

**U.S. Department of Education
Foreign Language Assistance Program (FLAP) LEA
Grantee Performance Report Form**

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 the teaching of 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 (GPR)* 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 grantee performance report is the tool designated by the FLAP LEA Program Office for reporting grantee performance.

The FLAP LEA *GPR* 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)

The FLAP LEA Program Office will calculate project-level and program-level values for *GPR* Measures 1.1., 1.2, 2.1, and 2.2. Grantees must report data for specific components for these measures to allow the Program Office to calculate the project-level and program-level values. Grantees will report project-level values for Measure 3.1. The Program Office will calculate the program-level value for Measure 3.1.

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 1885-0554. This information collection expires on 09/30/2011. The time required to complete information for the data collection is estimated to average 10 hours for the Annual Performance Report and 30 hours for the Complete Data Report, 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 Grantee Performance Report Form

For Annual Performance Reports (APRs): This report contains target *GPR*A data that are specific to each budget period, as well as project information, goals and objectives, and budget information. Grantees submit APRs to the FLAP LEA Program Office each spring. The Cover Sheet, Executive Summary and Sections A, B, C, D, and E of this grantee performance report should be completed for APRs.

For Complete Data Reports (CDRs): This report contains actual performance data that are specific to each budget period. Grantees submit CDRs to the FLAP LEA Program Office each fall. The Cover Sheet, Executive Summary, and Section B of this grantee performance report should be completed for CDRs.

For Final Performance Reports: The due date is 90 days following the end of the final 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. Complete data on performance measures (including *GPR*A measures) for the final budget period must be submitted with the final performance report. The Cover Sheet, Executive Summary and Sections B, C, D, and E should be completed for the Final Performance Report.

If you have questions about how to complete the grantee performance report, contact:

Cynthia Ryan, (202) 401-1436

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

Section A – FLAP Project Information

Section B – FLAP *GPR*A Data

Section C – FLAP Project Goals and Objectives

Section D – FLAP Project Budget Information

Section E – Additional Information

Instructions for the Cover Sheet

Complete the Cover Sheet with the appropriate information. Grantees should indicate if the report is an Annual Performance Report, Complete Data Report, or Final Report and check the appropriate year. Items 1, 3, 4, and 6 on the Cover Sheet are self explanatory. 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 and Final Performance Reports:

Please enter the current National Center for Education Statistics (NCES) ID number of the grantee.

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 Public and Charter Schools (NCES School ID): <http://nces.ed.gov/globallocator>
- For LEAs (NCES District ID): <http://nces.ed.gov/ccd/districtsearch/>

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 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 or submit the change through e-Administration, 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. Annual Performance Reports are due each spring and Complete Data Reports are due each fall.

-- Final Performance Reports:

Due Date: Final performance reports are due 90 days after the end of the grant's project 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 period of the project. Complete data on project and *GPRA* measures for the final project period 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 D (Budget Information), if you have not drawn down funds from G5 to pay for these budget expenditures.

Non-Federal Funds (Match/Cost Share): If you are required to provide non-Federal funds or resources for this grant because the funding program has a statutory (legislative) matching or cost sharing requirement or you voluntarily committed to providing non-Federal funds or resources in your approved grant application, you must complete the “Non-Federal Funds (Match/Cost Share)” column in items 8a. – 8c., as applicable. (You are encouraged to review the following information regarding allowable cost sharing/matching contributions: the funding program’s statute and regulations (if any); ED’s general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments; and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB’s website at: <http://www.whitehouse.gov/omb/circulars/index.html>.)

-- Annual 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.
- 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 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 the grantees 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 Reports:

Annual certification is required if Attachment HS1, Continuing IRB Reviews, was attached to the GAN. Check "yes" if annual IRB certification is required and attached to the form as instructed in Attachment HS1. Check "no" if annual IRB Certification is required by Attachment HS1, but is not attached to the form. Please indicate the reason why the IRB certification is not attached (e.g., the research has been completed) under Section E (Additional Information). Check "N/A" if annual IRB certification does not apply to your grant (i.e., no human subjects research is being conducted under this grant or Attachment HSI was not attached to the GAN.)

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 the name(s) of the authorized representative(s) 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) as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

Instructions for the Executive Summary

--Annual, Complete, and Final Performance Reports:

Provide a one to two page Executive Summary for Annual Performance and Complete Data Reports and a two to three page Executive Summary for Final Performance Reports. Provide highlights of the project's goals, the extent to which the expected outcomes and performance measures were achieved, and what contributions the project has made to research, knowledge, practice, and/or policy. Include the population served, if appropriate.

Note: The Executive Summary for *final performance reports* covers the *entire project period*.

Instructions for Section A – FLAP Project Information

Section A contains project-level information. Grantees in the first year of their project are asked to provide information about their projects in Question 1. Grantees in the first year of their project are asked to indicate if the first year of their project consisted of planning, implementation, or both planning and implementation periods. In this question, “planning period” refers to the period of time in which students are not served and “implementation period” refers to the period of time in which students are served.

Instructions for Section B – FLAP *GPR*A Data

Grantee *GPR*A data are collected in two subsections: B1 and B2. In subsection B1, grantees are to report on specific components for *GPR*A Measures 1.1, 1.2, 2.1, and 2.2. The Program Office will calculate the project-level and program-level values for these *GPR*A measures. In subsection B2, grantees are to report data for *GPR*A measure 3.1.

Instructions for Section B1

For the APR, grantees are to report target data for each section/class of each course **expected to be supported by FLAP funding**.

For the CDR and Final Performance Report, grantees are to report actual data for each section/class of each course **that was supported by FLAP funding**.

A section/class is defined as a separate group of students receiving instruction. Specifically, grantees will report for each section/class:

- the school name;
- the course taught and its level (e.g., Spanish I, Spanish II, AP Spanish);
- the grade of students in the section/class;
- the number of sections/classes, which equals 1 unless sections/classes are combined following the directions below;
- the total number of students in the section/class;
- the number of minutes of each section/class meeting (e.g., 30 minutes, 60 minutes);
- the number of times each section/class meets per week (e.g., 5 times per week, 3 times per week);
- the number of weeks each section/class meets per year (e.g., 36 weeks);
- the instructional approach for the specific section/class (use the instructional approaches identified in the end of this section); and
- the test used to measure foreign language proficiency for students in the section/class.

Combining sections/classes for data reporting. A grantee may combine reporting information for more than one section/class of a given course within a grade, if the sections/classes use the same instructional approach, use the same test to measure foreign language proficiency, and meet for the same number of minutes per section/class, the same number of times per week, and the same number of weeks per year. When combining sections/classes, the grantee should report the grade of students in the combined sections/classes, the total number of sections/classes combined, and the total number of students across all combined sections/classes. The grantee should report the number of minutes each section/class met, the times per week each section/class meets, and weeks per year each section/class meets. That is, do not sum the minutes per section/class, times per week, and weeks per year across sections/classes.

Grantees providing distance education classes. A distance learning class should be considered one class regardless of the number of schools served.

Grantees with more than one grade and/or school with courses supported by FLAP funding should complete a separate row for each grade and/or school.

Explanation of Progress

The performance report has space for additional information about the data reported in Section B1. In addition to the information described above, use this space to provide the following for the APR, CDR, and Final Performance Report:

- Assessment(s) used and timelines.
- Any information that would help to explain the information reported under B1, such as data discrepancies between expected and actual number of sections/classes, languages, and instructional minutes, etc.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: program expansion of students, grades, languages, schools, or minutes of instruction.
- How data and information were used to make improvements in the project.

Definitions of Instructional Approaches¹ for *GPRA* Section B1

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 (TWI) (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>
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 Approaches¹ for *GPRA* Section B1 (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.

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

Examples for Submitting GPRR Data for B1

Example B1.1a. Grantee A will offer three language courses in Spanish I, French I, and Italian I in Red Lake Elementary School.

- One class of Spanish in grade 1 for 50 minutes, 5 days a week for 32 weeks, with a total of 20 students;
- One class of Spanish in grade 2 for 50 minutes, 5 days a week for 32 weeks, with a total of 15 students;
- Two classes of French in grade 4 for 50 minutes, 3 days a week for 30 weeks, with a total of 30 students; and
- One class of Italian in grade 5 for 50 minutes, 4 days a week for 15 weeks, with a total of 20 students.
- All classes will use the Content-based FLES instructional approach and the SOPA test for proficiency.

For the APR, the grantee would complete the **TARGET** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	20	50	5	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	15	50	5	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	30	50	3	30	Content-based FLES	SOPA
Red Lake ES	Italian	5	1	20	50	4	15	Content-based FLES	SOPA

Example B1.1b. Grantee A actually offers three language courses in Spanish I, French I, and Italian I in Red Lake Elementary School.

- One class of Spanish in grade 1 for 40 minutes, 5 days a week for 32 weeks, with a total of 10 students;
- One class of Spanish in grade 2 for 40 minutes, 5 days a week for 32 weeks, with a total of 17 students;
- Two classes of French in grade 4 for 50 minutes, 3 days a week for 30 weeks, with a total of 25 students; and
- One class of Italian in grade 5 for 50 minutes, 4 days a week for 15 weeks, with a total of 19 students.
- All classes use the Content-based FLES instructional approach and the SOPA test for proficiency.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School Name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	10	40	5	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	17	40	5	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	25	50	3	30	Content-based FLES	SOPA
Red Lake ES	Italian	5	1	19	50	4	15	Content-based FLES	SOPA

Explanation of Progress for Example B1.1. The SOPA test for proficiency was administered in May to students in grades 1, 2, 4, and 5. The enrollment for students in the three language courses was slightly lower than originally anticipated due to lack of student interest. Red Lake plans on hosting several cultural events to peak student and parent interest in the languages. The minutes each section meets for grades 1 and 2 was lower than originally expected due to a change in scheduling. Students were still able to get the minimum instructional minutes for this type of instructional approach,

Example B1.2a. Grantee B will offer one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.

- Spanish in grades 1, 2, 3, 4, & 5 for 240 minutes, 5 days a week for 36 weeks for each grade. A total of 30 students in each class will receive instruction.
- All students will be tested with the SOPA for proficiency.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	240	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	240	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	240	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	240	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	5	1	30	240	5	36	Partial immersion	SOPA

Example B1.2b. Grantee B actually offers one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.

- Spanish in grades 1, 2, 3, 4, & 5 for 230 minutes, 5 days a week for 36 weeks for each grade. A total of 30 students in each class receive instruction.
- All students are tested with the SOPA for proficiency.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	230	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	230	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	230	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	230	5	36	Partial immersion	SOPA
Mason Evans ES	Spanish	5	1	30	230	5	36	Partial immersion	SOPA

Explanation of Progress for Example B1.2. The SOPA test for proficiency was administered in April to students in grades 1-5. The instructional minutes were reduced by 10 minutes per day due to a change in the start of the school day. No changes will be made in the future since the start time for schools was a district decision.

Example B1.3a. Grantee C will offer one distance learning class in Beginning Arabic in grade 9 for five schools.

- There will be 100 students across the five schools who meet for 50 minutes 5 times per week for 36 weeks.
- All students will be tested with a teacher developed assessment for proficiency. The teacher will use a Sequential Foreign Language approach.
- Even though there will be students from five schools, this is considered one section/class. There is no need to report separately by school.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	100	50	5	36	Sequential Foreign Language Program	Teacher developed assessments

Example B1.3b. Grantee C actually offers one distance learning class in Beginning Arabic in grade 9 for five schools.

- There are 50 students across the five schools who met for 50 minutes 5 times per week for 36 weeks.
- All students are tested with a teacher developed assessment for proficiency. The teacher uses a Sequential Foreign Language approach.
- Even though there are students from five schools, this is considered one section/class. There is no need to report separately by school.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	50	50	5	36	Sequential Foreign Language Program	Teacher developed assessments

Explanation of Progress for Example B1.3. Teacher developed assessments were administered to 9th grade students in the Beginning Arabic distance learning class in March. The enrollment for students in the Arabic course was lower than originally anticipated due to a conflict in student schedules in one of the five schools. That school has since changed the class schedule so more students can attend the class next year.

Example B1.4a. Grantee E will have two Spanish teachers who will teach courses funded by FLAP in Sandy Springs High School.

- Teacher A will teach two sessions/classes of Spanish I and two sessions/classes of Spanish II. Each session/class will run 50 minutes per class 5 times a week for 18 weeks. There will be a total of 80 students in Spanish I, grade 9 and 60 students in Spanish II, grade 10. Students will be taught through the Sequential Foreign Language Program and will take the SOPA test for proficiency.
- Teacher B will teach two sessions/classes of AP Spanish with a total of 20 students in the grade 11 and 25 students in grade 12. Each session/class will run for 50 minutes per class 3 times a week for 36 weeks. Students will be taught through the Advanced Placement Program and will take the Advanced Placement test for proficiency.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	50	5	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	50	5	18	Sequential Foreign Language Program	SOPA
Sandy Springs	AP Spanish	11	1	20	50	3	36	Advanced Placement	Advanced Placement
Sandy Springs	AP Spanish	12	1	25	50	3	36	Advanced Placement	Advanced Placement

Example B1.4b. Grantee E actually has two Spanish teachers who teach courses funded by FLAP in Sandy Springs High School.

- Teacher A teaches two sessions/classes of Spanish I and two sessions/classes of Spanish II. Each session/class runs 55 minutes per class 5 times a week for 18 weeks. There are a total of 80 students in Spanish I, grade 9 and 60 students in Spanish II, grade 10. Students are taught through the Sequential Foreign Language Program and take the SOPA test for proficiency.
- Teacher B teaches one combined session/class of AP Spanish with a total of 10 students in the grade 11 and 15 students in grade 12. The session/class runs for 55 minutes per class 3 times a week for 36 weeks. Students are taught through the Advanced Placement Program and take the Advanced Placement test for proficiency.

For the CDR, the grantee would complete the ACTUAL data table as follows:

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class meets	Times per week each section/ class meets	Weeks per year each section/ class meets	Instructional approach used	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	55	5	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	55	5	18	Sequential Foreign Language Program	SOPA
Sandy Springs	AP Spanish	11	1	10	55	3	36	Advanced Placement	Advanced Placement
Sandy Springs	AP Spanish	12	--	15	55	3	36	Advanced Placement	Advanced Placement

Explanation of Progress for Example B1.4. The SOPA test for proficiency was administered in April to students in grades 9 and 10. The Advanced Placement test was administered in June in grades 11 and 12. The instructional minutes were increased by 5 minutes because adjustments had been made by the district on allowable minutes of instruction. The enrollment decreased slightly due to lack of student interest so this allowed one combined session of 11th and 12th graders for AP Spanish.

Instructions for Section B2

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 grant application unless specific approval has been granted by the program office.

Specifically, grantees will report:

- the number of students *expected* to meet project objectives during the reported grant year under target data and
- the number of students who *met* project objectives during the reported grant year under actual data.

Explanation of Progress

The report has space for additional information about data for Section B2. In addition to the information described above, use this space to provide the following for the APR, CDR, and Final Performance Report:

- Project objectives for foreign language proficiency by language, grade or level (e.g., high school).
- The number of students meeting objectives for each project objective.
- Assessment(s) used and timelines.
- Any information that would help to explain the information reported under B2.
- 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 and increases in the number of students, grades, languages, schools, or minutes of instruction. Provide this information here if not provided for B1.
- How data and information were used to make improvements in the project.

Examples for Submitting GPRA Data for B2

Example B2.1

Grantee H has two project objectives for foreign language proficiency in three schools (Anderson Elementary School, Biggs Elementary School, and Little Creek Elementary School):

- 1) The Spanish listening and oral proficiency of students in grades 1-3 will improve by 5 percent each year as measured by the SOPA in Anderson Elementary School.
- 2) Spanish-speaking students in grades 4 and 5 in the Two-Way Immersion program will gain at least 3 normal curve equivalence points (NCEs) on the SABE-2 in Biggs Elementary School.

Grantee H's **target data** for these project objectives were:

- For the first objective, 70 students will improve their SOPA scores by 5 percent in Anderson Elementary School.
- For the second objective, 15 students will gain at least 3 NCEs on the SABE-2 in Biggs Elementary School.

For the **APR**, Grantee H would report 85 students (70+15) for the **target** column in the B2 data table.

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

- For the first objective in Anderson Elementary School, 40 students improved their SOPA scores by 5 percent.
- For the second objective in Biggs Elementary School, 15 students gained at least 3 NCEs on the SABE-2.

For the **CDR** Grantee H would report 55 students (40+15) for the **actual performance data** column in the B2 data table.

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and final reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency
85	55

Grantee H would enter the following information in the Explanation of Progress section for B2 in the **CDR**. The project objectives for foreign language proficiency for Grantee H are:

- The Spanish listening and oral proficiency of students in grades 1-3 will improve by 5 percent as measured by the SOPA in Anderson Elementary School.
- Spanish-speaking students in grades 4 and 5 in the Two-Way Immersion program will gain at least 3 normal curve equivalence points (NCEs) on the SABE-2 in Biggs Elementary School.

The number of students meeting each objective

- 40 students improved their SOPA scores by 5 percent in Anderson Elementary School.
- 15 students gained at least 3 NCEs on the SABE-2 in Biggs Elementary School.

Assessment timeline

- The SOPA test is administered every spring.
- The SABE-2 test is administered every spring.

Thirty students across the three schools did not meet project objectives for foreign language proficiency. Grantee H's evaluator has provided feedback on areas that were low scoring for students by language. In order to address this, two additional professional development sessions have been added to the Summer Institute on use of technology and promising techniques used to engage students. Teachers will continue to use student data to assess the appropriateness of planning strategies and expectations.

Teacher portfolios, classroom observations, and teacher feedback will continue to be used in making decisions and changes regarding curriculum and instruction. The grantee has a strong relationship with the IHE and will continue to follow the Memorandum of Understanding that was developed.

Instructions for Section C – FLAP Project Goals and Objectives

-- Annual Performance and Final Performance Reports:

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 not related to foreign language proficiency 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. **Project objectives for foreign language proficiency should be reported in Section B2, not in Section C.**

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**.

Instructions for Section D – FLAP Project Budget Information

-- Annual Performance 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 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 requires prior approval from ED (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

Instructions for Section E – Additional Information

-- Annual Performance 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 Project Director listed in Block 3 of the grantee GAN and/or to other approved key personnel listed in Block 4 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.

-- Final Performance Reports Only:

(This information covers the entire project period.)

Note: All grantees submitting a final performance report must answer question 1. The attached "Dear Colleague Letter" specifies any additional questions that you must answer from the list below, if any.

1. Utilizing the evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from the project and any barriers that may have encountered.
2. What would be recommended as advice to other educators that are interested in this project? How did the original ideas change as a result of conducting the project?
3. If applicable, describe the plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

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

- Annual Performance (Check one)**
 Y1 Y2 Y3 Y4

- Complete Data Report (Check one)**
 Y1 Y2 Y3 Y4

- 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 D.)

8. Budget Expenditures

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

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. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A
11. 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: _____

**Foreign Language Assistance Program (FLAP) LEA
Executive Summary**

Project Name: _____

PR Number: _____
Reporting Period: _____

A. FLAP Project Information

A.1. Implementation Plans

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

Yes

No (Go to Section B)

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

Planning year

Planning & implementation year

Implementation year

B. FLAP GPRRA Data

Section B has two subsections for providing information related to GPRRA Performance Measures. In subsection B1, grantees are to report on specific components for GPRRA Measures 1.1, 2.1, and 2.2. The Program Office will calculate the project-level and program-level values for these GPRRA Measures. In subsection B2, grantees are to report on data for GPRRA Measure 3.1.

B1. Information about each section/class of each course supported by FLAP funding. Use as many rows as necessary. (See instructions.)

TARGET (for APR reporting only)

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class met	Times per week each section/ class met	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency

ACTUAL (for CDR and Final Performance reporting only)

School name	Course & level	Grade level	No. of sections/ classes	Total no. of students	Minutes each section/ class met	Times per week each section/ class met	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency

Project Name: _____

Explanation of Progress (*Use as many pages as necessary*). Provide the following for the APR, CDR, and Final Performance Report:

- Assessment(s) used and timelines.
- Any information that would help to explain the information reported under B1, such as data discrepancies between expected and actual number of sections/classes, languages, and instructional minutes, etc.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: program expansion of students, grades, languages, schools, or minutes of instruction.
- How data and information were used to make improvements in the project.

B2. Information about the number of students who met project objectives in foreign language proficiency during the reported grant year. (See instructions)

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and Final Performance reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency

Explanation of Progress (Use as many pages as necessary). Provide the following for the APR, CDR, and Final Performance Report:

- Project objectives for foreign language proficiency by language and grade.
- The number of students meeting project objectives for each project objective.
- Assessment(s) used and timelines.
- Any information that would help to explain the information reported under B2.
- 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. Provide this information here if not provided for B1.
- How data and information were used to make improvements in the project.

C. FLAP Project Goals and Objectives (Use as many pages as necessary).

Project Objective:

Note: Do not list project objectives for foreign language proficiency here.

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

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information) for the APR, CDR, and Final Performance Report. (Use as many pages as necessary).

- Assessment(s) used and 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.
- 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. Provide this information if not provided in Section B.
- How data and information were used to make improvements in the project.

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

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information) for the APR, CDR, and Final Performance Report. (Use as many pages as necessary).

- Assessment(s) used and 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.
- 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. Provide this information here if not provided earlier.
- 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*)