

U.S. Department of Education Grant Performance Report Cover Sheet (ED 524B) Check only one box per Program Office instructions. [X] Annual Performance Report [] Final Performance Report

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

General Information			
1. PR/Award #: _H325K160127	2. Grantee NCES ID#:	_190567	
(Block 5 of the Grant Award Notification	ı - 11 characters.) (See	instructions. Up	to 12 characters.)
3 Project Title: _Change Agents for Special Edu	ucation Enhancement Project(eC	CASE)	·
(Enter the same title as on the approved			
4. Grantee Name (Block 1 of the Grant Award 1		tion of the City U	Jniversity of New York
5. Grantee Address (See instructions.) 1650 Bed			· ———
6. Project Director (See instructions.) Name:	· ·		
Ph #: (718)2704936 E			
Email Address:spaul@mec.cuny.edu			
Reporting Period Information (See instri	uctions)		
	/2017 To: _02	/ 28 / 20	018 (mm/dd/yyyy)
7. Reporting Feriod. 140iii03/01_	/201/ 1002	/26/20	318 (IIIII/dd/yyyy)
Budget Expenditures (To be completed by	y your Business Office. See	instructions. A	Iso see Section B.)
8. Budget Expenditures	E. J. a. J. Carant Error	J., N	Joseph Francis Land Martin Life and Charach
. Decite Delega Decited	Federal Grant Fund	as N	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	\$53,350		
b. Current Budget Period	\$227,635		
c. Entire Project Period			
(For Final Performance Reports only)			
b. If yes, do you have an Indirect Cost Rate c. If yes, provide the following information Period Covered by the Indirect Cost R Approving Federal agency:DHH Type of Rate (For Final Performance d. For Restricted Rate Programs (check one Is included in your approved IndirX_ Complies with 34 CFR 76.564(c) Human Subjects (Annual Institutional R	ate Agreement: From: _07/_01 SOther (Please specify): Reports Only): Provisional e) Are you using a restricted in rect Cost Rate Agreement? e)(2)? Review Board (IRB) Certific	/_2015_ To: 0 Final C ndirect cost rate t	Other (Please specify):hat:
10. Is the annual certification of Institutional R	eview Board (IRB) approval atta	ached?Yes_	_X No N/A
Performance Measures Status and Certin 11. Performance Measures Status a. Are complete data on performance measures b. If no, when will the data be available and	ures for the current budget perio		
12. To the best of my knowledge and belief, all known weaknesses concerning the accuracy, re-			ect and the report fully discloses all
Name of Authorized Representative: Chi Koon	Title: _	Director, Rese	arch & Sponsored Programs_
Chi Koon		Date:05	/_04/2018
Signature:			



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

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

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

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					
RECRUITMENT	PROJECT	Target Actual Pe			Performance	Data	
Number of recruitment activities conducted per year		Raw			Raw		
		Number	Ratio	%	Number	Ratio	%

			ı	1	
College-wide Recruitment Activities					
Departmental Orientations		/		/	
• University Partners (Offices for Students with Disabilities)	-				
Community High Schools	5		0		
CUNY Community Colleges					
Non-CUNY Community Colleges					

1.b. Performance Measure	Measure Type	Quantitative Data					
ENROLLMENT	GPRA		Target		Actual	Performance	Data
The project will enroll and provide scholarship support for up to 16	PROJECT	Raw			Raw		
candidates each year		Number	Ratio	%	Number	Ratio	%
• Year 2: 2017 (14)		16	/		14	/	
Year 1: 2016 (10)					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	PROGRAM		Target		Actual	Performance	Data
in evidence-based practices for children with disabilities		Raw			Raw		
		Number	Ratio	%	Number	Ratio	%
100% of scholars will complete Bachelor's degree requirements	PROJECT						
			/			/	
PREPARATION							
The project will prepare at least 60 highly qualified teachers		24					
between Years 2016 and 2021:		24			24		
• Year 2: 2017: 12 (14)							
` '							
• Year 1: 2016: 12 (10)							

1.d Performance Measure	Measure Type	Quantitative Data					
PREPARATION							
Program Performance Measure #1: The percentage of preparation	PROGRAM		Target		Actual	Performance	Data
programs that incorporate scientifically- or evidence-based practices		Raw			Raw		
into their curricula		Number	Ratio	%	Number	Ratio	%
Special Education Curricula							
• Field Experiences 1-9			/			/	
Clinical Practice I and II				100			100
Collaborative Action Research Projects				100			100
 Intercession Workshops 							
Extension Certification Preparation							

1.e Performance Measure	Measure Type	Quantitative Data						
PREPARATION Program Performance Measure #2: The percentage of scholars	PROGRAM	Target			Actual Performance Data			
completing preparation programs who are knowledgeable and		Raw			Raw			
skilled in evidence-based practices for children with disabilities		Number	Ratio	%	Number	Ratio	%	
80% of scholars will obtain State Certification in special education • Course Content	PROJECT		1			1		
Supervised Field Experiences								
Clinical Practice				100			100	
Action Research								
 Intercession Workshops 								
State Certification Coursework								

1.f Performance Measure	Measure Type			Quantitat	ive Data			
Program Performance Measure #4: The percentage of scholars completing preparation programs who are working in the area(s) in	PROGRAM	Target			Actual Performance Data			
which they were prepared upon program completion		Raw	Datia	%	Raw	Datia	%	
90% of scholars will gain employment in areas for which they were prepared	PROJECT	Number	Ratio /	70	Number	Ratio /	70	
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)		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	PROGRAM	Target			Actual Performance Data		
performance		Raw			Raw		
		Number	Ratio	%	Number	Ratio	%

Number of Scholars who did not complete requirements or meet academic criteria after entering project		0	/		0	/	
1.h. Performance Measure	Measure Type			Quantitat	ive Data		
Program Performance Measure #5: The Federal cost per fully				· ·			_
qualified scholar who completed the preparation program	PROGRAM	Raw	Target		Actual Raw	Performance	Data
		Number	Ratio	%	Number	Ratio	%
		7,700	1		7,700	/	
1.i. Performance Measure	Measure Type						
80% of scholars will obtain State Certification in special education (Passed the Content Specialty Test in Students with Disabilities) • 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.	PILOT PROGRAM						
90% of scholars will work in settings identified as high need	PROJECT	24			0		
 Year 2: 2017: 16 (14) in Progress Year 1: 2016: 16 (10) in Progress 							
Pilot Performance Measure #2: The number and percentage of degree/certification recipients who are employed in a school for at least two years.	PILOT PROGRAM						
• Year 2: (14) In Progress		24			0		
• Year 1: (10) In Progress							

Pilot Program Performance Measure #3: The number and percentage of degree/certification recipients whose employers are satisfied with the performance of the individuals.	PILOT PROGRAM				
 Year 2: (14) In Progress Year 1: (10) Pending June 2018 Graduation 		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 S	cholars Meeting Requirements
	Foreign Languages or Sign	The Arts
	Language	
Cohort 1 : (n=10)	Grades: A – A+ : 90 %	Grades: A – A+ : 90%
	Grades: B – C : 10%	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.



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

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

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.

Measure Type	Quantitative Data						
PROGRAM		Target		Actual Performance Data			
	Raw Number	Ratio	%	Raw Number	Ratio	%	
	100	/		100	/		
	,	PROGRAM Raw Number	PROGRAM Target Raw Number Ratio	PROGRAM Target Raw Number Ratio %	PROGRAM Target Raw Number Ratio Raw Number /	PROGRAM Target Actual Performance Raw Number Ratio /	

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

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

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

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

2.f. Performance Measure	Measure Type	Quantitative Data						
EMPLOYMENT								
	PROGRAM	Target			Actual Performance Data			
	PROJECT	Raw			Raw			
		Number	Ratio	%	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		/		1	
Pending Completion	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	PROJECT	ROJECT Target			Actual Performance Data			
employed in high-need districts		Raw Number	Ratio	%	Raw Number	Ratio	%	
Pending Completion		24	1		0	1		

2.h. Performance Measure	Measure Type	Quantitative Data						
Pilot Program Performance Measure #2 : The percentage of scholars who completed the preparation program and are	PROJECT	Target			Actual Performance Data			
employed in the field of special education for at least two		Raw Number	Ratio	%	Raw Number	Ratio	%	
years Pending Completion		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	PROJECT	OJECT Target		Actual Performance Data				
rated effective by their employers		Raw Number	Ratio	%	Raw Number	Ratio	%	
Pending Completion		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)

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

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

° Project Status Chart

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

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	PROGRAM		Target		Actual	Performance	Data
evidence-based practices into their curricula		Raw Number	Ratio	%	Raw Number	Ratio	%

In Progress		100	/	100	1	
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	PROJECT		Target		Actual Pe	rformance Da	ıta
Progress		Raw	D-4!-	0/	Raw Number	D - 43 -	0/
100% of scholars will complete Arts education requirements		Number	Ratio	%		Ratio	%
7		24	1		10	1	
Pending Completion of coursework			,		10	,	

3.d. Performance Measure	Measure Type			Quan	titative Data		
CERTIFICATION	PROJECT		Target		Actu	al Performan	ce Data
Candidates will complete course requirements for New York		Raw			Raw		
State extension certificate in The Arts		Number	Ratio	%	Number	Ratio	%
90% of scholars will demonstrate proficiency in Arts integrated							
academic instruction		24			0		
Pending completion of coursework							

3.e. Performance Measure	Measure Type			Quan	titative Data		
GRADUATION Graduated candidates will obtain extension licensure	PROJECT		Target		Actua	al Performano	e Data
80% of scholars will obtain State extension Certification in Arts Education		Raw Number	Ratio	%	Raw Number	Ratio	%
In Progress		24	1		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	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%
which they were prepared upon program completion							
Pending Completion		24	/		0	/	

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

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

3.i. Performance Measure	Measure Type			Quan	titative Data		
Pilot Program Performance Measure #3 : The percentage of scholars who completed the preparation program and who are	PROJECT		Target		Actu	al Performano	e Data
rated effective by their employers		Raw Number	Ratio	%	Raw Number	Ratio	%
Pending Completion		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.