

**Foreign Language Assistance Program
U.S. Department of Education
Annual Performance Report Form XXXX-XX**

[IDENTIFYING INFORMATION FROM GRANTEE]

Introduction

The Foreign Language Assistance Program (FLAP) for Local Educational Agencies (LEAs) provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. FLAP grants are not awarded to programs that teach Native American languages, Native Hawaiian, other Pacific Island languages or Native Alaskan languages. FLAP is not intended to support the teaching of English. Although improvement of the English language skills of non-native English speakers is a desirable ancillary benefit of a two-way immersion program, FLAP funds, as well as matching FLAP funds, must be used exclusively for foreign language instruction. FLAP funds may not be used to fund activities that support instruction in English.

Education Department General Administrative Regulations (EDGAR), 34 CFR 75.253, requires each of the funded projects to submit an annual performance report demonstrating that substantial progress has been made toward meeting the approved objectives of the project. In 1993 the Government Performance Results Act (GPRA) was passed that requires federally funded agencies to develop and implement an accountability system based on performance measurement. Grantees are required to report on their progress toward meeting the performance measures established for each U.S. Department of Education (ED) grant program. This annual performance report is the tool designated by ED for reporting grantee performance.

The FLAP LEA GPRA measures are listed below:

Objective 1: To expand foreign language study in non-critical languages for students served by FLAP.

Measure 1.1 of 2: The number of students participating in foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Measure 1.2 of 2: The average number of minutes per week of foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Objective 2: To expand foreign language study in critical languages for students served by FLAP.

Measure 2.1 of 2: The number of students participating in foreign language instruction in the critical language(s) in the schools funded by FLAP.

Measure 2.2 of 2: The average number of minutes per week of foreign language instruction in the critical language(s) in the schools funded by FLAP.

Objective 3: To improve the foreign language proficiency of students served by FLAP.

Measure 3.1 of 1: The number of students in FLAP projects who meet ambitious project objectives for foreign language proficiency. (For grants awarded 2008 onward)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete information for the data collection is estimated to average 10 hours for the first semi-annual submission and 40 hours for the second semi-annual submission, including the time to review instructions, search existing data resources, gather the data needed, complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of English Language Acquisition FLAP, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6510.

Instructions for FLAP LEA Annual Performance Report Form

For Annual Performance Reports: This report contains target data that are specific to each budget period.

For Complete Data Reports: This report contains actual performance data that are specific to each budget period.

For Final Performance Reports: The due date is 90 days following the end of the final budget period. Complete data on performance measures for the final budget period must be submitted with the final performance report.

If you have questions about how to complete this form, contact:

Cynthia Ryan, (202) 245-7140

The FLAP LEA performance report is divided into a **Cover Sheet** and the following five sections:

Section A – FLAP Project Information

Section B – FLAP GPRA Measures

Section C – FLAP Project Goals and Objectives

Section D – FLAP Project Budget Information

Section E – Additional Information

Instructions for Cover Sheet

Complete the Cover Sheet with the appropriate information. Items 1, 3, 4, 6 and 12 are to be filled out on the Cover Sheet. Instructions for items 2 and 5 and items 7 through 11 are included in this instruction sheet.

Question 2. Grantee NCES ID Number

-- Annual Performance, Complete Data, and Final Performance Reports:

Please enter the current National Center for Education Statistics (NCES) ID number of the grantee. Grantees that are State Educational Agencies (SEAs) should enter their state's FIPS (Federal Information Processing Standards) code in item 2. Item 2 applies only to grantees that are Institutions of Higher Education (IHE), SEAs, LEAs, public libraries, and public, charter, and private elementary or secondary schools. If this item is not applicable to your grant, leave this item blank.

Please go to the applicable website listed below to obtain the grantee's NCES ID number or FIPS code. Depending on your organization type, this number will range from 2 to 12 digits.

- For IHEs (IPEDS ID); Public Libraries (Library ID); and Public, Charter and Private Schools (NCES School ID): <http://nces.ed.gov/globallocator>
- For LEAs (NCES District ID): <http://nces.ed.gov/ccd/districtsearch/>
- For SEAs (FIPS code): To obtain your state's FIPS code, please search on any public school district in your state at: <http://nces.ed.gov/ccd/districtsearch/>. The FIPS code is the first two digits of the NCES District ID number for any public school district in a state.

Note: Newly established organizations that do not yet have an NCES ID number should leave item 2 blank. However, once the organization's NCES ID number has been established, it must be entered on all future submissions of this form.

Question 5. Grantee Address

Instructions for Submitting Address Changes

-- Annual Performance, Complete Data, and Final Performance Reports:

If the address that is listed in Block 1 of your grant award notification (GAN) has changed and you are submitting a paper copy of this form, either submit the new address in the Additional Information section of the Project Status Chart or submit the change through e-Administration (annual performance reports only), the administrative action function of e-Grants.

Question 7. Reporting Period

-- Annual Performance and Complete Data Reports:

Due Date: The reporting period is aligned with the current budget period. The start date for your current budget period is shown in Block 6 of the GAN.

-- Final Performance Reports:

Due Date: Final performance reports are due 90 days after the end of the budget period. If you received a no-cost time extension from ED, the final performance report is due 90 days after the revised project period end date.

Please enter the start and end dates for the final budget period of your grant from Block 6 of the GAN. The reporting period for your final performance report covers the last year of the project period. Complete data on all performance measures are due with this final performance report.

Question 8. Budget Expenditures [Also See Section D]

The budget expenditure information requested in items 8a. – 8c. must be completed by your Business Office.

Note: For the purposes of this report, the term budget expenditures means allowable grant obligations incurred during the periods specified below. (See EDGAR, 34 CFR 74.2; 75.703; 75.707; and 80.3, as applicable.)

For budget expenditures made with Federal grant funds, you must provide an explanation in Section G (Budget Information) of the Project Status Chart, if you have not drawn down funds from the Grant Administration and Payment System (GAPS) to pay for these budget expenditures.

-- Annual Performance and Complete Data Reports:

- Report the actual budget expenditures for the entire previous budget period in item 8a. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the entire previous budget period.
- Note: If reporting on the first budget period of the project, leave item 8a. blank.
- Report the actual budget expenditures for the current budget period to date (i.e., through 30 days before the due date of this report) in item 8b. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the current budget period to date.

-- Final Performance Reports:

- Report the actual budget expenditures for the entire previous budget period in item 8a. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the entire previous budget period.
- Report the actual budget expenditures for the entire final budget period in item 8b. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the entire final budget period.
- Report the actual budget expenditures for the entire project period (performance period) in item 8c. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the entire project period. The project period (performance period) start and end dates are found in Block 6 of the GAN.

Question 9. Indirect Costs

The indirect cost information requested in Items 9a. – 9d. must be completed by your Business Office.

-- Annual Performance, Complete Data, and Final Performance Reports:

- Item 9a -- Please check “yes” or “no” in item 9a. to indicate whether or not the grantee is claiming indirect costs under this grant.
- Item 9b. -- If “yes” in item 9a. was checked, please indicate in item 9b. whether or not the grantee’s organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
- Item 9c. -- If “yes” in item 9b. was checked, please indicate in item 9c. the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, please indicate whether ED or another Federal agency (Other) issued the approved agreement. If “Other” was checked, please specify the name of the Federal agency that issued the approved agreement. For final performance reports only, check the appropriate box to indicate the type of indirect cost rate– Provisional, Final, or Other. If “Other” was checked, please specify the type of indirect cost rate.
- Item 9d. --For grants under Restricted Rate Programs (EDGAR, 34 CFR 75.563), please indicate whether the grantee is using a restricted indirect cost rate that is included on the approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State

or local government agencies may not use the provision for a restricted indirect cost rate specified in EDGAR, 34 CFR 76.564(c)(2). Check only one response. If this item is not applicable to your grant, leave it blank.

Question 10. Annual Institutional Review Board (IRB) Certification

-- Annual Performance and Complete Data Reports:

Annual certification is required if Attachment HS1, Continuing IRB Reviews, was attached to the GAN. Attach the IRB certification.

Question 11. Certification

-- Annual Performance, Complete Data, and Final Performance Reports:

The grantee's authorized representative must sign the certification for this form. The authorized representative is the person who signed the grant application or has been officially designated to sign this performance report. The Office of English Language Acquisition should receive documentation indicating who the authorized representatives are **and** whether changes have occurred since signing of the grant application.

If the grantee has any known internal control weaknesses concerning data quality (as disclosed through audits or other reviews), this information must be disclosed under Section E (Additional Information) of the Project Status Chart as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

Instructions for Section A – FLAP Project Information

Section A contains project-level information. In Question 1, grantees are asked to provide information about the first year of their projects. Grantees are to indicate whether the first year of their project consisted of planning, implementation, or both planning and implementation. In this question, “planning” refers to the development of project activities that will be implemented in the future by the grantee and “implementation” refers to the period of time during which grantee activities (e.g. foreign language instruction) take place.

In Question 2, grantees are asked to provide information about their projects. In the first column, grantees should indicate which language(s) were taught; in the second column, the grades taught; and in the third column, the tests administered to measure foreign language proficiency. Grantees are to complete a separate row for each language.

In Question 3, grantees are asked to provide baseline data for each of the performance measures. Grantees do not need to provide data if baseline data were provided in the application or if this form is being completed after the first budget period APR submission.

Instructions for Section B – FLAP GPRA Measures

Performance Measure 1.1

The number of students participating in foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Note: This measure refers only to grantees that are providing students foreign language instruction in the non-critical language(s) funded by FLAP. Grantees that provide instruction in critical languages exclusively should enter not applicable (N/A) for this measure. Do not include students participating in critical language(s) instruction in this measure.

The critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

If a student participates in foreign language instruction in more than one non-critical language, that student should be counted for each non-critical language. For example, if

Quantitative Data: There are two main sections labeled “Target” and “Actual Performance Data.”

Target: The “Target” column has one column:

First Column: Enter the number of students *expected* to participate in foreign language instruction in the non-critical language(s) funded by FLAP during the reported grant year.

Actual Performance Data: The “Actual Performance Data” has one column:

First Column: Enter the number of students who participated in foreign language instruction in the non-critical language(s) funded by FLAP during the reported grant year.

Performance Measure 1.2

The average number of minutes per week of foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Note: This measure refers only to grantees that are providing students foreign language instruction in the non-critical language(s) funded by FLAP. Grantees that provide instruction in critical languages exclusively should enter not applicable (N/A) for this measure. Do not include the number of minutes per week in critical language(s) instruction in this measure.

The critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Grantees are to sum the total minutes of instruction for all non-critical languages and grades funded by FLAP for the entire reported grant year. Grantees should not multiply the number of minutes of instruction by the number of students served.

Grantees are to sum the total number of weeks of instruction for all non-critical languages and grades funded by FLAP for the entire reported grant year.

Quantitative Data: There are two main columns labeled “Target” and “Actual Performance Data.”

Target: The “Target” column has two columns:

First Column: Enter the total number of minutes of foreign language instruction *expected* to be provided for all the non-critical language(s) and grades funded by FLAP during the reported grant year.

Second Column: Enter the total number of weeks of foreign language instruction *expected* for all the non-critical language(s) and grades funded by FLAP during the reported grant year.

Actual Performance Data: The “Actual Performance Data” column has two columns:

First Column: Enter the actual total number of minutes of foreign language instruction provided for all the non-critical language(s) and grades funded by FLAP during the reported grant year.

Second Column: Enter the actual total number of weeks of foreign language instruction for all the non-critical language(s) and grades funded by FLAP during the reported grant year.

Performance Measure 2.1 **The number of students participating in foreign language instruction in the critical language(s) in the schools funded by FLAP.**

Note: This measure refers only to grantees that are providing students foreign language instruction in the critical language(s) funded by FLAP. Grantees that provide instruction in non-critical languages exclusively should enter not applicable (N/A) for this measure. Do not include the number of students participating in non-critical language(s) instruction in this measure.

The critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

If a student is participating in foreign language instruction in more than one critical language, that student should be counted for each critical language. For example, if a student participates in Chinese and Japanese, and both of those languages are supported by the FLAP grant, the student should be counted twice in the number of

Quantitative Data: There are two main columns labeled “Target” and “Actual Performance Data.”

Target: The “Target” column has one column:

First Column: Enter the number of students *expected* to participate in FLAP critical languages during the reported grant year.

Actual Performance Data: The “Actual Performance Data” column has one column:

First Column: Enter the number of students participating in FLAP critical languages during the reported grant year.

Performance Measure 2.2 **The average number of minutes per week of foreign language instruction in the critical language(s) in the schools funded by FLAP.**

Note: This measure refers only to grantees that are providing students foreign language instruction in the critical language(s) funded by FLAP. Grantees that provide instruction in non-critical languages exclusively should enter not applicable (N/A) for this measure. Do not include the number of minutes per week in non-critical language(s) instruction in this measure.

The critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Grantees are to sum the total minutes of instruction for all critical languages and grades funded by FLAP for the entire reported grant year. Grantees should not multiply the number of minutes of instruction by the number of students served.

Grantees are to sum the total number of weeks of instruction for all critical languages and grades funded by FLAP for the entire reported grant year.

Quantitative Data: There are two main columns labeled “Target” and “Actual Performance Data.”

Target: The “Target” column has two columns:

First Column: Enter the total number of minutes of foreign language instruction *expected* to be provided for all the critical languages and grades funded by FLAP during the reported grant year.

Second Column: Enter the total number of weeks of foreign language instruction for all the critical language(s) and grades funded by FLAP during the reported grant year.

Actual Performance Data: The “Actual Performance Data” column has two columns:

First Column: Enter the actual total number of minutes of foreign language instruction provided across all the critical language(s) and grades funded by FLAP during the reported grant year.

Second Column: Enter the actual total number of weeks of foreign language instruction for all the critical language(s) and grades funded by FLAP during the reported grant year.

Performance Measure 3.1

The number of students in FLAP projects who meet ambitious project objectives for foreign language proficiency. (This measure applies to grants awarded 2008 onward.)

Note: For this GPRA measure, grantees are to report the number of students who met project objectives in foreign language proficiency during the reported grant year. If a student met more than one project objective, the student should be counted for each project objective met (i.e., provide a duplicate count).

Project objectives included under this measure should not vary from the approved

Quantitative Data: There are two main sections labeled “Target” and “Actual Performance Data.”

Target: The “Target” column has one column:

First Column: Enter the number of students *expected* to meet project objectives during the reported grant year.

Actual Performance Data: The “Actual Performance Data” column has one column:

First Column: Enter the number of students who met project objectives during the reported grant year.

Explanation of Progress

The APR report has space for additional information about each performance measure. In addition to the information described above, use this space to provide:

- Data explanations such as discrepancies between expected and actual performance.
- Assessment timelines.
- Any information that would help to explain the information reported under the five GPRA measures.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: professional development, teacher recruitment, curriculum development, assessment development/selection, IHE-LEA collaboration, parent involvement, evaluation activities, selection of evaluator, program expansion of students, grades, languages, schools, or minutes of instruction.
- How data and information were used to make improvements in the project.

Instructions for Section C – FLAP Project Goals and Objectives

In the approved grant application, grantees establish project objectives stating what they expect to achieve with the funded grant project. Generally, one or more performance measures are established for each project objective designed to demonstrate whether a project met or made progress toward meeting project objectives.

Grantees are to report on the results to date of their project evaluation as required under EDGAR, 34 CFR 75.590. According to the instructions below, for each project objective included in the approved grant application, grantees are to provide quantitative and/or qualitative data for each associated performance measure and a description of preliminary findings or outcomes that demonstrate that they have met or are making progress towards meeting the performance measure. An explanation must also accompany the data on the performance measures.

Project Objective:

Enter each project objective that is included in the approved grant application. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc.

In addition to reporting on GPRA measure 3.1, grantees are expected to report on individual or other project measures and progress in achieving project objectives for foreign language proficiency. Project objectives for foreign language proficiency should be separated out by language in this section.

Performance Measure:

For each project objective, enter each associated performance measure. Multiple performance measures may be associated with each project objective. Enter only one performance measure per row. Each performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first performance measure associated with project objective “1” should be labeled “1.a.,” the second performance measure for project objective “1” should be labeled “1.b.,” etc.

Quantitative Data:

Target and Actual Performance Data

Grantees must provide the targets established for meeting each performance measure and provide actual performance data demonstrating progress toward meeting or exceeding this target. Only quantitative (numeric) data should be entered in the Target and Actual Performance Data boxes.

The Target and Actual Performance Data boxes are each divided into three columns: **Raw Number, Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of professional development workshops that will be conducted or number of participants), the target and actual performance data should be reported as a single number under the **Raw Number column** (e.g., **10** workshops or **20** teachers). Please leave the **Ratio and Percentage (%) columns** blank. For performance measures that are stated in terms of a percentage (e.g., percentage of parent participation), complete both the **Ratio column** and the **Percentage (%) column**. Please leave the **Raw Number column** blank.

In the **Ratio column** (e.g., **30/40**), the numerator represents the numerical target (e.g., the number of parents intended for outreach) or actual performance data (e.g., the number of parents who participated), and the denominator represents the number of parents of students funded to be served under each objective. Please enter the corresponding percentage (e.g., **75%**) in the **Percentage (%) column**.

If the collection of quantitative data is not appropriate for a particular performance measure, please leave the Target and Actual Performance Data boxes blank and provide an explanation and any relevant qualitative data for the performance measure in the section entitled, **Explanation of Progress (Section 2)**.

Instructions for Section D – FLAP Project Budget Information

-- Annual Performance, Complete Data, and Final Performance Reports:

- Report budget expenditure data in items 8a. – 8c. of the Cover Sheet, as applicable. Please follow the instructions for completing items 8a. – 8c. included in this instruction sheet.
- For budget expenditures made with Federal grant funds, grantees must provide an explanation if funds have not been drawn down from GAPS to pay for the budget expenditure amounts reported in items 8a. – 8c of the Cover Sheet.
- Provide an explanation if the funds were not expended at the expected rate during the reporting period.
- Describe any changes to the budget that affected the grantee’s ability to achieve the approved project activities and/or project objectives.
- Describe any significant changes to the budget resulting from modification of project activities.

-- Annual Performance and Complete Data Reports:

- Does the grantee expect to have any unexpended funds at the end of the current budget period? If so, grantees must explain why, provide an estimate, and indicate how they plan to use the unexpended funds (carryover) in the next budget period.
- Describe any anticipated changes in the budget for the next budget period that require prior approval from ED (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

Instructions for Section E – Additional Information

-- Annual Performance and Complete Data Reports:

- If applicable, please provide a list of current partners on the grant and indicate if any partners changed during the reporting period. The grantee needs to anticipate any change in partners during the next budget period. If any of the partners changed during the reporting period, the grantee must describe whether this affected the ability to achieve approved project objectives and/or project activities.
- If instructed by the program office, grantees must report on any statutory reporting requirements for this grant program.
- Describe any changes that the grantee wishes to make in the grant's activities for the next budget period that are consistent with the scope and objectives of the approved application.
- If the grantee requests a change to the approved key personnel listed in Block 4 of his/her GAN for the next budget period, please indicate the name, title, and percentage of time of the requested key personnel. Additionally, please attach a resume or curriculum vitae for the proposed key personnel when the performance report is submitted. Note: Do not report on any key personnel changes made during the current or previous budget period(s). Departmental approval must be requested and received prior to making key personnel changes.
- Provide any other appropriate information about the status of the project, including any unanticipated outcomes or benefits from the project.

**Cover Sheet – Foreign Language Assistance Program (FLAP)
LEA Annual Performance Report**

Annual Performance/Complete Data Report
(check one: Y1 Y2 Y3 Y4 Y5 Y6-no cost extension)
 Final Performance Report

General Information

1. PR/ Number: _____ 2. NCES ID#: _____
(Block 5 of the Grant Award Notification - 11 Characters.) (See Instructions - Up to 12 Characters.)
3 Project Title: _____
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification): _____
5. Grantee Address (See Instructions)
6. Project Director Name: _____ Title: _____
Ph #: () _____ - _____ Ext: () _____ Fax #: () _____ - _____
Email Address: _____

Reporting Period Information (See Instructions.)

7. Reporting Period: _____ From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section H.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost-Share)
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

a. Are you claiming indirect costs under this grant? ___Yes ___No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government?
___Yes ___No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ED ___Other (Please specify): _____

Type of Rate (For Final Performance Reports Only): ___ Provisional ___ Final ___ Other (Please specify) _____

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement?

___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See Instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? ___Yes ___No ___N/A

Performance Measures Status and Certification (See Instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?

___ Yes ___ No

b. If no, when will the data be available and submitted to ED? _____

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

Name of Authorized Representative:

Title: _____

Signature:

Date: ___/___/___

Project Name: _____

PR Number: _____

Reporting Period: _____

A. Project Information

A.1. Implementation Plans

A.1a. Was this the first year of the grant?

- Yes (Go to A.1b) No (Go to A.2)

A.1b. The first year of the grant was a:

- Planning year (Go to A.3)
 Planning & implementation year (Go to A.3)
 Implementation year (Go to A.3)

A.2. Information about the Foreign Language Assistance Program project *(If more than one language is taught, please use a separate row for each language).*

School name	School level	Grade taught as part of FLAP (check all that apply)	Language taught as part of FLAP	Test used to measure foreign language proficiency	Instructional approach used*
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			

*Definitions of instructional approaches are provided at the end of this section.

Project Name: _____

PR Number: _____

Reporting Period: _____

School name	School level	Grade taught as part of FLAP (check all that apply)	Language taught as part of FLAP	Test used to measure foreign language proficiency	Instructional approach used*
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			
	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	<input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th			

*Definitions of instructional approaches are provided at the end of this section.

Project Name: _____

PR Number: _____

Reporting Period: _____

A.3. Information about the Foreign Language Assistance Program project prior to the grant.

(If baseline data were provided in the grant application or if this form is being completed after year 1 of the grant, go to Section B).

Question		Baseline Data
A.3.a	Number of students who participated in foreign language instruction in the non-critical language(s).	
A.3.b	The number of minutes of foreign language instruction in the non-critical language(s).	
A.3.c	The number of weeks of foreign language instruction in the non-critical language(s).	
A.3.d	Number of students who participated in the critical languages.	
A.3.e	The number of minutes of foreign language instruction in the critical language(s).	
A.3.f	The number of weeks of foreign language instruction in the critical language(s).	

Note: The critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

A.3.a. This measure refers only to grantees that provided students foreign language instruction in the non-critical language(s). Grantees that provided instruction in critical languages exclusively should enter not applicable (N/A) for A.3.a., A.3.b., and A.3.c.

A.3.b. Grantees are to sum the total minutes of instruction across all non-critical languages and grades prior to the FLAP grant.

A.3.c. Grantees are to sum the total number of weeks of instruction across all non-critical languages and grades prior to the FLAP grant.

A.3.d. This measure refers only to grantees that provided students foreign language instruction in the critical language(s). Grantees that provided instruction in non-critical languages exclusively should enter not applicable (N/A) for A.3.d., A.3.e., and A.3.f.

A.3.e. Grantees are to sum the total minutes of instruction across all critical languages and grades prior to the FLAP grant.

A.3.f. Grantees are to sum the total number of weeks of instruction across all critical languages and grades prior to the FLAP grant.

Definitions of Instructional Approaches¹

Instructional Approach	Definition
<i>Elementary Level</i>	
Total immersion	The target language is used for virtually all academic instruction, at least in the early grades. Typically, the target language is the only language used in the classroom, except for classes led by specialized teachers in art, music, physical education, and so forth. Initial reading instruction takes place in the target language. Instruction in English language arts often begins in Grade 2 or 3, but in some programs it may be delayed until Grade 4 or 5.
Partial immersion	The target language is used for academic instruction at least 50% of the time. Initial reading instruction may be offered in both languages or in the target language. In programs where the target language has a different writing system from English (e.g., Arabic, Chinese), initial reading instruction may be in English. Most partial immersion programs maintain a ratio of target language use to English use of approximately 50/50 throughout the elementary grades.
Two-way immersion (Also known as two-way bilingual, bilingual immersion, or dual language immersion programs) (Please use the term two-way immersion even if you use a different term locally.)	Each class is made up of a roughly equal number of native speakers of English and native speakers of the target language. In the 50/50 TWI model, each of the languages is used for instruction approximately 50% of the time throughout the program. In the 90/10 model, the target (non-English) language is used for instruction 90% of the time in the early years. The percentage of instruction in the target language decreases over the years while the percentage of instruction in English gradually increases. By about fourth grade, the ratio reaches 50/50 and remains at that level through the end of elementary school.
Content-based foreign language in the elementary school (FLES)	<p>Academic content from the general curriculum is taught in the target language for at least an hour per day, but for less than half the day. They do not constitute immersion programs, however, because of the limited amount of time devoted to content-area teaching in the target language. Goals for content-based FLES programs include the development of listening, speaking, reading, and writing skills in the target language; acquisition of subject content through the second language; and appreciation of the cultures associated with the language.</p> <p>There are two other terms associated with the use of academic content in FLES classes: content-enriched FLES and content-related FLES. These programs are different from content-based FLES in that they do not teach the general academic curriculum in the target language. Instead, the FLES teacher uses concepts from the general curriculum to enrich the foreign language program. So, for example, if the students are doing a unit on plants in science, the FLES teachers may include vocabulary and concepts related to plants in their FLES lessons. Many FLES teachers today are enhancing their language curriculum through this approach.</p>

¹ Excerpted from Rennie, J. and Barfield, S. (2004). *FLAP Assessment and Evaluation Guidance*. U.S. Department of Education.

Project Name: _____

PR Number: _____
 Reporting Period: _____

Instructional Approach	Definition
Traditional FLES	In traditional FLES programs, students typically study a second language from 3 to 5 times per week for at least 30 to 40 minutes per class. The focus of instruction is the language itself. Goals include the acquisition of listening and speaking skills in the target language and, to a lesser degree, the development of reading and writing skills. An understanding and appreciation of the cultures associated with the language are also important goals of most FLES programs.

Definitions of Instructional Approaches (continued)

Instructional Approach	Definition
<i>Secondary Level</i>	
Sequential Foreign Language Programs	This model focuses on learning to communicate in the target language. Most of these programs also include study of the cultures associated with the target language. Such programs typically meet 5 days a week for 50 to 60 minutes and offer a sequence of courses from level 1 to level 4 or higher.
Partial Immersion or Content-Based Programs	Some secondary schools offer one or more subject-area classes in a second language. Often, schools provide these classes as a continuation of an immersion program offered at their elementary feeder school(s). Others provide them for students who have already completed several years of a sequential secondary school foreign language program. As with immersion and content-based programs at the elementary level, these programs focus on content instruction rather than on language instruction alone.
Advanced Placement (AP) Programs	The focus is on using the language for communicative purposes. AP courses culminate in the administration of a corresponding AP examination. Students may receive college credit or advanced college placement on the basis of their AP scores.
Language for Native Speakers Programs	Language for native speakers programs (also called language for fluent speakers or heritage language programs) are designed for students from homes in which the target language is spoken and who themselves speak, or at least understand, the target language to some extent. The needs of these students are different from those of typical foreign language students because of their existing familiarity with the language and culture. They may already have conversational fluency but may not yet have acquired in-depth knowledge of grammar and other features of the language. Or they may have full oral proficiency but need to develop reading and writing skills. Language for native speakers programs are designed to build on the existing skills of students and help them develop full academic proficiency.
Other Secondary Foreign Language Offerings	These classes are typically designed for students who have completed at least 2 years of a sequential foreign language program.

Project Name: _____

PR Number: _____
Reporting Period: _____

Project Name: _____

PR Number: _____

Reporting Period: _____

B. GPRA Indicators

Objective 1: To expand foreign language study in non-critical languages for students served by FLAP.

	Quantitative Data	
	Target	Actual Performance Data
	1.1 Performance Measure Number of students expected to participate in foreign language instruction in the non-critical language(s)	Number of students participating in foreign language instruction in the non-critical language(s)
The number of students participating in foreign language instruction in the non-critical language(s) in the schools funded by FLAP.		

Note: If a student participates in foreign language instruction in more than one non-critical language, that student should be counted for each non-critical language. For example, if a student is participating in Spanish and German instruction, and both of those languages are supported by the FLAP grant, the student should be counted twice.

Critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Project Name: _____

PR Number: _____
Reporting Period: _____

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information) (*Use as many pages as necessary*).

- Data explanations.
- Any information that would help to explain the information given under GPRA measure 1.1.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
 Reporting Period: _____

Objective 1: To expand foreign language study in critical languages for students served by FLAP.

	Quantitative Data			
	Target		Actual Performance Data	
	The expected number of minutes of foreign language instruction in the non-critical language(s)	The expected number of weeks of foreign language instruction in the non-critical language(s)	The number of minutes of foreign language instruction in the non-critical language(s)	The number of weeks of foreign language instruction in the non-critical language(s)
1.2 Performance Measure				
The average number of minutes per week of foreign language instruction in the non-critical language(s) in the schools funded by FLAP.				

Note: Grantees are to sum the total minutes and weeks of instruction for all non-critical languages and grades funded by FLAP for the entire reported grant year. The program office will calculate the average. Grantees should not multiply the number of minutes of instruction by the number of students served.

Critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Example 1. Grantee A offers one language class in Spanish.

Grantee A's target data were:

- Spanish in grades 1-3 for 45 minutes, 5 days a week for 24 weeks.

For this measure, Grantee A would report 16,200 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 24 \text{ weeks}] \times 3 \text{ grade levels}$) for the number of minutes of foreign language instruction *expected* to be provided in the first column under **target**.

Grantee A would also report 72 weeks ($24 \text{ weeks} \times 3 \text{ grade levels}$) in the second column under **target**.

Grantee A's actual data are:

- Spanish in grades 1 and 2 for 45 minutes, 5 days a week for 24 weeks.

Project Name: _____

PR Number: _____
Reporting Period: _____

For this measure, Grantee A would report 10,800 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 24 \text{ weeks}] \times 2 \text{ grade levels}$) for the number of minutes of foreign language instruction offered in the first column under **actual performance data**.

Grantee A would report 48 weeks ($24 \text{ weeks} \times 2 \text{ grade levels}$) in the second column under **actual performance data**.

Example 2. Grantee B offers three language classes in Spanish, French, and Italian.

Grantee B's target data were:

- Spanish in grades 1-3 for 45 minutes, 5 days a week for 32 weeks;
- French in grade 4 for 30 minutes, 5 days a week for 30 weeks; and
- Italian in grade 5 for 30 minutes, 3 days a week for 15 weeks.

For this measure, Grantee B would report 27,450 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 32 \text{ weeks}] \times 3 \text{ grade levels}$) + ($[30 \text{ minutes} \times 5 \text{ days} \times 30 \text{ weeks}] \times 1 \text{ grade level}$) + ($[30 \text{ minutes} \times 3 \text{ days} \times 15 \text{ weeks}] \times 1 \text{ grade level}$) for the number of minutes of foreign language instruction *expected* to be provided in the first column under **target**.

Grantee B would also report 141 weeks ($[32 \text{ weeks} \times 3 \text{ grade levels}] + [30 \text{ weeks} \times 1 \text{ grade level}] + [15 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **target**.

Grantee B's actual data are:

- Spanish in grades 1-2 for 45 minutes, 5 days a week for 32 weeks;
- French in grade 4 for 30 minutes, 3 days a week for 30 weeks; and
- Italian in grade 5 for 30 minutes, 1 day a week for 15 weeks.

For this measure, Grantee B would report 17,550 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 32 \text{ weeks}] \times 2 \text{ grade levels}$) + ($[30 \text{ minutes} \times 3 \text{ days} \times 30 \text{ weeks}] \times 1 \text{ grade level}$) + ($[30 \text{ minutes} \times 1 \text{ day} \times 15 \text{ weeks}] \times 1 \text{ grade level}$) for the number of minutes of foreign language instruction offered in the first column under **actual performance data**.

Grantee B would report 109 weeks ($[32 \text{ weeks} \times 2 \text{ grade levels}] + [30 \text{ weeks} \times 1 \text{ grade level}] + [15 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **actual performance data**.

Project Name: _____

PR Number: _____
Reporting Period: _____

Explanation of Progress for GPRA Measure 1.2 (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). (*Use as many pages as necessary*).

- Data explanations (e.g., variation in the number of weeks of foreign language instruction by each language).
- Any information that would help to explain the information given under GPRA measure 1.2.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
Reporting Period: _____

Objective 2: To expand foreign language study in critical languages for students served by FLAP.

	Quantitative Data	
	Target	Actual Performance Data
	Number of students expected to participate in FLAP critical languages	Number of students participating in FLAP critical languages
2.1 Performance Measure		
The number of students participating in foreign language instruction in the critical language(s) in the schools funded by FLAP.		

Note: If a student is participating in foreign language instruction in more than one critical language, that student should be counted for each critical language. For example, if a student participates in Chinese and Japanese, and both of those languages are supported by the FLAP grant, the student should be counted twice.

Critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Project Name: _____

PR Number: _____
Reporting Period: _____

Explanation of Progress for GPRA Measure 2.1 (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). (*Use as many pages as necessary*).

- Data explanations.
- Any information that would help to explain the information given under GPRA measure 2.1.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Objective 2: To expand foreign language study in critical languages for students served by FLAP.

	Quantitative Data			
	Target		Actual Performance Data	
	The expected number of minutes of foreign language instruction in the critical language(s)	The expected number of weeks of foreign language instruction in the critical language(s)	The number of minutes of foreign language instruction in the critical language(s)	The number of weeks of foreign language instruction in the critical language(s)
2.2 Performance Measure				
The average number of minutes per week of foreign language instruction in the critical language(s) in the schools funded by FLAP.				

Note: Grantees are to sum the total minutes and weeks of instruction for all critical languages and grades funded by FLAP for the entire reported grant year. The program office will calculate the average. Grantees should not multiply the number of minutes of instruction by the number of students served.

Critical languages are Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

Example 1. Grantee A offers two critical language classes in Chinese and Japanese.

Grantee A's target data were:

- Chinese in grades 1-2 for 45 minutes, 5 days a week for 24 weeks.
- Japanese in grade 4 for 45 minutes, 3 days a week for 24 weeks.

For this measure, Grantee A would report 14,040 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 5 \text{ days} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 3 \text{ days} \times 24 \text{ weeks}]$) for the number of minutes of foreign language instruction *expected* to be provided in the first column under **target**.

Grantee A would also report 72 weeks ($[24 \text{ weeks} \times 2 \text{ grade levels}] + [24 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **target**.

Project Name: _____

PR Number: _____
Reporting Period: _____

Grantee A's actual data are:

- Chinese in grade 1 for 45 minutes, 1 day a week for 24 weeks.
- Chinese in grade 2 for 45 minutes, 2 days a week for 24 weeks.
- Japanese in grade 4 for 45 minutes, 2 days a week for 24 weeks.

For this measure, Grantee A would report 5,400 minutes ($[45 \text{ minutes} \times 1 \text{ day} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 2 \text{ days} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 2 \text{ days} \times 24 \text{ weeks}]$) for the number of minutes of foreign language instructional minutes provided in the first column under **actual performance data**.

Grantee A would report 72 weeks ($[24 \text{ weeks} \times 2 \text{ grade levels}] + [24 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **actual performance data**.

Example 2. Grantee B offers two critical language classes in Chinese and Japanese.

Grantee B's target data were:

- Chinese in grade 1 for 45 minutes, 5 days a week for 24 weeks.
- Japanese in grade 3 for 45 minutes, 3 days a week for 30 weeks.

For this measure, Grantee B would report 9,450 minutes ($[45 \text{ minutes} \times 5 \text{ days} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 3 \text{ days} \times 30 \text{ weeks}]$) for the number of minutes of foreign language instruction *expected* to be provided in the first column under **target**.

Grantee B would also report 54 weeks ($[24 \text{ weeks} \times 1 \text{ grade level}] + [30 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **target**.

Grantee B's actual data are:

- Chinese in grade 1 for 45 minutes, 1 day a week for 24 weeks.
- Japanese in grade 3 for 45 minutes, 1 day a week for 30 weeks.

For this measure, Grantee B would report 2,430 minutes ($[45 \text{ minutes} \times 1 \text{ day} \times 24 \text{ weeks}] + [45 \text{ minutes} \times 1 \text{ day} \times 30 \text{ weeks}]$) for the number of minutes of foreign language instruction provided in the first column under **actual performance data**.

Grantee B would report 54 weeks ($[24 \text{ weeks} \times 1 \text{ grade level}] + [30 \text{ weeks} \times 1 \text{ grade level}]$) in the second column under **actual performance data**.

Project Name: _____

PR Number: _____
Reporting Period: _____

Explanation of Progress for GPRA Measure 2.2 (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). (*Use as many pages as necessary*).

- Data explanations (e.g., variation in the number of weeks of foreign language instruction by each language).
- Any information that would help to explain the information given under GPRA measure 2.2.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
 Reporting Period: _____

Objective 3: To improve the foreign language proficiency of students served by FLAP.

	Quantitative Data	
	Target	Actual Performance Data
3.1 Performance Measure	Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency
The number of students in FLAP projects who meet ambitious project objectives for foreign language proficiency. (For grants awarded from 2008 onward)		

Note: For this GPRA measure, grantees are to report the number of students who met project objectives in foreign language proficiency during the reported grant year. If a student met more than one project objective, the student should be counted for each project objective met (i.e., provide a duplicate count).

For example, Grantee A has three project objectives for foreign language proficiency:

- 1) Annually, the listening and oral proficiency of students in Spanish will improve by 5 percent as measured by the SOPA.
- 2) Annually, Spanish-speaking students in the Two-Way Immersion program will gain at least 3 normal curve equivalence points (NCEs) on the SABE-2.
- 3) Annually, students will have a significant gain in German proficiency from pre- to post-test.

Grantee A's target data for these project objectives were:

- For the first objective, 70 students will improve their SOPA scores by 5 percent.
- For the second objective, 15 students will gain at least 3 NCEs on the SABE-2.
- For the third objective, 85 students will have a significant gain in German proficiency from pre- to post-test.

For this measure, Grantee A would report 170 students (70+15+85) for the **target** column.

Grantee A's actual performance data for these project objectives are:

- For the first objective, 60 students improved their SOPA scores by 5 percent.
- For the second objective, 15 students gained at least 3 NCEs on the SABE-2. All 15 students also improved their SOPA scores by 5 percent.
- For the third objective, 70 students had a significant gain in German proficiency from pre- to post-test.

For this measure, Grantee A would report 145 students (60+15+70) for the **actual performance data** column.

Project Name: _____

PR Number: _____
Reporting Period: _____

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). (*Use as many pages as necessary*).

- Data explanations.
- Assessment timelines.
- Any information that would help to explain the information given under GPRA measure 3.1.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
 Reporting Period: _____

C. Project Measures *(Use as many pages as necessary).*

Project Objective:

1.a. Performance Measure	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
		/				

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). *(Use as many pages as necessary).*

- Data explanations.
- Assessment timelines.
- Any information that would help to explain the information given under this measure.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
 Reporting Period: _____

1.b. Performance Measure	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
		/				

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information). *(Use as many pages as necessary).*

- Data explanations.
- Assessment timelines.
- Any information that would help to explain the information given under this measure.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvements in the project.

Project Name: _____

PR Number: _____
Reporting Period: _____

D. FLAP Project Budget Information (*See instructions*)

Project Name: _____

PR Number: _____
Reporting Period: _____

E. Additional Information (*See instructions*)