

H325L190002

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

Project Status Chart

MISSOURI SPECIAL EDUCATION LEADERSHIP NETWORK AND PREPARATION FOR ASPIRING LEADERS (MoPAL)

PR/Award # H325L190002

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

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

Dr. Margie Vandeven
Name of Authorized Representative:

Title: Commissioner

Margie Vandeven
Signature:

Date: 4/28/2020

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EXECUTIVE SUMMARY

Background

The overarching goal of the Missouri Personnel Preparation Grant (2019-24) is to *“implement a statewide high-quality, sustainable leadership development program and supportive network designed to provide a pathway attaining the necessary knowledge, skills, and competencies to develop effective special education leaders at the district level.”*

The development of the Missouri Special Education Leadership Network will aid in achieving this goal through continuing and expanding the partnerships between project stakeholders. To address this goal, the Missouri Department of Elementary and Secondary Education (DESE), in partnership with stakeholders, will expand and enhance the following objectives.

1. Develop the Missouri Special Education Program for Aspiring Leaders (MoPAL) comprised of high-quality, essential professional learning content and supportive delivery model for special education leaders, using existing, effective collaborations as well as the state-developed infrastructure for professional development
2. Provide a professional learning pathway for aspiring special education leaders in Missouri
3. Conduct an evaluation of the effectiveness of the Special Education Leadership Network and refine the program based on data

The MoPAL Project

The MoPAL is designed to add-on to the K-12 administrator certificate with essential special education leader competencies leading to a Missouri special education administrator endorsement. In the past, the basics of special education administration were part of the special education administrator certification process. From this point on, the basics of special education administration will be defined by the requirements for certification as an administrator with additional training determined by stakeholders involved in the “endorsement” initiative.

Through the three-year MoPAL program, two cohorts of ten aspiring leaders each will receive essential content through two years of evidence-based online professional learning modules, cohort learning, and coaching to provide ongoing feedback, and one year of follow-up mentoring to assist with job-embedded problem-solving. The ultimate target of the project is to increase the number of qualified special education administrators.

Project Administration

MoPAL and the supporting network will build on existing professional learning platforms and relationships in Missouri. This project provides an opportunity to apply lessons learned and to expand the potential of current professional learning to address the shortage of special education administrators in Missouri. The DESE Office of Special Education will provide overall leadership and oversight for this project. A full time project director has been hired and is being supported by the principal investigator (PI) and contractors to ensure implementation occurs with quality, efficiently, effectively, and with fidelity.

Summary of 2019-20 Activity

Activity to date has focused on all the initial phases of the project. The following list highlights major activities, by objective, from November 1, 2019, through February 29, 2020.

Objective 1: Develop MoPAL, comprised of high-quality, essential professional learning content and supportive delivery model for aspiring special education leaders.

- **Development of Project Management and Leadership Teams:** As noted above, MoPAL is built on existing professional learning platforms and relationships in Missouri.
 - A project director has been hired and works closely with DESE and the management team.
 - The leadership team and management team meet regularly to help guide the initial phases of MoPAL.
 - Steps toward the development of the Missouri Special Education Leadership Network are underway. This network will serve as the advisory group for the project. Initial meetings with key partners have been held to share information about the project and collaboratively identify action steps. Once fully formed, this network will include the Missouri Council of Administrators of Special Education (MOCASE), Institutions of Higher Education (IHEs), Regional Professional Development Centers (RPDCs), Missouri Special Education Advisory Panel (SEAP), and district special education leaders.
- **Preparation for MoPAL Scholars:** The online professional learning modules, learning management system, and coaching model were reviewed by the leadership team and workgroups have been formed to finalize all materials for scholar use beginning this summer.
- **Recruitment:** Another key activity for this reporting period has been the recruitment of aspiring special education leaders for participation in the first cohort.
 - Branding elements have been developed, including a logo and templates for various documents and products.
 - A MoPAL informational page was developed for the DESE website through which interested parties could also retrieve the application.
 - Recruitment materials have been developed and distributed throughout the state.
 - The project director gave presentations on MoPAL to over 135 people, distributing over 200 informational fliers at these events. Presentations were given to directors, building administrators, and network members.
 - The project director reached out via email to over 3,400 individuals statewide, including for example, district administrators, building principals, and special education directors.
 - Requirements for acceptance in MoPAL were identified and an application was developed and distributed.
 - Over 35 statewide educators have expressed interest in the program, with 21 applications received.
 - A data-tracking system is in development to track all elements of the project, from recruiting through coaching and mentoring and completion of the program of the

final cohort. Participants, coaches, and mentors will fill out appropriate logs tracking, for example, participation, learning module completion, topics coached on, employment outcomes, and mentoring successes and challenges.

- Coaches are being recruited, focusing on experienced leaders with expertise and documented exceptional leadership skills for supporting initial implementation of the professional learning module content.

Objective 2: Provide a professional learning pathway for aspiring special education leaders in Missouri through modules, coaching, and mentoring.

- Activities associated with Objective 2 begin in the summer of 2020 with the first cohort of 10 participants. Activities are taking place in preparation for the start of the pathway as noted above.

Objective 3: Conduct an evaluation of the effectiveness of the Special Education Leadership Network and refine the program based on data. Preparatory activities are currently taking place regarding the development of the evaluation, including the examples below.

- The multi-year evaluation plan is currently in development by the external evaluator incorporating the data-embedded elements of the program as required OSEP elements. The management team is involved in the development of this plan.
- The evaluator is involved in the development of the data tracking system referenced above to assure alignment of data instruments and needs for analysis.

Evaluation

An external evaluator, Dr. Nena Bloom of the Center for Science Teaching and Learning at Northern Arizona University, will conduct a program evaluation throughout planning and implementation in order to identify the extent of program effectiveness, identify areas of needed improvement, and shape revisions in order to improve quality, usefulness, and relevance. The evaluation plan aligns with the program performance measures and with proposed project goals, objectives, and outcomes, and includes measures with both quantitative and qualitative data. The evaluator maintains close contact through regular meetings with select members of the management team.



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

1. Project Objective Check if this is a status update for the previous budget period.

Objective 1: Develop MoPAL, comprised of high-quality, essential professional learning content and supportive delivery model for aspiring special education leaders.

1. Performance Measure	Measure Type	Quantitative Data					
The percentage of preparation programs that incorporate scientifically or evidence-based practices into their curricula.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					999/999		
1.a. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by external experts and determined to <i>incorporate evidence-based practices</i> using a project-developed vetting rubric.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		999/999	
1.b. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by external experts and <i>determined to align with Missouri expectations for district leaders</i> using a project-developed vetting rubric.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		999/999	

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

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PM1.a. By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by external experts and determined to *incorporate evidence-based practices* using a project-developed vetting rubric.

PM1.b. By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by external experts and *determined to align with Missouri expectations for district leaders* using a project-developed vetting rubric.

Measurement Tool: Field expert, project developed, vetting rubric.

2020 Baseline: Will be established summer of 2020.

Performance Target: 100 percent of modules will be reviewed and assessed by external experts using a reviewer form to determine the extent to which they (a) incorporate evidence-based practices and (b) align with the Missouri expectations for district leaders.

The learning modules are currently being developed and/or modified. Seven content topics have been identified, including 1) special education law, regulations, and compliance; 2) special education leadership; 3) special education law finance; 4) overview of high impact instructional practices, assessment, and supports in special education; 5) application of effective teaching and learning practices in inclusive settings; 6) data-based decision making; and 7) family and community involvement.

New resources for all seven learning modules will be developed, specifically content around parent rights, child find, educational placement, due process, special education leadership, special education finance, high impact instructional practices for special education, applying the teaching/learning practices of developing assessment capable learners and data-based decision making for students with disabilities, and family and community involvement.

Once completed, they will be sent to three expert reviewers. Reviewers will rate the content of the modules on a 3-point scale: 0=does not incorporate evidence-based practices, not ready for implementation; 1=incorporates some evidence-based practices and almost ready for implementation; and 2=incorporates significant evidence-based practices and completely ready for implementation. The development team will make modifications to all modules with a reviewer score 0 or 1.

To triangulate findings addressing the performance measures, coaches will also be asked to provide feedback in coaches logs about the quality of the modules and extent to which they support implementation of district-level special education leadership in real-world settings. Feedback will inform modifications for the next cohort or contribute to lessons learned about developing an online program for developing special education leaders.

The management team will review data twice yearly (mid- and end-of-year) to review data and make modifications as necessary.



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

1. Project Objective Check if this is a status update for the previous budget period.

Objective 1 (continued): Develop MoPAL, comprised of high-quality, essential professional learning content and supportive delivery model for aspiring special education leaders.

1.c. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by Missouri special education administrators and district leaders to be <i>useful and relevant</i> for improving the quality of special education leadership in Missouri using a project-developed vetting rubric.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		999/999	
1.d. Performance Measure	Measure Type	Quantitative Data					
At the conclusion of the first and second years of program participation, <i>coaches will demonstrate fidelity</i> of coaching practice as outlined in the high-quality professional development coaching checklist.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100		999/999	

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

Evaluation data will be reviewed by the management team twice yearly (mid- and end-of-year) in order to improve the program.

PM1.c. By the end of Year 2 of the project, the content validity of each of the project modules will be assessed by Missouri special education administrators and district leaders to be *useful and relevant* for improving the quality of special education leadership in Missouri using a Module review survey.

Measurement Tool: Module review survey.

2020 Baseline: Will be established summer of 2021.

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Performance Target: 100 percent of modules will be reviewed and assessed by Missouri special education administrators and district leaders who are network members using a vetting rubric form to determine if they are *useful and relevant* for improving the quality of special education leadership in Missouri.

At the end of the second year of the project, modules will be sent out to the MOCASE directory of mentors. Mentors are MOCASE members who are matched with new special education administrators and are a source of information and support. The survey will ask mentors to provide feedback on the usefulness and relevance of the modules by reviewing the practice profiles and assignments for each module. Practice profiles are rubrics that identify the specific practices to be learned through the module. The content of each module is aligned to the practice profile. See PM2.c. for a more detailed description about practice profiles. Instead of asking mentors to review the modules in their entirety, this focused approach on the practice profiles helps to give the mentor details as to the learning outcomes. Paired with the assignments, the mentors will be able to provide feedback on usefulness and relevance.

To triangulate findings addressing the performance measure, scholars and coaches will also provide feedback on usefulness and relevance. Scholars will provide feedback about the usefulness of the modules in an annual survey. Coaches will also be asked to provide feedback in the coaches' logs about the quality of the modules including whether they meet standards of proficiency and quality.

PM1.d. At the conclusion of the first and second years of program participation, *coaches will demonstrate fidelity* of coaching practice as outlined in the high-quality professional development coaching checklist.

Measurement Tool: High-quality professional development coaching checklist

2020 Baseline: Will be established fall of 2020.

Performance Target: Coaches will demonstrate fidelity of coaching practice.

Fidelity of coaching practice will be measured annually by the project director using an observation protocol. Over the past seven years, the Observation Checklist for High-Quality Professional Development Coaching (Jenson, Noonan, Gaumer Erickson, 2013) has been used in Missouri as a tool for training coaches, observing fidelity of coaching, and providing feedback when necessary to improve fidelity. Fidelity of coaching practice is essential because coaches will be responsible for supporting scholars as they transfer new learning into practice. During the first two years of the program, while the scholars are in the active learning portion of the program, coaches are also the main point of instructional support and feedback for scholars, important for achieving expected competencies.

Coaches will be assigned to a cohort to support their first two years. They hold the essential role of monitoring engagement, keeping scholars on-track, and supporting scholars as they transfer new learning to practice. They will be in touch with scholars two times per month through live visits or Zoom calls to discuss the modules and implementation, as well as observe and provide feedback on implementation as appropriate. Coaches will be recruited from the field and will hold expertise in special education leadership. Coaches will receive appropriate training prior to the start of coaching to ensure fidelity of coaching practice and will receive follow-up training as necessary. Coaches will log their interactions with their assigned scholars into a data system that will also track the duration, topic, and sequence of coaching topics. Coaches will use these data to keep scholars on

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track and provide both quantitative and qualitative data that will be useful to identify if the model is implemented as planned, as well as scholar level of engagement with the program, including with the modules, their cohort, and their coach.

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

2. Project Objective Check if this is a status update for the previous budget period.

Objective 2: Provide a professional learning pathway for aspiring special education leaders in Missouri.

2. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
2.a. Performance Measure	Measure Type	Quantitative Data					
At the conclusion of each module, 80 percent of scholars (scholars) will demonstrate at least 80 percent accuracy on the post-module assessments.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999/999	
2 b. Performance Measure	Measure Type	Quantitative Data					
80 percent of scholars (scholars) will demonstrate 80 percent accuracy on post-module follow-up assessments administrated at the end of year 1 and 2 of the program.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999/999	

2.c. Performance Measure	Measure Type	Quantitative Data					
At the conclusion of the second year of the program, 80 percent of scholars (scholars) will demonstrate proficient implementation of the evidence-based practices as measured by coaches' observations using the practice profiles.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999/999	
2.d. Performance Measure	Measure Type	Quantitative Data					
At the conclusion of the third year of the program, 80 percent of scholars (scholars) will demonstrate competencies as assessed by mentors using a rubric of the state special education leadership standards.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999/999	

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

Evaluation data will be reviewed by the management team twice yearly (mid- and end-of-year) in order to improve the program.

PM2.a. 80 percent of scholars (scholars) will demonstrate 80 percent accuracy on the post-module assessments.

Measurement Tool: A post-module assessment aligned with learning goals will be developed and delivered to scholars at the end of each module. The assessment will be aligned with the learning goals of the module.

2020 Baseline: Baseline will be established after the first module completion (December 2020).

Performance Target: 80 percent accuracy.

For each module, scholars will complete a pre/post assessment of learning aligned with the learning goal of the module. A bank of questions will be written by the module developers. The pre-assessment will be used for formative feedback for scholars to identify the content of the upcoming module and their baseline knowledge and skill before completing the module. The post assessment of learning will be used to identify the level of knowledge gained in the module. Scholars will be able to complete the post assessment multiple times. All scores will be recorded in the content management system as well as provided to the educator and coach to provide feedback on learning. Cohort performance on the assessments will also help inform the level of quality of module content.

PM2.b. 80 percent of scholars (scholars) will demonstrate 80 percent accuracy on post-module follow-up assessments administrated at the *end of year 1 and 2 of the program.*

Measurement Tool: A cumulative post-module assessment will be developed and delivered to scholars at the end of each year of coursework in the program.

2020 Baseline: Baseline will be established in May 2021.

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Performance Target: 80 percent accuracy.

At the end of each year in the program, scholars will complete a cumulative assessment of all modules completed in the year. Questions will be a random selection from the test bank. The post assessment of learning will be used to identify the level of knowledge gained in the program year. Scholars will be able to complete the post assessment multiple times. All scores will be recorded in the content management system as well as provided to the educator and coach to provide feedback on learning.

PM2.c. At the conclusion of the first and second years of the program, 80 percent of scholars (scholars) will demonstrate proficient implementation of the evidence-based practices as measured by coaches' observations using the practice profiles.

Measurement Tool: Coaches observation using practice profiles.

2020 Baseline: Baseline will be established May 2021.

Performance Target: Proficiency rating on each practice.

Implementation with fidelity requires clearly described implementation criteria. The practice profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the practice profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011). The practice profile is anchored by the essential functions which are aligned with the teaching/learning objective of each module. The essential functions of the practice are listed on the practice profile, aligned with an area for coaches to identify implementation performance levels and evidence which provides data or documentation for determining implementation levels. Criteria are identified for each essential function. Implementation performance levels are determined by number of criteria met, identifying exemplary performance, proficient performance, close to proficient performance, and far-from-proficient performance. Proficient or exemplary performance is the target for 80 percent of scholars. Scholars who do not meet this target are recommended for extra coaching or extra coaching and extended professional development.

Prior to summative observation by their coach, scholars will have the opportunity to complete the practice profile as a self-assessment using the online Self-Assessment Practice Profile (SAPP) at least twice per year. Through use of the SAPP, scholars are able to self-check their implementation levels of the newly learned skills and knowledge. The online system provides reflective feedback and displays results showing strengths and gaps. Coaches will also have access to these data which will be used to identify areas in which further coaching is needed as well as track scholar progress.

The management team will review data twice yearly (mid- and end-of-year) to review data and make modifications as necessary.

PM2.d. At the conclusion of the third year of the program, 80 percent scholars (scholars) will demonstrate competencies consistent with new special education administrators as assessed by mentors using a rubric of the state special education leadership standards.

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Measurement Tool: A competency rubric will be developed to identify level of performance of 32 competencies for the five Missouri Special Education Leadership Standards: visionary leadership, instructional leadership, managerial leadership, relationship leadership, and innovative leadership.

Benchmark: Baseline will be established summer 2022.

Performance Target: 80 percent of scholars will demonstrate competencies at the level of proficient or exemplary.

A mentor will be responsible for assessing scholars. Each scholar will be assigned a mentor in their third year of the program, after completion of the modules, to assist with problem-solving and specific job-embedded implementation issues. Mentoring has been shown to foster improved teacher efficacy for effective instructional practice (Grissom & Harrington, 2010). Mentors will be special education directors in Missouri districts. Because scholars are Missouri district employees, the mentoring partnership will provide the opportunity for MoPAL scholars to immerse themselves in the duties of the special education directors and receive opportunities to practice leadership competencies. In addition to assessing and communicating on implementation performance, mentors will provide support for problem-solving and provide advice for advancing their career as special education leaders.

The management team will review data twice yearly (mid- and end-of-year) to review data and make modifications as necessary.

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

2. Project Objective Check if this is a status update for the previous budget period.

Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

3. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars who exit preparation programs prior to completion due to poor academic performance.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
3.a. Performance Measure	Measure Type	Quantitative Data					
Annually, less than 15 percent of participants (scholars) will exit program prior to completion due to learning or implementation challenges.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			15/100	15		999/999	

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

Evaluation data will be reviewed by the management team twice yearly (mid- and end-of-year) in order to improve the program.

PM 3.a. Annually, less than 15 percent of participants (scholars) will exit program prior to completion due to learning or implementation challenges.

Measurement Tool: Scholar tracking system.

Benchmark: June 2021.

Performance Target: Attrition at 15 percent or less.

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Scholar involvement from initial recruitment through completion will be tracked using a scholar tracking system. This tracking system will be updated twice yearly and include variables for recruitment, tracking persistence in the program, achievement of competencies, job placement, and retention.

To inform and reduce attrition, scholars in MoPAL will be surveyed twice each year about program design, including satisfaction with the program platform, quality, and relevance of content and coaching support and learning or implementation challenges. This scholar survey will be developed specifically for this project. The surveys will include scales rating personal perspectives and perception of the overall MoPAL program as well as open-ended questions for descriptive comments and feedback. The desired outcome for these surveys is the collection of important perspectives to inform systems operation and catch any challenges or concerns. Coaches will also provide information in a coach log that will identify any scholars who may be struggling with learning or implementation.

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2. Project Objective Check if this is a status update for the previous budget period.

Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

4. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
4 a. Performance Measure	Measure Type	Quantitative Data					
One year following program completion, 80 percent of MoPAL completers (scholars) are employed in special education leadership positions as measured by scholar follow-up survey.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		999/999	

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

Evaluation data will be reviewed by the management team twice yearly (mid- and end-of-year) in order to improve the program.

PM 4.a. One year following program completion, 80 percent of MoPAL completers (scholars) are employed in special education leadership positions as measured by scholar follow-up survey.

Measurement Tool: Scholar follow-up survey.

Benchmark: August 2023.

Performance Target: 80 percent of MoPAL completers (scholars) are employed in special education leadership positions.

A survey will be sent to MoPAL completers annually to follow-up on their current status as a special education leader and to inquire about their perspectives of the program after completion. The survey will also include open-ended questions for descriptive comments and feedback.

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2. Project Objective Check if this is a status update for the previous budget period.

Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

5. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 5, the federal cost per participant (scholar) is measured by dividing the total grant award (e.g., \$250,000 x 5 years) by the number of participants (scholar) by cohort who successfully completed the program.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
5 a. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 5, the federal cost per scholar (scholar) is measured by dividing the total grant award (e.g., \$250,000 x 5 years) by the number of scholars (scholar) in each cohort who successfully completed the program.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			TBD			999/999	

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

PM 5.a. By the end of Year 5, the federal cost per scholar (scholar) is measured by dividing the total grant award by the number of scholars (scholar) in each cohort who successfully completed the program.

Measurement Tool: Budget calculations.

Benchmark: To be determined.

Performance Target: To be determined.

The amount of project dollars spent in ratio to the number of scholars will be calculated annually. As the program grows over the five years and shifts from development to supporting scholars, this cost ratio will decrease.

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2. Project Objective Check if this is a status update for the previous budget period.

Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

6. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
6 a. Performance Measure	Measure Type	Quantitative Data					
As measured in Year 5, 75 percent of MoPAL completers are employed in special education leadership positions as measured through a follow-up scholar survey.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100	75		999/999	

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

PM 6.a. Pilot Program Measure: The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years.

Measurement Tool: Follow-up scholar survey.

Benchmark: 75 percent after Year 3.

Performance Target: 75 percent.

Addressing this pilot program measure will coincide with performance measure 4.a. A survey will be sent to MoPAL completers annually to follow-up on their current status as a special education leader and to inquire about their perspectives of the program after completion. The survey will also include open-ended questions for descriptive comments and feedback.

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Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

7. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars who completed the preparation program and are rated effective by their employers.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
7.a. Performance Measure	Measure Type	Quantitative Data					
80 percent of program graduates employed in high-need districts will be rated by the superintendent and other district leaders (if applicable) as having “Professional Working Proficiency” or “Full Professional Proficiency” on a survey conducted by project staff at the end of the first school year of employment as a special education leader.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80%		999/999	

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

Evaluation data will be reviewed by the management team twice yearly (mid- and end-of-year) in order to improve the program.

PM 7.a. The percent of program graduates employed in high-need districts will be rated by the superintendent and other district leaders (if applicable) as having “Professional Working Proficiency” or “Full Professional Proficiency” on a survey conducted by project staff at the end of the first school year of employment as a special education leader.

Measurement Tool: Staff survey.

Benchmark: 80 percent after Year 3.

Performance Target: 80 percent.

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A survey will be sent to superintendents or other district leaders at the end of the first school year of employment to identify the quality of performance of the program graduate. The survey will include a ratings scale with five levels of performance: 1=limited working proficiency, 2=basic proficiency, 3=working proficiency, 4=professional working proficiency, and 5=full professional proficiency. The survey will also include open-ended questions for descriptive comments and feedback about the performance of the program graduate.

**Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): H325L190002

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.

Objective 2 (continued): Provide a professional learning pathway for aspiring special education leaders in Missouri.

8. Performance Measure	Measure Type	Quantitative Data					
The percentage of scholars who completed the preparation program and are employed in high-need districts.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						999/999	
8.a. Performance Measure	Measure Type	Quantitative Data					
Pilot Program Performance Measure: 40 percent of scholars complete the preparation program and are employed in leadership positions in high-need districts.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			40/100	40%		999/999	

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

PM 8.a. As measured in Year 5, 40 percent of MoPAL completers are employed in special education leadership positions in high-need school districts as measured through a follow-up scholar survey. High-need districts are those that assign someone, who has no formal training in the basics of special education administration, to serve as the district special education director.

Measurement Tool: Follow-up scholar survey.

Benchmark: 2025.

Performance Target: 40 percent of MoPAL completers are employed in special education leadership positions in high-need school districts. A survey will be sent to MoPAL completers annually to follow-up on their current status as a special education leader and to inquire about their perspectives of the program after completion. The survey will also include open-ended questions for descriptive comments and feedback.



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

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

The Missouri project was awarded November 1, 2019. This report covers the first four months of the project from November 1, 2019, through February 28, 2020, and the expenditures of federal funds were consistent with the approved grant project in terms of amount and budget lines. During this time, the project director was hired to fulfill the required non-federal match and the contract with Northern Arizona University was established in February. These are the two primary financial obligations that occurred in the reporting period. However, because the project director expenses fulfill the match requirement and the contract with NAU did not begin until February, neither are shown as expenditures for this reporting period.

At this early stage in the project, no adjustments to the proposed budget are necessary. It is anticipated that expenses will proceed according to the original proposal in which the Year 1 (November 1, 2019-September 30, 2020) budgeted amount is \$199,532. These monies will go toward the planned expenses outlined in the proposal budget narrative. These expenses include costs associated with meetings and collaborative activities, travel, supplies and operating materials, and contracts.

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