Special Education Personnel Development funded degree/certification recipients who are working in the area(s) for which they were prepared upon program completion and who are fully qualified under IDEA	PROJECT	Target			Actual Performance Data		
	PROGRAM	Raw Number	Ratio	%	Raw Number	Ratio	%
Measure #4: The percentage of Special Education Personnel Development funded degree/certification program recipients who are working in the area(s) in which they were prepared upon program completion	PROGRAM	66	/		38	/	
		66			60		

3c: Explanation of Progress (Include Qualitative Data and Data Collection Information)

Dual Certificate Degree Program	Number of Graduates	Scholars with Disabilities and ELLs GPRA	Range of GPAs	New York State Teacher Certification Examinations	Breakdown of Licensure Status
BA Childhood Special Education: Year 1 -2013	18	5 (Disability) 1(ELL)	3.0 – 3.87	Certified (12) Not Certified (6)	Certified (67%) Need all 4 new exams (28%) Need 3 exams (5%)
BA Childhood Special Education: Year 2 - 2014	7	ELL (1)	3.1 – 3.8	Certified: (4) Not Certified: (3)	Certified (58%) Need 4 exams (14%) Need 2 exams (28%)
BA Childhood Special Education: Year 3: 2015	13	Disabilities (1) ELL (4)	2.9 – 3.6	Certified (9)	Certified (69%)

				Not Certified (4)	Need 4 exams (8%) Need 3 exams (15%) Need 1 exam (8%)
BA Childhood Special Education: Year 4 – 2016	15	Disabilities (1)	2.6 – 3.7	Certified (7) Not Certified (8)	Certified (47%) Need 4 exams (13%) Need 3 exams (33%) Need 2 exams (7%)
BA Childhood Special Education: Year 5 -2017	13	-	2.9 – 3.3	Certified (2) Not Certified (11)	Certified (15%) Need 4 exams (46%) Need 3 exams (23%) Need 2 exams (8%) Need 1 exam (8%)

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

OMB No. 1894-0003

PR/Award # (11 characters): **H325K120425**

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

4. Other Performance Measures

- **Program Performance Measure #1: The percentage of Special Education Personnel Development projects that incorporate evidence-based practices into their curricula**
- **Program Performance Measure #7: The Federal cost per fully qualified degree/certification recipient.**

4a. Performance Measure	Measure Type	Quantitative Data					
Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		0	/		0	/	
4b. Performance Measure	Measure Type	Quantitative Data					
Supervised Field Experiences Percentage of scholars completing supervised Field Experiences at the “competent” or “exemplary” levels demonstrating the use of evidence-based practices <ul style="list-style-type: none"> • Reading Intervention Project • Behavior Intervention Project • Technology Applications 	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	90		/	100
4c. Performance Measure	Measure Type	Quantitative Data					
Intercession Workshop Preparation Percentage of scholars completing professional development workshops in evidenced-based practices	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

<ul style="list-style-type: none"> Comprehensive Autism Planning System (CAPS) Using Response to Intervention for Severe ID/TBI Universal Design for Learning Autism Apps Implementation in Core Curriculum 			/	90		/	100
4d.. Performance Measure	Measure Type	Quantitative Data					
Content Knowledge State Examinations Percentage of scholars who took and passed the NYSTCE Student with Disabilities Content Specialty Test prior to graduation <ul style="list-style-type: none"> 2013: 19/28 2014: 6/10 2015: 15/19 2016: 11/23 2017: 10/31 	PROGRAM PROJECT GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	90		/	56
4e. Performance Measure	Measure Type	Quantitative Data					
Clinical Practice Percentage of scholars rated as either “Competent” or “Exemplary” in using evidence-based practices in teaching academic content areas in the Common Core Curriculum for Early Childhood and Elementary Special Education students. <ul style="list-style-type: none"> Literacy Mathematics Social Studies Science 	PROGRAM PROJECT GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	90		/	100
4f.. Performance Measure	Measure Type	Quantitative Data					
Measure #7: The Federal cost per fully qualified degree/certification recipient: Student Support includes scholarship stipends, workshop materials/resources, CEC membership and local travel.	PROGRAM PROJECT GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		\$,7000	/		\$,7,000	/	



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

OMB No. 1894-0003
Exp. 08/31/2020

PR/Award # (11 characters): **H325K120425**

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

There were no significant changes in the budget.

Category	Budget Period # 5 (1/1/17-12/31/17)	
	Revised Budget	Expenditures
Salaries	\$59,750	\$59,544
Fringes	\$16,730	\$13,388
Supplies	\$8,500	\$8,490
Travel	\$1,800	\$5,376
Contractual	\$24,065	\$0
Other	\$3,000	\$0
Total Direct Costs	\$113,845	\$86,798
Indirect Costs	\$6,944	\$6,944
Stipends	\$179,513	\$206,560
Total Cost	\$300,302	\$300,302