



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

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

CHANGE AGENTS IN SPECIAL EDUCATION ENHANCEMENT PROJECT (eCASE) PR/Award # (11 characters): H325K160127

In the second year of the Change Agents in Special Education Enhancement Project (e-CASE) at Medgar Evers College, we are pleased to report that the project continues to make satisfactory progress in meeting its goals and objectives. The overarching goal of the E-CASE project is to prepare at least 60 State-certified special education teachers with enhanced competencies in Arts education and languages other than English to serve infants, toddlers and elementary students with low incidence disabilities. Through its e-CASE Scholar preparation, the project will prepare, retain and graduate at least 60 candidates during the five-year life of the grant to help close the gap in minority, underrepresented professionals for dual-language learners with autism, severe intellectual disabilities and traumatic brain injury in early childhood and elementary school settings in high need areas in NYC and environs.

In Year 2, the project enrolled 14 new scholars, adding to the previous 10 scholars in Year 1, for a total of 24 scholars receiving preparation through this project. These candidates engage in summer and winter intercession enhancement opportunities, including completion of extension coursework in foreign languages/sign language, and the arts. They complete two semesters of clinical practice, where they are evaluated on their ability to teach and work with dual-language learners with disabilities, integrating the research-based and scientifically proven strategies they learned. The project also provides extensive support services such as mentoring, tutoring and licensure examination preparatory workshops to ensure that students take and pass the required State licensure examinations to enter the field of work as certified teachers of students with disabilities.

It is important to note that each cohort of scholars spend at least two years in the project before graduation. Medgar Evers College of CUNY is grateful to OSEP for its continued support of our specialized teacher preparation programs, and is proud to graduate the first cohort from this project in June 2018. In addition, the College is proud of the engagement of e-CASE scholars in the professional field as they showcased their research presentation at two regional and national conferences during the last academic year. Other notable achievements of scholars in this program include their persistence in maintaining GPAs above 3.0, earning them recognition on the Dean's Lists. The intentional efforts of project faculty in ensuring that scholars meet certification requirements have resulted in scholars taking and passing at least one, and in some cases, up to three of the four State licensure examinations during their preparation. Graduating scholars have already registered for the remaining examinations including the edTPA which will be submitted by the end of May 2018, prior to graduation. The goal is to achieve at least an 80% certification rate by graduation.

The appending annual data report provides the summary of progress in meeting the project's and OSEP program objectives to date.

Respectfully submitted,
Sheilah M. Paul, PhD
Project Director



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

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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.

*To recruit, prepare and graduate at least 60 dual-certified special education teachers with either a **BA degree in Early Childhood Special Education (ECSE: Birth to Grade 2) OR a BA degree in Childhood Special Education (CSE: Grades 1 to 6).***

- **Program Performance Measure #1:** The percentage of preparation programs that incorporate scientifically- or evidence-based practices into their curricula
 - **Program Performance Measure #2:** The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities
 - **Program Performance Measure #3:** The percentage of scholars who exit preparation programs prior to completion due to poor academic performance
 - **Program Performance Measure #4:** The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion
 - **Program Performance Measure #5:** The Federal cost per fully qualified scholar who completed the preparation program.
- **Pilot Program Performance Measure #1:** The percentage of scholars who completed the preparation program and are employed in high-need districts
 - **Pilot Program Performance Measure #2:** The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years
 - **Pilot Program Performance Measure #3:** The percentage of scholars who completed the preparation program and who are rated effective by their employers.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
RECRUITMENT Number of recruitment activities conducted per year	PROJECT						

<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 		5	/		6	/	
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1.b. Performance Measure	Measure Type	Quantitative Data					
ENROLLMENT The project will enroll and provide scholarship support for up to 16 candidates each year <ul style="list-style-type: none"> Year 2: 2017 (14) Year 1: 2016 (10)	GPRA PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		16	/		14	/	

1.c. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #2: The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities <i>100% of scholars will complete Bachelor's degree requirements</i> PREPARATION The project will prepare at least 60 highly qualified teachers between Years 2016 and 2021: <ul style="list-style-type: none"> Year 2: 2017: 12 (14) Year 1: 2016: 12 (10) 	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		24	/	

1.d Performance Measure	Measure Type	Quantitative Data					
PREPARATION Program Performance Measure #1: The percentage of preparation programs that incorporate scientifically- or 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 Extension Certification Preparation 	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	
			100			100	

1.e Performance Measure	Measure Type	Quantitative Data					
PREPARATION Program Performance Measure #2: The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities <i>80% of scholars will obtain State Certification in special education</i> <ul style="list-style-type: none"> • Course Content • Supervised Field Experiences • Clinical Practice • Action Research • Intercession Workshops • State Certification Coursework 	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT		/		100	/	100

1.f Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion <i>90% of scholars will gain employment in areas for which they were prepared</i> GRADUATION The project will graduate up to 16 highly qualified teachers each year 2016 to 2021 with degrees in one of the following professional dual-certificate (General Education and Special Education) programs with extension certification in The Arts and Foreign Language: [Cohort 1 – 2016: n=10] Year 1 Cohort: 2016 (9) – Graduation in June 2018 BA Early Childhood Special Education(3) BA Childhood Special Education (6)	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT		/			/	
		9			0		

1.g. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #3: The percentage of scholars who exit preparation programs prior to completion due to poor academic performance	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT						

Number of Scholars who did not complete requirements or meet academic criteria after entering project		0	/		0	/	
1.h. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #5: The Federal cost per fully qualified scholar who completed the preparation program	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		7,700	/		7,700	/	
1.i. Performance Measure	Measure Type						
SPECIAL EDUCATION CERTIFICATION/LICENSURE 80% of scholars will obtain State Certification in special education (Passed the Content Specialty Test in Students with Disabilities) <ul style="list-style-type: none"> Year 2 Cohort: 1/14 Year 1: 1/10 		24			2		
1.j. Performance Measure	Measure Type						
EMPLOYMENT Pilot Program Performance Measure #1: The number and percentage of degree/certification recipients who are employed in high-need schools. 90% of scholars will work in settings identified as high need <ul style="list-style-type: none"> Year 2: 2017: 16 (14) in Progress Year 1: 2016: 16 (10) in Progress 	PILOT PROGRAM PROJECT	24			0		
Pilot Performance Measure #2: The number and percentage of degree/certification recipients who are employed in a school for at least two years. <ul style="list-style-type: none"> Year 2: (14) In Progress Year 1: (10) In Progress 	PILOT PROGRAM	24			0		

Pilot Program Performance Measure #3: The number and percentage of degree/certification recipients whose employers are satisfied with the performance of the individuals. <ul style="list-style-type: none"> • Year 2: (14) In Progress • Year 1: (10) Pending June 2018 Graduation 	PILOT PROGRAM	24			0		

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 & Education. 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. 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, as well as testimonials from alumni.

1b. The project enrolled 14 qualifying candidates during this reporting period: Year 2.

1f: The project prepared a total of 24 candidates to date. 90% of Year 1 scholars are graduating in June 2018. Employment is pending graduation.

1g. There was no attrition in the program.

1h. Progress of Graduating Scholars in Grant Funded Preparation in Extension Certificate Areas: Year 1 Cohort

Cohorts	Range of Grades and Percent of Scholars Meeting Requirements	
	Foreign Languages or Sign Language	The Arts
Cohort 1 : (n=10)	Grades: A – A+ : 90 % Grades: B – C : 10%	Grades: A – A+ : 90% Grades: B – C : 10%

1i. Progress of Scholars in Passing State Licensure Examinations to receive Certification; preparation in progress

Dual Certificate Degree Program	Number in Cohort	Scholars with Disabilities and ELLs GPRA	Range of GPAs	New York State Teacher Certification Examinations	Breakdown of Licensure Examinations for Early Childhood Special Education and Childhood Special Education Certification
Year 1 -2016	10	Disability (1) ELL (0)	3.0 – 3.87	Not Fully Certified (10)	EAS: 5 CST-Multisubject: 1 CST-Disabilities: 1

					edTPA: 0
Year 2 - 2017	14	ELL (1)	3.1 – 3.8	Not Fully Certified: (14)	EAS: 2 CST-Multisubject:0 CST-Disabilities: 1 edTPA: 0

1j. Employment data will be reported after scholars' graduate and gain employment. The first cohort of scholars prepared under this project will graduate on June 4, 2018.



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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 **bilingual teachers** from minority underrepresented groups to serve infants, toddlers and young children with low incidence disabilities (autism, severe intellectual disabilities and traumatic brain injury) **in multilingual urban settings.**

- **Program Performance Measure #1: The percentage of preparation programs that incorporate scientifically- or evidence-based practices into their curricula**
- **Program Performance Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance**
- **Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion**
- **Pilot Program Performance Measure #1:** The percentage of scholars who completed the preparation program and are employed in high-need districts
- **Pilot Program Performance Measure #2:** The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years
- **Pilot Program Performance Measure #3:** The percentage of scholars who completed the preparation program and who are rated effective by their employers.

2.a. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #1: The percentage of preparation programs that incorporate scientifically- or evidence-based practices into their curricula <i>In Progress</i>	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		100	/	

2.b Performance Measure	Measure Type						
Program Performance Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance	PROGRAM	0			0		

2.c. Performance Measure	Measure Type	Quantitative Data					
PREPARATION Candidates will complete extension courses in Foreign Languages – In Progress <i>100% of scholars will complete foreign language requirements</i> Year 2: 2017 (14) Pending Completion Year 1: 2016 (10) Pending Completion	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		10	/	

2.d. Performance Measure	Measure Type	Quantitative Data					
CERTIFICATION Candidates will complete course requirements for New York State Foreign Language extension certificate <i>80% of scholars will demonstrate proficiency in dual-language instructional delivery</i> <i>In Progress</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24			0		

2.e. Performance Measure	Measure Type	Quantitative Data					
GRADUATION Graduated candidates will obtain extension licensure <i>80% of scholars will obtain bilingual State Certification</i> Year 1: 2016: 9/10 graduates: June 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		0	/	

2.f. Performance Measure	Measure Type	Quantitative Data					
EMPLOYMENT	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion <i>Pending Completion</i>							
		24	/		0	/	

2.g. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #1: The percentage of scholars who completed the preparation program and are employed in high-need districts <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

2.h. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #2: The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

2.i. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #3: The percentage of scholars who completed the preparation program and who are rated effective by their employers <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

Year 1 & 2 scholars are making satisfactory progress on all measures.

2c.

COHORTS	% OF COURSEWORK COMPLETED IN FOREIGN/SIGN LANGUAGES
COHORT 1 (n=10)	75% (10)
COHORT 2 (n=14)	75% (8) 25% (6)

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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 teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge and skills, **including curriculum integration of the Arts** to provide high quality instruction across core curriculum areas for early learners with low incidence disabilities (autism, severe intellectual disabilities and traumatic brain injury).*

- **Program Performance Measure #1: The percentage of preparation programs that incorporate scientifically- or evidence-based practices into their curricula**
- **Program Performance Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance**
- **Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion**
- **Pilot Program Performance Measure #1:** The percentage of scholars who completed the preparation program and are employed in high-need districts
- **Pilot Program Performance Measure #2:** The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years
- **Pilot Program Performance Measure #3:** The percentage of scholars who completed the preparation program and who are rated effective by their employers.

3.a. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #1: The percentage of preparation programs that incorporate scientifically- or evidence-based practices into their curricula	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

<i>In Progress</i>		100	/		100	/	
3.b Performance Measure	Measure Type						
Program Performance Measure #3: The percentage of scholars who exit the program prior to completion due to poor academic performance	PROGRAM	0			0		

3.c. Performance Measure	Measure Type	Quantitative Data					
PREPARATION Candidates will complete extension courses in The Arts – In Progress <i>100% of scholars will complete Arts education requirements</i> <i>Pending Completion of coursework</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		10	/	

3.d. Performance Measure	Measure Type	Quantitative Data					
CERTIFICATION Candidates will complete course requirements for New York State extension certificate in The Arts <i>90% of scholars will demonstrate proficiency in Arts integrated academic instruction</i> <i>Pending completion of coursework</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24			0		

3.e. Performance Measure	Measure Type	Quantitative Data					
GRADUATION Graduated candidates will obtain extension licensure <i>80% of scholars will obtain State extension Certification in Arts Education</i> <i>In Progress</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

3.f. Performance Measure	Measure Type	Quantitative Data					
EMPLOYMENT	PROGRAM	Target			Actual Performance Data		

Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion <i>Pending Completion</i>	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

3.g. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #1: The percentage of scholars who completed the preparation program and are employed in high-need districts <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

3.h. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #2: The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

3.i. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure #3: The percentage of scholars who completed the preparation program and who are rated effective by their employers <i>Pending Completion</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/		0	/	

3. Year 1 & 2 scholars are making satisfactory progress on all measures.

3c.

COHORTS	% OF COURSEWORK COMPLETED IN THE ARTS
COHORT 1 (n=10)	100 % (10)
COHORT 2 (n=14)	80% (10) 60% (3) 40% (1)



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

OMB No. 1894-0003
Exp. 06/30/2017

PR/Award # (11 characters): **H325K160127**

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

As reported in the previous year's APR, we had \$144,000 in unexpended funds from the first fiscal year. It was caused by a slow start in recruiting students and low number of courses that they were taking. We have since rectified this issue. We intend to use the unexpended funds in the same budget categories as originally intended in the following budget periods and may consider requesting a no-costs extension at the end of project period.

We do not anticipate any changes in our budget for the next budget period that require prior approval from the Department.

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

Project Highlights

eCASE scholars presented research at two major conferences: National Council for the Social Studies Annual Conference in San Francisco, CA (November, 2017), and the SUNY Undergraduate Research Conference in Rochester, NY (April, 2018).

Research Presentations: “Strategies for Working with Diverse Learners”
 “Culturally Responsive Teaching in Urban Classrooms”
 “Teaching through Inquiry: Exploring Strategies for Scaffolding Students’ Inquiry Skills”
 “I don’t like Maps. I use GPS”: Using Historical Maps.