



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

PR/Award # (11 characters): H323A060006

The ultimate purpose of Maine’s 2006 State Personnel Development Grant (SPDG) has been to improve outcomes for children with disabilities by improving Maine’s system of personnel development and the availability and quality of educational personnel who serve them. Systemic efforts in Maine have been multifaceted. They have increased accessibility to scientifically based coursework leading to special education teacher certification and have improved the quality of personnel development with new courses, higher standards and increased collaboration among various University programs. Distance education tools have increased accessibility to necessary coursework throughout Maine, particularly in rural areas and personalized coaching and mentoring have been fundamental to participants’ success. Non-traditional and minority students have had access to alternate certification routes and supports tailored to overcome the barriers they face. Professional development events for LEAs concerning the State Performance Plan (SPP) indicators have also been important. Maine’s SPDG has helped to institutionalize the SPP and its implications for data-informed decision-making.

Maine’s 2006 SPDG has had 3 goals:

- 1) Expand and improve Maine’s system of recruitment, preparation and certification of special education teachers and related services personnel;
- 2) Improve professional development and supports to administrators, teachers, and paraprofessionals working with students with disabilities to meet the targets of Maine’s SPP; and
- 3) Improve the quality of personnel working with infants and toddlers through the use of scientifically based professional development.

To address these goals, several projects have been administered through performance-based Agreements with service Providers. Projects have focused on evidence based personnel development, which have promoted evidence based instructional practices and data-informed decision-making. These contractual Agreements are aligned with the goals and objectives as described below.

**SPDG Goal 1: “Expand and improve Maine’s system of recruitment, preparation and certification of special education teachers and related services personnel.”**

**Objective 1.1:** “Scale-up with two of the University of Maine campuses the recruitment and retention activities of diverse populations, including minorities and coordinate these activities in the campuses service areas using recommendations from “Assuring Highly Qualified Special Education Teachers in Maine,” a model based on the work of the State Improvement Grant (2001-2006).”

Scale-up of recruitment and retention activities has worked toward the elimination of the Targeted Need Certificate and Conditional Endorsements. During this report period, the percent of Targeted Need and Conditional special education teachers was 4.1%, a significant change from Year 1 where the percent was 7.9%. This exceeds the target of 4.5%.

- The *University of Maine at Machias (UMM) Project* developed and administered distance education courses to improve the availability of courses leading to special education certification in rural regions, where special educators have been in short supply. This project included face-to-face recruitment and coaching of members of the Passamaquoddy and Penobscot tribes and individuals with disabilities who have been underrepresented as teachers and paraprofessionals in Maine schools. Field placements, internships and student teaching were offered accompanied by coaching and non-traditional student supports, such as flexible meeting times. Dr. Heather Ball, a UMM professor and the SPDG operational manager for this Project, traveled extensively to remote rural sites to coach participants, most of whom participated for certification purposes. She created and posted informational videos to the Internet, offering guidance regarding the certification process and Praxis exams. As a direct result of her work, the University of Maine at Augusta (UMA) now offers a concentration in special education in their Bachelor of Liberal Studies program. Coordination with the University of Maine Presque Isle (UMPI) for course offerings addressed student needs as well as the University system's capacity to deliver necessary courses in sparsely populated rural areas. An articulation Agreement with Eastern Maine Community College (EMCC) has been established allowing students to transfer courses into UMM's Bachelor of Liberal Studies program. Students from 7 different campuses participated in courses during the final year of the SPDG due to Dr. Ball's networking, coordination of activities and use of distance modalities.
- The *USM Multicultural Pathways Project* was implemented to decrease disproportionality between culturally diverse students and educators of children with disabilities. This project has been a collaborative effort between the University of Southern Maine (USM) and Portland Public Schools (PPS). Participants having cultural and linguistic barriers were provided with Individualized Learning Plans (ILPs); transcript analysis; advising; tutoring - including Praxis tutoring; assistance with registrations and applications; job counseling; school-based placements; mentoring; supervision of school-based placements; financial guidance and assistance including tuition stipends, registration, books and fees; and support from student leaders that were recruited from program completers.
- In the final year of the SPDG, Southern Maine Parent Awareness (SMPA), in collaboration with the *USM Multicultural Pathways Project*, developed a tool, "Building School Partnerships with English Learner Families," a protocol for building connections between culturally diverse parents and schools. This tool was developed for PPS, where students speak more than 60 different languages. Collaborative work between SMPA, the Pathways program and the PPS has highlighted the need to provide resources to non-English speaking parents so that they can better participate in decisions about their children's education. Plans to increase capacity to deliver these services by training parent leaders are being considered by parent organizations.

- During this reporting period, the SPDG supported the UMA Behavioral Health Science Institute (BHSI) with 2 additional behavioral health trainings of paraprofessionals. One hundred and forty-four participants received training as trainers and nine hundred ninety-nine paraprofessionals received Behavioral Health training. BHSI provides professional development for paraprofessionals, case workers and others who work with Medicaid eligible children and provide day treatment services in Maine’s schools, CDS sites, and agencies. The training for School-Based Behavioral Health Professionals has provided 28 hours of instruction designed as 7 modules. Each module has focused on a key topic related to the behavioral and emotional health of children.

**Objective 1.2:** “Increase the knowledge and skills of education interpreters so they can become qualified by passing the National Association of the Deaf-Registry of Interpreters for the Deaf National Interpreting Certification Generalist Written Test (NAD-RID-NIC) and the Education Interpreter Performance Assessment (EIPA)”

- The SPDG supported the *USM ASL Educational Interpreter Enhancement Program* to improve the qualifications of educational interpreters in Maine. Dr. Judy Shepard-Kegl has been the operational manager for this project and the Director of USM’s Sign Language Research Laboratory. She has worked with 5 cohorts of in-service educational interpreters to increase their skills and qualifications and to increase Maine’s standards for educational interpreters. Participants were supported with coursework, workshops, focus groups, tutoring and mentoring to improve their educational interpreting skills and their qualifications. Five mentors were trained in the Graduate Mentorship Program; some mentors were recruited from a pool of 8 participants that achieved national educational interpreter certification. UMM recently developed a course entitled Teaching Culturally Diverse Students, which may be co-taught by a Passamaquoddy tribal member who has been involved with this work.

**Objective 1.4** “Increase the number of teachers with dual certification in general and special education.”

- The *USM College of Education and Human Development (CEHD) Dual Certification Project* provided an on-line and hybrid graduate program for dual certification in general and special education. On-line and hybrid courses were supplemented with personalized coaching/mentoring and included internships and student teaching experiences. Training was provided for supervisors and mentors who supported participating students. Since dual certification is conducive to inclusive practices, this work is likely to influence SPP Indicator B5. “ ‘Any teacher is more likely ... to be working with students with diverse abilities and cultural and linguistic backgrounds’, explained Walter Kimball, a professor in the teacher education department at the University of Southern Maine. ‘The days of the education silos - general ed in one part of the school, special ed in another, and ESL in another - and the days of ‘my’ students and ‘your’ students, are fading. More and more the students in a school are ‘our’ students, ... Any teacher needs a diversified knowledge base.’ ” says Dr. Kimball. (Riley, Kim. 2010, “Education Daily” Vol. 43, No. 165, September 27, 2010).

**SPDG Goal 2: “Improve professional development and supports to administrators, teachers, and paraprofessionals working with students with disabilities to meet the targets of Maine’s State Performance Plan (SPP).”**

**Objective 2.1** “Develop and implement data-driven professional development and supports to LEAs that are based on the analyses of baseline data on SPP indicators and identification of Levels of Determination (as proposed in IDEA draft regulation 34 CFR 300.603).”

- There were no Agreements to support this goal during this reporting period; however, MDOE did provide individual LEA profiles on the SPP indicators to all LEAs. The SPDG launched the commencement of SPP reporting, providing SPP Profiles for LEAs and Child Development Services (CDS) sites and conducting regional workshops concerning their SPP Profiles. In prior years RMC Research Corporation (RMC) provided all LEAs with technical assistance on indicator analysis and in their submissions of evidence-based Improvement/Corrective Action Plans (ICAPs) for approval. In addition, RMC was a resource to some LEAs in reporting “best practices” in relation to exemplary performance on their SPP indicators. Toolkits of resources and evidence-based practices on SPP Indicators B1, B2, B3, B5, B8 and B11, developed by RMC for educational personnel remain available to them on MDOE’s website. The toolkits were distributed to the operational managers of all SPDG projects. Southern Maine Parent Awareness (SMPA) and the Pathways project engaged the B8 toolkit in their work with culturally diverse parents and schools. They were also distributed through conferences and other forums, including parent organizations and the Internet. An informational letter about the toolkits and their website location was sent to all Superintendents, Special Education Directors, School Boards, Curriculum Coordinators and other school administrators. CDs containing the toolkits were also shared at the 2010 OSEP Directors’ Conference.

**SPDG Goal 3: “Improve the quality of personnel working with infants and toddlers through the use of scientifically based professional development.”**

**Objective 3.1** “Increase the knowledge and skills of teachers, service coordinators, service providers, and evaluators of infants, toddlers, and preschool children in scientifically based or evidenced based practices so children: (a) develop positive social-emotional skills (including social relationships; (b) acquire and use early language/communication; and (c) demonstrate appropriate behaviors to meet their needs (SPP Indicators C3, B7).”

- In Year 5 *Maine Roads to Quality (MRTQ) Project* and the University of Maine (UM) Center for Community Inclusion and Disability Studies (CCIDS) delivered evidence based coursework and individualized supports to increase the availability of highly effective special education personnel for children birth to five (B-5). Courses were designed to align with SPP Indicators C3 and B7 so that children with disabilities: (a) develop positive social-emotional skills; (b) acquire and use early language/communication; and (c) demonstrate appropriate behavior to meet their needs. In addition, this evidence based curricula supported improvements pertaining to SPP Indicators C2 and B6 on inclusive and natural environments.

- In Year 5, 30 students, most working towards 081 (Early Childhood) or 282 (Teacher of Exceptional Students) teacher certification completed graduate courses, developed by *MRTQ* through the SPDG. Thirteen of them completed the B-2 courses aligned with Maine’s Infant - Toddler Learning Guidelines and 16 students completed a course aligned with Maine’s Early Childhood Learning Guidelines for children age 3 to 5. These courses have been modified for online delivery.
- Through previous support under the SPDG, *MRTQ* created 2 graduate-level courses for children birth to five (B-5) with modules for children with disabilities and developmental delays, that are aligned with Maine’s *Infant and Toddler Guidelines* and *Early Childhood Learning Guidelines* as well as SPP Indicators C3 and B7 and Indicators C2 and B6. The courses include: “Care and Communication: Applying Evidence-Based Practice to Promote Infant Toddler Language, Literacy, Numeracy, and Social-Emotional Development” and “Responding to Young Learners: Applying Scientifically-based Research to Promote Language, Literacy, Numeracy, and Social-Emotional Development in Preschool Children”. Through SPDG efforts a new endorsement, 081 (Early Childhood), was approved by MDOE and both courses were approved for 081 and 282 (Teacher of Exceptional Students) endorsements.
- In Year 5, with SPDG support and management by Dr. Lucille Zeph, the *University of Maine (UM) Center for Community Inclusion and Disability Studies (CCIDS)* has supported 29 students, from 9 of Maine’s 16 counties, with graduate courses for B-5 early intervention and inclusive practices. This program has been aligned with CDS policies and practices and with the B-2 and 3-5 *Guidelines*. Participants have been supported with 9 evidence based graduate courses and supervision of 38 field placements. Six students completed their Master’s degree in Special Education this year. Seventeen participants are eligible for B-5 certification. In addition, with SPDG support, this project collaborated with the National Early Childhood Technical Assistance Center (NECTAC) to promote inclusive practices.



**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.)

**Goal 1: Expand and improve Maine’s system of recruitment, preparation and certification of special education teachers and related services personnel.**

**Project Objective 1: Scale-up with two University of Maine campuses the recruitment and retention activities of diverse populations, and coordinate activities with LEAs in the campuses’ service areas using recommendations from “Assuring Highly Qualified Special Education Teachers in Maine.”**

1.a. Performance Measure	Measure Type	Quantitative Data					
Support 22 students per year to pursue their master’s degree in the Extended Teacher Education Program (ETEP) Unified at the University of Southern Maine.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		22/yr = 110	/		97	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
Scale-up the recruitment and retention activities in remote areas of the State to facilitate the elimination of the Targeted Need Certificate and Conditional Endorsement.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/2200	4.5		90/2195	4.1

1.c Performance Measure	Measure Type	Quantitative Data					
Evidence based practices (personnel): The percent of personnel receiving professional development through the SPDG based on scientific-or evidence based practices.	PROGRAM (SPDG Measure 1.1)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			442/442	100		3093/3093	100

## Explanation of Progress

### **Goal 1: Expand and improve Maine's system of recruitment, preparation and certification of special education teachers and related services personnel.**

#### **Overview**

Having documented a disproportionately white and ageing teaching force, a high percentage of special education teachers without full certification, and a lack of fully qualified American Sign Language (ASL) educational interpreters, Maine's approach to Goal 1 was necessarily multi-faceted. Six different programs received support with SPDG funds during the 5-year grant. Two supplementary projects were also funded during the final year.

Recruitment of special education personnel in rural areas and from underrepresented groups has been the focus of a program at the University of Maine Machias (UMM), where web-based special education courses were developed and recruitment initiatives included face-to-face meetings with representatives of the Passamaquoddy and Penobscot tribes and multiple visits to regional high schools. A voluntary student survey with 40% returned showed that 3.5% of these students participating in this project were of minority status.

A second initiative to recruit minorities into education has been the funding of the Pathways program, a collaboration of USM and the Portland Public Schools (PPS). Pathways has recruited and supported culturally diverse paraprofessionals working as education technicians, language facilitators and community liaisons in Portland schools and provides financial support for academic counseling, foreign transcript analysis, tuition, books and a full range of certification and degree programs. Forty-four students enrolled in Pathways programs, 22 of them are currently employed and another 14 have completed a certificate and/or degree program.

SPDG funds were used to support 3 additional programs at the USM. Under the USM ASL Educational Interpreter Enhancement Program, a total of 15 interpreters have passed the National Interpreting Certification Knowledge Written test, (NIC-W) and 7 are preparing for this test. Fifteen have passed the Educational Interpreter Performance Assessment Written (EIPA-W) test and 12 are preparing. Eight interpreters have passed the EIPA-Performance assessment and achieved the Educational Interpreter (Ed: K-12) certification. Seven interpreters are preparing for this assessment. All but one of the 27 interpreters are employed in Maine.

The Extended Teacher Education Program (ETEP) at USM has enrolled a cohort of approximately 22 students each year in a two-year program leading to dual certification in both regular and special education. Over the period of the grant, 100 students enrolled in the program, 97 received dual certification and 86 of these students completed Master's degrees. An additional 8 students completed certification in special education only and all 8 completed Master's degrees. The faculty at USM has also expanded the concept of dual certification to include an undergraduate program. Teachers for Elementary and Middle Schools (TEAMS) provides dual certification, a Bachelor's degree in the liberal arts, and credits toward a Master's degree in 4 ½ to 5 years. Two students completed this program in 2011 and 13 are in different stages of program completion.

In the final year of the SPDG, Southern Maine Parent Awareness (SMPA) was funded to work collaboratively with the Pathways project to investigate the needs of immigrant parents of children and children with disabilities in Portland Public Schools (PPS). A questionnaire was developed and 3 focus groups conducted with a combined membership of 17 participants. The data collected were used to create *Building School*

*Partnerships with English Learner Families*, a protocol for LEAs to use to identify the needs of immigrant parents relative to the education of their children. This project began in the city of Portland and has been shared with other LEAs with significant immigrant populations.

Another project funded in the final year of the SPDG is the Behavioral Health Sciences Institute (BHSI) at UMA. BHSI provides training to trainers who will subsequently provide behavioral health training to paraprofessionals and others who work with Medicaid eligible children in Maine schools. One hundred and forty-four individuals received training as trainers between January and March of 2011 and nine hundred ninety-nine paraprofessionals received Behavioral Health training through June 30 of this year.

Goal 1 has 3 Project Objectives. Project Objectives and related Performance Measures are described below with data that include all 5 years of the SPDG. SPDG funded activities related to Goal 1 that are not represented in Performance Measures are also described as Supplementary Activities. A final section summarizes and evaluates the degree to which Goal 1 was accomplished.

**Project Objective 1: Scale-up with two University of Maine campuses the recruitment and retention activities of diverse populations, and coordinate activities with LEAs in the campuses' service areas using recommendations from "Assuring Highly Qualified Special Education Teachers in Maine."**

**PERFORMANCE MEASURE 1.a:**

**Support 22 students per year to pursue their Master's degree in the Extended Teacher Preparation Program (ETEP) Unified at the University of Southern Maine.** *Target = 22 students per year \* 5 = 110; Actual = number of students recommended for certification.*

Each year the USM College of Education and Human Development accepts a cohort of about 22 students to begin a two-year graduate level Extended Teacher Education Program (ETEP) that will result in dual certification in both regular and special education and a Master's degree in Teaching and Learning. Students may elect the elementary (K-8) or secondary (7-12) option. Students in the K-8 option can structure their program of study to result in certification in ESL instead of special education. Both options provide most coursework on-line and allow students to be employed, most as paraprofessionals in public schools. Completion data obtained from USM's Coordinator of Teacher Certification indicate that 97 students were recommended for dual certification during the five-year period of this SPDG.

Student follow-up data obtained from the special education faculty indicate that 77 graduates of the 3 cohorts supported in this SPDG cycle (2006-2008, 2007-2009, and 2008-2010) are employed in educational settings. This information was obtained through voluntary disclosures as there is no legal provision that requires participants to report this information.

Interview data from 4 principals of schools that have hired ETEP graduates or currently employ ETEP students were very positive. One middle school principal commented on the benefits of the dual certification (education and special education) of ETEP graduates. "Dual certification gives us much more flexibility in placing students because between special education and 504 kids we have about 20% of our students on some kind of plan." An elementary principal commented on the quality of ETEP students. "Typically ETEP students are more mature and have more life experiences. Often they've come to education after another career and have a passion for teaching." Another principal expressed the view that the

ETEP model should be used by more campuses...”the dual certification gives depth to their teaching and their field preparation gives them knowledge of what schools are like now.”

**Performance Measure 1.b:**

**Scale-up the recruitment and retention activities in remote areas of the State to facilitate the elimination of the Targeted Need Certificate or Conditional Endorsement.** *Numerator = number of special education teachers with Targeted Needs Certificates and Conditional Endorsements; denominator = total number of special education teachers (2010 data).*

Fully certified special education and related personnel are difficult to recruit in the more remote and rural areas of Maine leading to a high number of individuals working with Targeted Need Certificates or Conditional Endorsements which indicate minimal knowledge and competencies related to students with special needs. Beginning in 2006-2007, SPDG funds were provided to UMM, located in one of Maine’s poorest and most rural counties, to address this problem. Using SPDG funds UMM hired a Special Education Coordinator, Dr. Heather Ball, whose responsibilities included recruiting individuals into special education courses and programs that lead to certification, providing on-line coursework and supervision, and coordinating on-line coursework among campuses.

Over the course of the SPDG Dr. Ball developed and distributed recruitment materials and worked directly with regional high school counselors about careers in special education for their students and with paraprofessionals in regional schools about pursuing further training. She also met face to-face with representatives of the Penobscot and Passamaquoddy tribes about special education courses for teachers and paraprofessionals of Native American Indian descent, some of whom work on schools within the reservation. In addition, she served as the contact person for questions about course work and certification for these rural populations. Increased use of the web for recruitment and academic support is exemplified by a web-based video that was developed to assist students in understanding the Praxis exams they will need to pass prior to student teaching and certification. (<http://video.machias.edu/UMMPraxis2010/UMMPraxis2010-mid.mp4>)

Fifty-four courses, mostly on-line and hybrid, were offered by UMM resulting in 1647 enrollments. Supervision was provided to 10 student teachers and 5 mentors were trained in the Graduate Mentorship Program. Enrollment data indicate that an average of 6% of students enrolled in UMM courses were of minority status and an average of 6% had a disability. An average of 71% of students in the last 7 semesters indicated that they enrolled to earn a certification while 14% enrolled to maintain a certification.

Dr. Ball was also successful in coordinating the schedule of on-line courses offered by UMM and The University of Maine at Fort Kent. A productive relationship with Eastern Maine Community College was established and an articulation Agreement was approved allowing students to transfer courses into UMM’s Bachelor of College Studies program. This Agreement supports the transition of potential special educators from the community college into the university. In addition, a Concentration in Special Education was established in the Bachelor of Liberal Studies program at UMA.

It is difficult to determine the precise number of fully certified (Provisional or Professional) special education teachers that have resulted from SPDG initiatives. However, data obtained from the MDOE’s Office of Teacher Certification indicate a small decrease in the percent of special education teachers who are teaching with Targeted Need Certificates and Conditional Endorsements over the course of the SPDG (Table 1).

Table 1. Percent of special education teachers with Targeted Needs Certificates and Conditional Endorsements.

	Year 1 06-07	Year 2 07-08	Year 3 08-09	Year 4 09-10	Year 5 10-11
Special Ed Teachers with Targeted Needs Certificates and Conditional Endorsements / Total Number of Special Ed Teachers	181/2287	145/2239	145/2239	117/2299	90/2195
Percent	7.91%	6.48%	6.48%	5.09%	4.10%

Source: Maine Department of Education, Office of Teacher Certification

**Performance Measure 1.c:**

**Evidence based practices (personnel): The percent of personnel receiving professional development through the SPDG based on scientific- or evidence based practices.** *Numerator = number of special education personnel receiving evidence based professional development over the five year period; denominator = number of teachers receiving SPDG sponsored professional development over the five year period.*

All SPDG-supported professional development activities undergo strict reviews by the universities’ departments and colleges, accreditation associations, and MDOE to ensure that the courses are scientifically based and aligned with MDOE standards and certification requirements. MDOE’s contract with each provider requires that all SPDG sponsored professional development activities be evidence-based or scientifically-based. A review of syllabi and course descriptions by the SPDG Evaluator of UMM and USM’s ETEP, ASL and Pathways programs reveal an emphasis on scientific and evidenced based practices in course content and field experiences. Two courses developed for early childhood educators by *MRTQ* (see Goal 3) are also solidly based on scientifically based practices in early childhood literacy, numeracy and social behavior. There is substantial evidence in these materials that all personnel receiving professional development from SPDG funded programs are exposed to scientifically based or evidence based practices. In addition, extensive use of trained mentors and coaches is evident in these projects. For example, UMM provides in-person coaching to student teachers by a traveling faculty member; USM’s ASL program has funded personnel to attend Master Mentor training at Northeastern University in Boston and provides a network of trained mentors for interpreters; and the *MRTQ* courses require students to submit video recordings on their work to on-campus coaches for evaluation.

**Supplementary Activity 1.d:**

**Increase the diversity of special education teachers and related personnel especially in areas where minority populations are concentrated.**

SPDG funds were used to support the Pathways program, a collaboration of the Multicultural Education Program at the USM and the Multilingual and Multicultural Program in Portland Public Schools (PPS). The PPS enroll approximately 1800 non-Caucasian students who speak 60 different languages. Acholi, Arabic, Khmer, Somali, Spanish and Vietnamese are each languages spoken by 50 or more students. Pathways recruits

immigrants who work as paraprofessionals, language facilitators and community liaisons in the Portland schools and provides financial support for academic counseling, foreign transcript analysis, tuition, books and a full range of certification and degree programs.

There are 3 levels of the Pathways program. Pathway I supports paraprofessionals who need 90 credit hours to advance to Education Technician III certification and a Bachelor's Degree. Pathway II is for individuals who have foreign transcripts and need prerequisites and a passing Praxis score to become certified and/or enter USM's ETEP. Pathway III supports students pursuing graduate study in the Newcomer-ETEP program.

The Pathways project has been a very successful joint project of USM and the PPS. Over the period of the grant, 44 students enrolled in the various levels of the Pathways program. Twenty-two students are currently employed and 14 have completed a certificate and/or degree program. PPS has benefited with these trained paraprofessionals who are also immigrants. In addition, these paraprofessionals are a significant support for immigrant children, with or without disabilities, and their families especially when English language skills are limited or non-existent.

#### **Supplementary Activity 1.e:**

In the final year of the SPDG, Southern Maine Parent Awareness (SMPA) received \$18,801 under Goal 1 to create and pilot a tool for determining the training and support needs of parents with cultural and linguistic barriers to involvement in their children's education. This work was done in collaboration with the Pathways project at USM (see 1.d above) and the Multilingual and Multicultural program in Portland Public Schools (PPS). A review of relevant professional literature was conducted and a questionnaire created to be used in focus groups of teachers and paraprofessionals of English Language Learner (ELL) students, many of who were immigrants. Three focus groups were conducted with a combined membership of 17 participants. The data collected were used to create *Building School Partnerships with English Learner Families*, a protocol for LEAs to use to identify the needs of immigrant parents relative to the education of their children. This project began in the city of Portland and has been shared with LEAs in other municipalities with immigrant populations. SMPA has identified numerous resources related to the needs of immigrant parents having children with disabilities to share with parents and professionals. Among those resources is the Parent Involvement Resource Kit previously developed by RMC as part of Goal 2 of this SPDG.

#### **Supplementary Activity 1f:**

In the final year of the SPDG, MDOE provided \$14,000 to the Behavioral Health and Sciences Institute (BHSI) at the University of Maine Augusta (UMA). BHSI has primary funding from Maine's Department of Health and Human Services. MDOE contracted with BHSI to add 2 additional training sessions to its calendar of training for the year. BHSI provides professional development for paraprofessionals, case workers and others who work with Medicaid eligible children and provide day treatment services in Maine's schools, CDS sites and agencies. These individuals are now required to be certified as School-Based Behavioral Health Professionals (SB-BHP). In addition, BHSI manages all aspects of the certification program including policies and procedures, quality assurance and awarding certificates.

The training for SB-BHPs consists of 28 hours of instruction designed as 7 modules. Each module focuses on a key topic related to the behavioral and emotional health of children. One hundred and forty-four individuals received training as trainers between January and March of 2011 and nine hundred ninety-nine paraprofessionals received Behavioral Health training between January 1st and June 30 of this year.



**U.S. Department of Education  
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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.)

**Goal 1: Expand and improve Maine’s system of recruitment, preparation and certification of special education teachers and related services personnel.**

**Project Objective 2: Increase the knowledge and skills of education interpreters so they can become qualified by passing the National Association of the Deaf-Registry of Interpreters of the Deaf National Interpreting Certification Generalist Written Test (NAD-RID-NIC) and the Education Interpreter Performance Assessment (EIPA).**

2.a. Performance Measure	Measure Type	Quantitative Data					
The University of Southern Maine will increase the number of professional development opportunities offered to current and prospective interpreters and interpreter trainers.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		58/yr.	/		345	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
Develop a cohort of 5 students yearly who pass the NAD-RID NIC knowledge and written test and receive a score of 4.0 on the EIPA.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5/yr.	/		*7	/	

\*Fifteen interpreters have passed the NIC-W and 8 have achieved the ED: K – 12 certification. See text below.

## Explanation of Progress

**Project Objective 2: Increase the knowledge and skills of education interpreters so they can become qualified by passing the National Association of the Deaf-Registry of Interpreters of the Deaf National Interpreting Certification Generalist Written Test (NAD-RID-NIC) and the Education Interpreter Performance Assessment (EIPA).**

### **Performance Measure 2.a:**

**The University of Southern Maine will increase the number of professional development opportunities offered to current and prospective interpreters and interpreter trainers.** *Target = number of students expected to attend professional development activities of the ASL Lab yearly. Actual = number of enrollments in professional development activities sponsored by the ASL Lab over the five year period.*

The ASL program at USM was previously located in the Linguistics Department of the College of Arts and Sciences at USM. A recent reorganization of the campus has placed the Department in the School of Science, Technology and Health. The Department offers a Bachelor's degree in Linguistics, with concentrations in ASL/English Interpreting and Speech and Language Science and minors in Deaf Studies and Linguistics.

The ASL/English Interpreting program received funds from Maine's SIG grant (2001-2006) to support the development of a Signed Language Research Laboratory which now serves as a center for professional development, information and support related to licensure for interpreters throughout Maine. The faculty and Laboratory provide courses for the academic concentrations and minors and professional development for practicing interpreters.

Using SPDG funds, the Director of the Laboratory, Dr. Judy Shepard-Kegl, has created the Education Interpreters Enhancement Program (EIEP) and accepts a new cohort of students each year. A cohort remains together for 3 years. The overall goals of EIEP are to raise the level of certification of interpreters in Maine, especially those who interpret in education settings, and to advocate for the deaf and hard of hearing in Maine's schools and communities. The Dr. Shepard-Kegl has worked closely with MDOE to raise the level of certification of interpreters by increasing their access to professional development resources. Due to the efforts of the faculty and their students the ASL/Interpreter program became the third program in the U.S. to be nationally accredited by the Collegiate Commission on Interpreter Education.

In addition to providing courses on campus, the program provides classes in Portland and Bangor and on-line. Five trained mentors are now available to provide mentoring services as needed throughout the State. Mentoring is provided both face-to-face and through the use of technology.

Over the past 5 years, SPDG has supported 410 hours of professional development for interpreters, both on-line and in the cities of Portland and Bangor. These professional development activities enrolled an estimated 545 participants.

**Performance Measure 2.b:**

**Develop a cohort of 5 students yearly who pass the NAD-RID NIC knowledge and written test and receive a score of 4.0 on the EIPA.**

*Target = number of interpreters expected to pass the NIC annually. Actual = number of interpreters who passed the NIC over the five year period.*

Five (three-year) cohorts of students, a total of 27, have received SPDG support over the past 5 years to upgrade their certification status and pursue the Educational Interpreter (Ed: K-12) certification. Members of the first 2 cohorts (2006 – 2007 and 2007 – 2008) were sent to Front Range Community College in Colorado to prepare for the National Association of the Deaf - Registry of Interpreters for the Deaf (NAD-RID) National Interpreter Certification (NIC) and were supported in Maine with supplemental training. Beginning with the third cohort in 2008, Front Range Community College training was replaced by mentoring and other training in Maine.

A score of 4.0 or greater on the Educational Interpreter Performance Assessment (EIPA) qualifies an interpreter for the Ed: K-12 certification which is an important goal of this program. This certification signifies that an interpreter has met high standards relevant to interpreting in K – 12 settings. The ED: K-12 certification is accepted by the National Registry of Interpreters for the Deaf (RID).

As of September 2011, 15 interpreters have passed the NIC-Written (W) and 8 are preparing for this test. Thirteen have passed the EIPA-W test and 12 are preparing. Eight interpreters have achieved the Ed: K-12. Twelve interpreters have taken the EIPA-Performance (P) assessment and are still working to achieve the goal of 4.0. All but one of the 27 interpreters in the 5 cohorts are employed in Maine.

Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award # (11 characters): H323A060006

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

Goal 1: Expand and improve Maine’s system of recruitment, preparation and certification of special education teachers and related services personnel.

Project Objective 3: Increase the number of teachers with dual certification in general and special education.

3.a. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of highly qualified special education teachers in the State of Maine.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2184 /2299	95.5		1918 /2145	87.4

3.b. Performance Measure	Measure Type	Quantitative Data					
Evidence based practices (training): the percentage of professional development/training activities provided through the SPDG based on scientifically or evidence based instructional/behavioral practices.	PROGRAM (SPDG Measure 2.1)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			9 /9	100		12	12 /12

3.c. Performance Measure	Measure Type	Quantitative Data					
Sustained Practices: the percentage of professional development/training activities based on scientifically- or evidence based instructional/behavioral practices, provided through the SPDG, that are sustained through ongoing and comprehensive practices (long-term).	PROGRAM (SPDG Measure 2.2)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			9/9	100		12	12/12

3.d. Performance Measure	Measure Type	Quantitative Data					
Teacher Retention: In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state-identified professional disciplines (e.g., teachers of students with emotional disturbance, deafness, etc.) who remain teaching after the first 3 years of employment.	PROGRAM (SPDG Measure 3.1) NOT APPLICABLE	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			N/A			N/A	

## Explanation of Progress

### Project Objective 3: Increase the number of teachers with dual certification in general and special education.

#### Performance Measure 3a:

##### Increase the percentage of highly qualified special education teachers in the State of Maine.

*Numerator = number of classes taught by special education teachers who are “highly qualified”; denominator = total number of classes taught by special education teachers.*

All 3 goals of this SPDG are focused on increasing the qualifications of personnel who work with students with disabilities through formal academic programs, and professional development. The ETEP program at USM (described in Performance Measure 1.a.) graduates teachers who are dually certified. This program has recommended 97 students for certification over the five-year period and at least 77 are currently teaching in educational settings. At the same campus, the TEAMS program, an undergraduate program, provides dual certification to liberal arts students who take additional education and special education courses. The TEAMS program graduated 3 students in 2010 and currently has 13 students enrolled.

UMM provides a Concentration in Special Education within a Bachelor of College Studies program and coursework for the Concentration in Special Education in the Bachelor of Arts in Liberal Studies program at UMA. Fifty-four courses, mostly on-line and relevant to special education certification, have been offered over the five-year period with a total enrolment of 1647. All of these efforts contribute to the number of fully certified special education teachers. Data drawn from MDOE’s Highly Qualified Teacher (HQT) Summary Reports confirm that the percent of classes taught by Highly Qualified Special Education Teachers is slowly increasing at both elementary and secondary levels (Table 2).

Table 2. Percent of classes taught by Special Education teachers meeting HQT requirements 2006 – 2011

Special Ed. HQT	Year 1 <u>2006-07</u>	Year 2 <u>2007-08</u>	Year 3 <u>2008-09</u>	Year 4 <u>2009-10</u>	Year 5 <u>2010-11</u>
Elementary	90.94%	93.31%	93.62%	94.47%	96.6%
Secondary	84.35%	86.73%	88.14%	89.79%	91.76%

Source: Maine Department of Education web site

#### Performance Measure 3.b:

**Evidence based practices (training): the percentage of professional development/training activities provided through the SPDG based on scientifically or evidence based instructional/behavioral practices.** *Numerator = the number of SPDG professional development/training activities that provide evidence based training; denominator = number of SPDG funded professional development/training activities.*

In the final year of funding, Maine's SPDG offered teachers and related services personnel 12 different evidence based programs that provided support for acquiring or upgrading certifications. The total number of programs increased from 9 to 10 with the addition of the University of Maine Augusta's (UMA) new special education concentration in their Bachelor of Arts in Liberal Studies degree in 2010. These 10 activities include 3 programs leading to unified/dual certification and Bachelor's or Master's degrees [Extended Teacher Education Program (ETEP) for K-8, ETEP for 7-12, and Teachers for Elementary and Middle School (TEAMS) for K-8]; 2 hybrid on-line programs through the University of Maine Machias (UMM) and UMA offering 27 credits hours, 24 of which are required for certification; an educational interpreter program that prepares students to pass the Registry of Interpreters of the Deaf (RID) and Educational Interpreter Performance Assessment (EIPA) assessments and obtain the national Educational Interpreter (Ed: K-12) certification; 3 levels of the Pathways program that prepare multilingual/multicultural educators; and one project, *Maine Roads to Quality (MRTQ)*, for improving the qualifications of birth to age five (B-5) educators. In the final year of the project, SPDG funding supported the Behavioral Health Sciences Institute (BHSI) program at UMA, and the graduate program in Special Education Early Intervention at Center for Community Inclusion and Disability Studies (CCIDS) at the University of Maine (UM).

MDOE's Agreement with each provider requires that all SPDG sponsored professional activities be evidence based or scientifically based. There is ample evidence in program descriptions and syllabi of the use of evidence and scientifically based strategies in the design of all SPDG funded programs. Mentoring, coaching and Universal Design for Learning are widely used in both preservice and professional development programs which also adhere to Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) standards. A review of course content represented in course syllabi and field placements indicate that students are exposed to and practice evidence based strategies.

#### **Performance Measure 3.c:**

**Sustained Practices: the percentage of professional development/training activities based on scientifically or evidence based instructional/behavioral practices, provided through the SPDG, that are sustained through ongoing and comprehensive practices (Long-term).** *Numerator = the number of sustainable SPDG professional development/training activities that provide evidence based training; denominator = number of SPDG funded professional development/training activities.*

The Project Directors of the five-year funded SPDG projects (ETEP, Pathways EIEP, and *MRTQ* at the USM, and the UMM's Distance Education Program) were interviewed about the sustainability of their activities when funding ceases. All were confident that their programs were well institutionalized and would continue without SPDG funding. Directors of programs that received supplemental funding in the final year of the project (CCIDS at UM and BHSI at UMA) expressed similar confidence. In most instances, lack of SPDG funding would require finding alternate sources for student tuition and stipends for mentors and internship supervisors.

#### **Performance Measure 3d:**

**Teacher Retention: In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state-identified professional disciplines (e.g., teachers of students with emotional disturbance, deafness, etc.) who remain teaching after the first 3 years of employment.**

Special education teacher retention was not a goal of this SPDG project. However, the importance of retention is not overlooked. The Director of the UMM Distance Education project commented that “I support the many students who take our courses through the entire process of obtaining certification. I see this support as retention. Retaining them is a process which can be very long and demanding for students who are working and maintaining a family.”

The Director of the ETEP program maintains a list of graduates over the past 5 years who are still working as evidence of retention. Thirty-one students completed this program in 2007 and 2008. Twenty-nine are still employed in educational settings.

### **Goal 1.0: Accomplishments, Sustainability, and Summary**

In addition to the Performance Measures described above, Goal 1 was designed to meet 3 specific needs defined in Maine’s SPDG proposal. Each need is repeated below followed by a description of how the need was addressed by Goal 1 and the sustainability of related strategies.

- A need to recruit a more diverse population into teaching including minorities and individuals with disabilities.

Maine’s minority population is growing as reflected in the increasing number of non-White-not-Hispanic students in public schools. The National Center of Education Statistics (NCES) Schools and Staffing Survey reported that 6.7% of Maine’s K-12 students were members of minority groups in 2008. Later data provided by MDOE in 2010 indicate a minority student population of 7.6%. Only 1% of Maine’s teachers were members of minority groups in 2003 (MDOE data) and in 2008 NCES reported that 1.9% were from minority groups.

The lack of minority representation in the teaching force is a concern to MDOE. Statewide data do not reflect the significance of the issue as it exists in Portland, Maine’s largest city, where 37% of the student population is of non-White not-Hispanic origin and 1.4% of teachers are from minority groups (PPS data).

The collaborative work of Southern Maine Parent Awareness (SMPA), the Pathways program and the Portland Public Schools (PPS) has highlighted the need to provide resources to non-English speaking parents so that they can better participate in decisions about their children’s education.

SPDG funds have been used to recruit teachers and paraprofessionals who are from minority groups both at UMM and at USM’s Pathways program. Both have been successful and should continue their efforts.

The sustainability of the UMM program is not a concern. The courses and programs are well integrated into the flow of University scheduling and typically well enrolled. The position of Special Education Program Coordinator has recently been expanded to a two-year Assistant Professor appointment and a tenure track position is probable for fall 2012. An on-line Program Coordinator was hired in 2010 and shares responsibility for recruitment.

The sustainability of the Pathways project is less certain. This project has been able to acquire some scholarship assistance for participants and is fully engaged in writing proposals for assistance to private foundations and government agencies.

- A need to increase the number of qualified ASL interpreters.

The USM's *Educational Interpreter Enhancement Program (EIEP)* has been very successful in meeting this goal. The Signed Language Research Lab has served as a center for this program, meeting the professional development needs of practicing interpreters, providing resources and maintaining participant records. In providing numerous professional development activities, mentoring, and supervision, the EIEP has encouraged and supported interpreters to continually work toward higher levels of certification. The SPDG has supported 27 Interpreters, 8 of whom have achieved the EIPA-Performance and Ed: K-12 certification. Seven are preparing for this very difficult assessment. In 2006, there were 17 nationally certified interpreters in Maine. In 2011, there are 65. USM's *EIEP* project meets a well-defined need and is well integrated into the programs of USM.

- A need to increase the number of highly qualified special education teachers to replace the large number reaching retirement age.

SPDG funds supported the preparation of special education teachers at UMM and USM in both the Pathways program and the ETEP program as described in preceding sections. Together these programs account for about 35 fully certified special education teachers entering the field each year, some of who are dually certified. This is a small number but the Directors of these projects report that most of these graduates will remain in the same geographic region in which they graduated and are needed. Data obtained from the MDOE's Office of Teacher Certification indicate a small decrease in the number of special education teachers who are teaching with Targeted Need Certificates and Conditional Endorsements over the past 2 years (Table 1) and an increase in the percentage of classes taught by highly qualified teachers of special education at both elementary and secondary levels (Table 2).

In summary, except for SMPA, all programs funded under Goal 1 prepare individuals who are certified to work directly with children with disabilities and each program includes instruction in the use of evidence based curricula. The conclusion that Goal 1 activities meet OSEP's goal of *improving results for children with disabilities* is easily substantiated by the number of individuals who have been trained. The individual projects supported by SPDG have also *improved the system of personnel development* by creating many new special education courses available on-line or through distance education, increasing the availability of coaches and mentors, and basing all training on evidence based practices. However, this part of OSEP's goal is more elusive because more can always be done.

The 5 programs funded under Goal 1 at 4 institutions of higher education (IHEs) contribute to the development of Maine's system for personnel development but reforming and improving this system will require continued effort and perhaps different strategies of a larger scale. Maine has 22 IHEs that prepare teachers and paraprofessionals at different levels. Nine have programs leading to an Associate's degree, 15 have Bachelor's level programs and 6 provide graduate programs in Education. Leadership and coordination are needed to define these programs and the many others that prepare special education teachers and related personnel in Maine as a *system* of personnel preparation.

A consideration for future funding should be the increased use of an advisory committee, such as that formed for this SPDG, to provide the leadership needed to match data-based personnel needs with the personnel preparation resources available and needed. The document *Assuring Highly Qualified Teachers in Maine* (MDOE, June 2006), which provided a model for this SPDG, might be updated and continue to serve as a guide for integrating the many programs that prepare special educators and related personnel into a coherent system.

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

OMB No. 1894-0003  
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**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**Goal 2: Improve professional development and supports to administrators, teachers and paraprofessionals working with students with disabilities to meet the targets of Maine’s State Performance Plan (SPP).**

**Project Objective 4: Develop and implement data-driven professional development and supports to LEAs that are based on the analysis of baseline data on SPP indicators and identification of Levels of Determination.**

4.a. Performance Measure	Measure Type	Quantitative Data					
Analyze and rank local education agencies (LEAs) using student data to assign levels of determination to all 152 LEAs.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		152	/		152	/	
4.b. Performance Measure	Measure Type	Quantitative Data					
Identify 1 Level 4 school (“Needs Significant Intervention”) to establish an improvement plan with on-going, intensive professional development and technical assistance, and closely monitor implementation.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		5	/	
4.c. Performance Measure	Measure Type	Quantitative Data					
State Performance Plan (SPP) Alignment: the percent of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their SPPs.	PROGRAM (SPDG Measure 1.2)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		5	/	
4.d. Performance Measure	Measure Type	Quantitative Data					
Scale-up scientifically- or evidence based practices: the percentage of SPDG projects that successfully replicate the use of scientific or evidence based instructional/behavioral practice in schools.	PROGRAM (SPDG Measure 4.1)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		136	/	

## Explanation of Progress

**Goal 2: Improve professional development and supports to administrators, teachers and paraprofessionals working with students with disabilities to meet the targets of Maine's State Performance Plan (SPP).**

### Overview

Goal 2 of MDOE's SPDG proposal is closely tied to the professional development needed for LEAs to meet the targets of Maine's SPP. The need, described in the proposal, is for educators to receive technical assistance in the analysis, interpretation and use of educational data. The proposal describes LEAs and CDS sites as dutifully reporting data on SPP targets but few using the data to affect change in academic programming or operational procedures. Specific SPP targets in need of attention included: B1 (graduation rates); B2 (dropout rates); B3 (participation and performance on state assessments); B4 (suspension and expulsion); B5 (least restrictive environment); B8 (parent involvement); B9 and B10 (disproportionality).

MDOE's approach to Goal 2 initially consisted of multiple strategies that would test a Special Education Review Process, identify LEAs in need of graduated levels of assistance, provide needed assistance, and test a wraparound model of intervention. However, these strategies changed significantly over the course of the first 4 years of the SPDG.

Goal 2 activities began with the assignment of a Level of Determination (LOD) to each LEA based on SPP indicators. MDOE, working with RMC Research Corporation, planned to provide different levels of technical assistance to LEAs based on their LOD. LEAs with LODs of 1 would receive assistance in serving as a resource to LEAs with LODs of 2, 3, or 4. LEAs with LODs of 2, 3, or 4 would receive increasing levels of intervention and monitoring. LEAs with LODs of 4 would pilot a Special Education District Review process developed by RMC Research and Ohio State University.

LODs were established and LEAs notified of their Level. No LEA had a level below 3. In April of 2008 (second year of SPDG funding) the Special Education District Review process was piloted voluntarily by a Level 3 LEA and well received. Nevertheless, the Review process was discontinued for several reasons: the participating LEA, like many other LEAs in Maine, was in the process of State mandated structural reorganization; the Review process, although very thorough, was perceived as too labor intensive given other demands; and there were critical staff changes occurring within MDOE that precluded coordination with *NCLB*. In addition, the wraparound approach became no longer viable, particularly in the following year, when the LEA no longer had a school that had not achieved adequate yearly progress and MDOE's *NCLB* Office was no longer providing services to the school. Given these unexpected developments, MDOE decided to alter its Goal 2 strategies and redirect SPDG resources toward implementation of the new 2004 *IDEA* requirements for accountability that OSEP required to be in place by June 30, 2009.

The revised approach to Goal 2 included contracting with RMC Research Corporation to continue work on identifying research based professional development and technical assistance resources related to targeted SPP indicators. This work continued through June of 2010 and resulted in a website hosted by MDOE which provides resources LEAs might use to address specific SPP indicators. Each Resource Kit contains extensive lists and descriptions of National Centers, Research Reports on Effective Practices, and Tools (strategies). Resource Kits are available for SPP indicators B1 graduation rates, B2 dropout rates, B3 participation and performance on state assessments, B4 suspension and expulsion, B5 least restrictive

environment, B8 parent involvement, and B11 timeframe for assessment. These resources were also compiled on a CD and distributed to all LEAs, to Special Education Directors attending a statewide special education conference and to participants at a poster session at the SPDG Directors conference in Washington D.C. in July, 2010. An additional Resource Kit on the topic, District and School Improvement Planning, was created by RMC and disseminated to LEAs on a CD.

MDOE's revised Goal 2 strategy also included contracting with RMC Research Corporation to provide assistance in the development and implementation of a Integrated State Delivery System Model to include a template for District Electronic Portfolios, a review process for MDOE, and a Coordinated District Review Process to be used with LEAs identified as needing substantial intervention under IDEA. To accomplish this RMC worked with MDOE's Determination Response Team to develop a revised version of a Continuous Improvement and Monitoring Program (CIMP) used in Oregon. MDOE's adaptation of CIMP consisted of 4 major sections or activities: Section 1, Data Collection and Comparison; Section 2, Internal Audit; Section 3, In-depth Self-Assessment by Indicator; and Section 4, Promising Practices. After an LEA completed a CIMP, any indicator that was scored as less than 2 would require the submission of an ICAP.

Between September 2008 and June 30, 2009 self assessment documents for SPP indicators were developed, MDOE staff were trained, data flow processes were developed, and training was provided to LEAs using webinars and conference calls. The CIMP and ICAP processes were implemented and by June 30, 2009 RMC Research Corporation had reviewed the CIMP documents of 128 SAUs.

Training for the ICAP began in April with the circulation of an RMC Research created document entitled *Guidelines for Completion of the Improvement/Corrective Action Plan (ICAP) for Part B*. Training sessions were held by conference calls in May, 2009.

Work continued in 2010 and by April 28 of 2010 135 LEAs had completed ICAPs. In summer 2010 it was decided that, for 2010 - 2011, CIMP sections 1, 2, and 3 and ICAP would be eliminated and replaced by self-assessment of specific indicators (B 11, 12 and 13) on the Local Entitlement Application. The CIMP was integrated into LEA electronic applications for Part B funds, and ICAPs remained a scheduled part of Maine's General Supervision System (GSST).

**Project Objective 4: Develop and implement data-driven professional development and supports to LEAs that are based on the analysis of baseline data on SPP indicators and identification of Levels of Determination**

**Performance Measure 4.a:**

**Analyze and rank local education agencies (LEAs) using student data to assign levels of determination to all 152 LEAs.**

All LEAs were assigned Levels of Determination (LODs) based on data they reported in relation to the SPP indicators. The target of 152 LEAs constitute 100% of all school units in Maine.

In concert with State needs and OSEP requirements, Maine developed a CIMP, which required all LEAs to complete self-assessments and develop ICAPs that incorporated evidence based practices.

**Performance Measure 4.b:**

**State Performance Plan (SPP) Alignment: the percent of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their SPPs.**

Maine had no LEAs at Level 4 so intensive monitoring, targeted technical assistance, and professional development were delivered to the only 5 LEAs that were identified in Level 3 as “Needs Intervention”. Assistance was aligned with LEA self-assessments and incorporated into corrective action plans that the LEAs developed through the CIMP. Intense monitoring and technical assistance were provided by an MDOE team on an individual LEA basis, and in group formats to allow the 5 LEAs to share their experiences. In summer 2010, it was decided that - for 2010-2011 - CIMP sections 1, 2, and 3 and ICAP would be eliminated and replaced by self-assessment of specific indicators (B 11, 12 and 13) on the Local Entitlement Application. The CIMP was integrated into LEA electronic applications for Part B funds, and ICAPs remain a scheduled part of Maine’s General Supervision System (GSST).

**Performance Measure 4.c:**

**State Performance Plan (SPP) Alignment: the percent of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their SPPs.**

RMC Research Corporation identified over 100 research based professional development and technical assistance resources specific to IDEA Part B SPP indicators. These resources were organized by SPP indicator and posted on the MDOE website. Each Resource Kit contains extensive lists and descriptions of National Centers, Research Reports on Effective Practices, and Tools (strategies). Resource Kits were available for SPP indicators B1 graduation rates, B2 dropout rates, B3 participation and performance on state assessments, B4 suspension and expulsion, B5 least restrictive environment, B8 parent involvement, and B11 timeframe for assessment. These resources were posted on a website hosted by MDOE, compiled on a CD, and distributed to all LEAs, to Special Education Directors attending a statewide special education conference, and at the OSEP Directors Meeting in July, 2010.

LEA use of the website and CDs for professional development related to SPP indicators was not tracked. However, professional development related to SPP indicators did occur in the 5 Level 3 LEAs previously identified.

**Performance Measure 4.d:**

**Scale-up scientifically or evidence based practices: the percentage of SPDG projects that successfully replicate the use of scientific or evidence based instructional/behavioral practice in schools.**

The target is the number of LEAs estimated to receive support from RMC Corporation on CIMP, a self-assessment and evidence based improvement process that addresses the targeted indicators in Maine’s SPP. One hundred thirty-six LEAs received this support.

**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**Goal 2: Improve professional development and supports to administrators, teachers and paraprofessionals working with students with disabilities to meet the targets of Maine’s State Performance Plan (SPP).**

**Project Objective 5: Develop, pilot and test a wraparound intervention model to increase the number of LEAs that improve the performance of students with disabilities in one or more SPP indicators.**

5.a. Performance Measure	Measure Type	Quantitative Data					
Select 1 Level 4 LEA to participate in a pilot wraparound intervention that includes a Special Education District Review and intensive and ongoing professional development and technical assistance based on prioritized needs.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

**Explanation of Progress**

**Overview: Goal 2, Objective 5**

The evolution of this project has resulted in the activities of Project Objective 5 being incorporated in Project Objective 4b in which 5 LEAs identified as “Needs Intervention” have received intense monitoring, professional development and technical assistance from MDOE. Performance Objective 5.a. is therefore incorporated in Performance Objective 4.b.

**Goal 2.0: Accomplishments, Sustainability, and Summary**

Goal 2 was designed to meet one specific need.

- A need to provide technical assistance to special education personnel and school administrators in the analysis, interpretation and use of educational data.

Some of the strategies planned for accomplishing Goal 2 were thwarted by the circumstances described above. However, professional development did occur and resources to support professional development were provided. The CIMP/ICAP processes which were implemented statewide were valuable professional development exercises for special education administrators who were required to review their programs and, in many cases, describe specific changes that would be made. In addition, RMC Research Corporation provided a rich set of resources related specifically to SPP

indicators. Unfortunately professional development and supports did not reach the level of teachers and paraprofessionals who work directly with students with disabilities.

The sustainability of Goal 2 accomplishments is linked to OSEP's CIMP requirements and the SPP. The CIMP and ICAP processes provided opportunities for special education administrators to become well grounded in the federal and State accountability requirements. Even as reporting formats changed, this experience served as important background for the practice of using accountability measures.

The extensive electronic library of professional development materials linked to SPP indicators developed by RMC Research Corporation remains a valuable resource. However, without funding to maintain this resource, it will soon be outdated.

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

PR/Award # **H323A060006**

**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**Goal 3: Improve the quality of personnel working with infants and toddlers through the use of scientifically based professional development.**

**Project Objective 6: Increase the knowledge and skills of teachers, service coordinators, service providers, and evaluators of infants, toddlers, and preschool children in scientifically based or evidence based practices.**

6.a. Performance Measure	Measure Type	Quantitative Data					
Analyze and rank early childhood data at all 9 Child Development Service (CDS) sites.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		16	/		9*	/	

\*Includes all CDS centers due to reorganization of the original 16

6.b. Performance Measure	Measure Type	Quantitative Data					
Increase the number of CDS personnel who are certified to work with infants and toddlers with State endorsements in early childhood education (282 and any new endorsement developed by MDOE).	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		61			106		

## Explanation of Progress

### **Goal 3: Improve the quality of personnel working with infants and toddlers through the use of scientifically based professional development.**

#### **Overview**

The Child Development Services (CDS) system consists of an intermediate educational unit (IEU) for which MDOE has oversight responsibility. CDS is part of MDOE's Office of Special Services and has statewide responsibility for ensuring early intervention and a Free Appropriate Public Education (FAPE) to children B-2 and 3-5. CDS has 9 regional centers located throughout the State, each having a director and staff. Overall supervision of CDS is provided by a State Director who is a member of MDOE's Special Service Team. CDS participates in and is informed by the monthly State Advisory Committee meetings.

When the SPDG proposal was written, CDS was undergoing major structural changes and a new State Director was being hired. As a consequence of these organizational changes some strategies included in the proposal were no longer relevant, and were put aside. However, the major thrust of Goal 3, improving the skills of early childhood professionals, remained a priority.

To accomplish Goal 3 an Agreement was developed with *Maine Roads to Quality (MRTQ)* over all 5 years of SPDG and in Year 5 an additional Agreement was developed with the Center for Community Inclusion and Disability Studies (CCIDS) at UM.

*MRTQ* is housed within the Muskie School of Public Service at the USM and was initially started in 1999 with funds from Maine's Department of Human Services, Office of Child and Family Services Head Start. The goal of *MRTQ* is to promote and support professionalism in the early care and education field.

*MRTQ*'s approach to providing evidence based professional development to B-5 educators was systematic and thorough. A comprehensive review of professional literature was conducted to identify evidence based practices that aligned with *Maine's Early Childhood Learning Guidelines* and SPP indicators. This information was incorporated into a curriculum that also exposed participants to *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development*. Also considered were data from interviews of CDS Case Managers and teachers conducted to identify successful, evidence based practices that were already in use and serve as models.

Based on this research, a graduate level course entitled *EPS 523, Care and Communication: Promoting Infant Toddler Language, Literacy, Numeracy, and Social Well Being* was created, piloted, and evaluated in the spring of 2008. This course was then approved by USM and MDOE as a requirement for both the Special Education Teacher (282) for B-5 and the Teacher of Early Childhood (081) endorsements.

Since its inception, *Care and Communication: Promoting Infant, Toddler Language, Literacy, Numeracy and Social Well Being* has been offered on-line to 39 students (24 from CDS, 6 from Head Start, 4 from public schools and 5 from other agencies). Students are required to video-record the demonstration of specific evidence based competencies and submit these videos for feedback by their instructor.

In spring 2009, *MRTQ* piloted a second course entitled *EPS 522 Responding to Young Learners: Promoting Language, Literacy, Numeracy and Social Emotional Development in Preschool Children*. This course too was approved by USM and MDOE for 081 Teacher of Early Childhood Endorsement (081) and 282 Special Education Teacher B-5 Endorsement. Since its inception, *Responding to Young Learners: Promoting Language, Literacy, Numeracy and Social Emotional Development in Preschool Children* has been offered on-line to 46 students (17 from CDS, 4 from Head Start, 21 from public schools, and 4 from other agencies).

*MRTQ* used SPDG funds to provide tuition scholarships to 41 CDS employees; the funds served to support courses with low enrollment. Sixteen students used *MRTQ* courses to achieve Special Education Teacher endorsement (282) and 8 students used these courses to achieve Teacher of Early Childhood endorsement (081). If SPDG funds are not available in the future, *MRTQ* courses will continue to be offered, though less frequently, to ensure a minimum enrollment of 11 as required by the University.

*MRTQ* courses were initially created and approved to be graduate level courses for qualified CDS leaders. Recent discussions have been held with the administration of Southern Maine Community College to explore the possibility of offering the Care and Communication course in an Associate's Degree program or as part of a post-Associate's degree certificate program.

CCIDS at UM also received SPDG funding (\$63,810 with additional \$11,107 provided by the University) in the final year of the project under Goal 3 to increase the number of personnel prepared to work with infants and toddlers and to facilitate implementation of the Maine Expanding Inclusive Opportunities Initiative (MEIO), as described below.

SPDG funds were used to support coursework and supervision for 38 students in a Master's degree program in Early Intervention Special Education. During the year, 38 students completed field placements and projects as part of their graduate study. By August 31, 2011, 6 students completed their Master's degree and all are fully employed in their field.

SPDG funds also supported the facilitation of the Maine Expanding Inclusive Opportunities Initiative (MEIO). MEIO is a federal initiative designed to help states coordinate and improve inclusive opportunities for young children with disabilities and their families. During 2010-2011, CCIDS facilitated a meeting of key state leadership personnel in early childhood education, conducted a second meeting in October 2011, and continued to serve as a resource for referral, consultation and web-based resources.

**Performance Measure 6.a: Analyze and rank early childhood data at all 9 Child Development Service (CDS) sites.**

Performance and compliance profiles were completed for all sites and are publically available at <http://www.maine.gov/education/speced/cds/monitoring/index.html>

**Performance Measure 6.b:**

**Increase the number of CDS personnel who are certified to work with infants and toddlers with State endorsements in early childhood education (282 and 081).** *Target = number of CDS employees with Teacher of Children with Disabilities (282) endorsement. Actual = current number of CDS employees with 282 endorsement.*

CDS now employs a total of 219 Case Managers, Education Technicians and Teachers. One hundred and six of these individuals (48%) hold the Teacher of Children with Disabilities endorsement (282). The current data system does not track the number of CDS employees that hold the new 081 Teacher of Early Childhood Endorsement. However, it is known that 41 CDS employees completed *MRTQ* courses which can be applied to the 081 endorsement and that 81 Maine teachers have earned this endorsement since its creation in 2007. These numbers do not include endorsements for private sector practitioners.

**Goal 3.0: Accomplishments, Sustainability, and Summary**

Goal 3 was based on the following need described in the original proposal as revised.

- A need to provide professional development for early childhood workers who enter the workforce without full certification.

The development and teaching of 2 evidence based courses by *MRTQ* through the University system to 85 early childhood educators as described above is clearly contributing to the accomplishment of Goal 3. These courses are sustainable, though they will be offered less frequently without SPDG support.

SPDG allowed scholarships to be offered to CDS employees who enrolled in *MRTQ* courses. Finding scholarship funds and other incentives for CDS employees to gain the Early Childhood Teacher endorsement is essential to increasing the quality of this workforce. It is also important that CDS be able to monitor the certifications of their employees by means of a centralized system.

The graduate program maintained by CCIDS at UM is well incorporated in the University structure. SPDG funds have assisted in the preparation of Master's level early childhood special educators who will become leaders in this field.

Finally, the creation of the 081 Early Childhood Teacher Endorsement by the Legislature in 2007 is also a significant and enduring accomplishment that will assure a baseline level of competence of those who work with young children. Personnel from *MRTQ*, CCIDS, and MDOE were actively supportive of the legislation creating this certification. This is especially important for CDS staff whose focus is on children with disabilities and their families. Eighty-one Maine teachers now hold this endorsement.

It is clear that the programs and activities of both CCIDS and *MRTQ* are contributing directly to OSEP's goal of improved results for students with disabilities.

<b>SECTION B</b>	<b>Budget (Deleted)</b>
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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Work under the SPDG Educational Interpreter Enhancement Program (EIEP) has put more focus on the skills of personnel working with deaf-blind students in Maine schools. An analysis by the Maine Division for the Blind and Visually Impaired (DBVI) found a gap in services for this population. In addition, there are no teacher or paraprofessional preparation programs in Maine for instructors of the blind. Two systemic complaints have been filed against MDOE due to the lack of personnel to serve this population. Professional development efforts to serve the deaf-blind population must be expanded and sustained because there are insufficient numbers of school personnel who are trained to work with students who are deaf-blind. Extended training for educational interpreters, educational technicians, and teachers seeking recertification will increase the availability of school personnel who are skilled in helping students who are deaf-blind. The newly awarded SPDG will address the needs for deaf-blind personnel.

Maine also has a need for better data collection and reporting systems. Modifications to MDOE database systems will improve access to information that will inform future activities and provide information necessary for reporting purposes.

Remaining funds from the grant are the result of several factors. Indirect costs were significantly lower than originally estimated because Maine's practices with indirect costs do not apply to University Agreements and therefore University contracts were not charged indirect costs against the SPDG. Some of the anticipated costs for Agreements were reduced because they started later than expected. Adaptations of the *MRTQ* B-2 and 3-5 curricula to Community College level courses were not completed due a serious medical issue for the lead person at Southern Maine Community College. The *EIEP* project had some internal miscommunications concerning the timing of reimbursement payments; consequently, they did not bill for some of the work. Finally, some of the work proposed for the remaining funds, such as PBIS and continuation of Goal 2, were ultimately deemed to be not needed.