

**U.S. Department of Education
National Professional Development Program
Grantee Performance Report Form Instructions**

Introduction

The National Professional Development (NPD) program provides professional development activities intended to improve instruction for students with limited English proficiency (LEP) and assists education personnel working with such children to meet high professional standards.

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. The grantee performance report is the tool designated by the NPD program office for reporting grantee performance.

For Annual Performance Reports (APRs): This report contains target *GPRA* data that are specific to each budget period, as well as project information, goals and objectives, and budget information. Grantees submit APRs to the NPD program office each spring. The Cover Sheet, Executive Summary and Sections A, B, C, and D of the 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 NPD program office each fall. The Cover Sheet, Executive Summary, and Section A of the 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 *GPRA* measures) for the final budget period must be submitted with the final performance report. The Cover Sheet, Executive Summary and Sections A, B, C, and D 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 NPD grantee performance report is divided into a **Cover Sheet, Executive Summary**, and the following four sections:

Section A – NPD *GPRA* Data

Section B – NPD Project Goals and Objectives (Do not report data for *GPRA* measures in this section.)

Section C – NPD Project Budget Information

Section D – Additional Information

There is one *GPRA* performance objective for the NPD program: *To improve the quality of teachers of LEP students.*

NPD GPRA Performance Measures

ED has developed the following *GPRA* performance measures for evaluating the outcomes of the NPD program:

- Measure 1.1:** The percentage of pre-service program completers who are state and/or locally certified, licensed, or endorsed in LEP instruction.
- Measure 1.2:** The percentage of pre-service program completers who are placed in instructional settings serving LEP students within 1 year of program completion.
- Measure 1.3:** The percentage of pre-service program completers who are providing instructional services to LEP students 3 years after program completion. (This measure applies to grants awarded in 2010 onward).
- Measure 1.4:** The percentage of paraprofessional program completers who meet state and/or local qualifications for paraprofessionals working with LEP students.
- Measure 1.5:** The percentage of in-service teacher completers who complete state and/or local certification, licensure, or endorsement requirements in LEP instruction as a result of the program.
- Measure 1.6:** The percentage of in-service teacher completers who are providing instructional services to LEP students.

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 Performance 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 website listed below to obtain the grantee's NCES ID number. This number will typically be 6 digits.

Institutions of Higher Education (IPEDS ID): <http://nces.ed.gov/globallocator>

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:

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:

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.

Question 8. Budget Expenditures [Also See Section C]

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 C (Budget Information), if you have not drawn down funds from G5 to pay for these budget expenditures.

-- Annual Performance Reports:

- Report the actual budget expenditures for the entire previous budget period in item 8a. 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.

--Final Performance Reports:

- Report the actual budget expenditures for the entire previous budget period in item 8a. Report the actual budget expenditures for the entire final budget period in item 8b. Report the actual budget expenditures for the entire project period (performance period) in item 8c. 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:

The maximum allowable indirect cost rate for NPD grants is 8% of modified direct costs (EDGAR 75.562).

- 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 EDGAR 34 CFR 76.564(c)(2).

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 D (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 D (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-NPD GPRA Data

Section A collects data on the number of participants served and the status of these participants during the reporting period. Grantees are expected to provide target values in the APR due in the spring, and actual values in the CDR due in the fall.

Item A1

The data table for item A1 requests information on pre-service program participants. Grantees that serve only in-service participants and/or paraprofessionals who are not pre-service teachers should answer “No” for item A1a, then skip to item A2.

Definitions

- **Pre-service participants:** Participants who are not licensed or certified. This may include teachers who have not yet met licensure requirements and are completing alternative certification programs, and paraprofessionals who are working toward teaching credentials.
- **In-service participants:** Participants who are licensed, currently practicing teachers. This includes teachers who already hold an initial license or certification and are working toward state and/or local certification, licensure, or endorsement requirements in LEP instruction. This also includes licensed, currently practicing teachers who are participating in a program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction.
- **Paraprofessionals:** Participants who are not pre-service teachers, but are participating in coursework to improve their skills as paraprofessionals.
- **Certification, licensure, or endorsement in LEP instruction** definitions are dependent on grantee state requirements or, in some cases, local requirements.
- **Completed the program of study:** Program of study refers to the grantee’s educational plan described in the grantee’s approved scope of work. A participant who completed the program of study would have completed **all** requisite coursework and other requirements of the program.
- **Providing instructional services to LEP students** is defined as working with at least one LEP student.
- **Instructional setting** is an elementary or secondary public school.
- **LEP student:** The term “limited English proficient” is defined in section 9101 of Title IX, under the *Elementary and Secondary Act of 1965 (ESEA)* as reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*¹.

¹ The definition for “limited English proficient” is available at <http://www2ed.gov/policy/elsec/leg/esea02/pg107.html>.

Data collection notes

The program office expects grantees to follow pre-service program completers to determine placement and provision of instructional services to LEP students. Grantees should consider the following when responding to item A1:

- For item A1f. grantees are expected to follow up with pre-service program completers to determine placement status within 1 year of program completion.
- For item A1i. grantees are expected to follow up with pre-service program completers to determine if they are providing instructional services to LEP students 3 years after program completion (i.e., during the reporting year).
- For item A1j. grantees should keep the following in mind:
 - Pre-service program completers who have left the district(s) served by the grant should be included in this number.
 - Pre-service program completers do not need to provide instructional services to LEP students for 3 consecutive years to be included in this number. Rather, program completers need to be providing instructional services to LEP students only at the point— during the reporting period 3 years after program completion.

Explanation of Progress

The data report form has space for additional information about *GPRA* data. Provide the following for the APR, CDR, and Final Performance Report:

- Describe the reasons for any data discrepancies (i.e., discrepancy between the number of pre-service program completers from the year prior to the reporting year and the number followed 1 year later and /or discrepancy between the number of pre-service program completers from 3 years prior and the number followed 3 years later).
- Describe the grantee’s state and/or local certification requirements for teachers of LEP students.
- How targets were determined.
- 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.
- If the grantee had zero pre-service program completers during the reporting year (item A1c), the grantee should report the expected month and year when participants served in the program during the reporting year will complete the program of study. If the grantee had zero pre-service program completers during the year prior to the reporting year (item A1e), the grantee should report the expected month and year when participants served in the program the year prior to the reporting year will complete the program of study.

For example, Grantee A served 30 pre-service program participants during the reporting year, but none completed the program of study. Grantee A expects that these participants should complete the program of study by June 15, 2012. Grantee A would report June 2012 for the expected program completion date for the participants served during the reporting year.

- Describe any challenges in collecting data on participants who have completed the program of study.
- Any other information that would help to explain the information given under item A1.

Item A2

Item A2 requests information on paraprofessional participants served during the reporting period. The following questions apply only to grantees that are training paraprofessionals to work as paraprofessionals (e.g., those in a Community College Program) and not grantees training paraprofessionals who are working toward teacher credentials. Grantees with paraprofessionals training to become credentialed teachers (usually under a 4- or 5-year degree program) should answer “No” for item A2a, then skip to item A3.

Definitions

- **Paraprofessionals:** Participants who are not pre-service teachers, but are participating in coursework to improve their skills as paraprofessionals.
- **Completed the program of study:** Program of study refers to the grantee’s educational plan described in the grantee’s approved scope of work. A participant who completed the program of study would have completed **all** requisite coursework and other requirements of the program.
- **LEP student:** The term “limited English proficient” is defined in section 9101 of Title IX, under the *Elementary and Secondary Act of 1965 (ESEA)* as reauthorized by the *No Child Left Behind Act of 2001(NCLB)*.

Explanation of Progress

The data report form has space for additional information about *GPRA* data. Provide the following for the APR, CDR, and Final Performance Report:

- Describe the reasons for any data discrepancies.
- How targets were determined.
- 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.
- If there are zero paraprofessional program completers during the reporting year (item A2c), the grantee should report in this section the expected month and year when participants served in the program during the reporting year will complete the program of study.

For example, Grantee B served 25 paraprofessional participants in the program during the reporting year, but none completed the program of study. Grantee B expects that these participants should complete the program of study by June 9, 2011. Grantee B would report June 2011 for the expected program completion date for the participants served in the program during the reporting year.

- Describe any challenges in collecting data on participants who have completed the program of study.
- Any other information that would help to explain the information given under item A2.

Item A3

Item A3 requests information on in-service participants served during the reporting period. Grantees that serve only pre-service or paraprofessional participants should answer “No” for item A3a, then skip to Section B. This section addresses two types of in-service participants:

- In-service participants in a program of study that is designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year, and
- In-service participants in a program of study that is not designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction.

Grantees that provide programs of study for both types of in-service participants should report available data in items A3a-i.

Definitions

- **In-service participants:** Participants who are licensed, currently practicing teachers. This includes teachers who already hold an initial license or certification and are working toward state and/or local certification, licensure, or endorsement requirements in LEP instruction. This also includes licensed, currently practicing teachers who are participating in a program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction.
- **Pre-service participants:** Participants who are not licensed or certified. This may include teachers who have not yet met licensure requirements and are completing alternative certification programs, and paraprofessionals who are working toward teaching credentials.
- **Paraprofessionals:** Participants who are not pre-service teachers, but are participating in coursework to improve their skills as paraprofessionals.
- **Certification, licensure, or endorsement** in LEP instruction definitions are dependent on grantee state requirements or, in some cases, local requirements. For in-service teacher participants, the definition would include completion of coursework that enables a participant to maintain state and/or local certification, licensure or endorsement in LEP instruction. It would not include a certification in LEP instruction that does not meet state and/or local requirements.
- **Completed the program of study:** Program of study refers to the grantee’s educational plan described in the grantee’s approved scope of work. A participant who completed the program of study would have completed **all** requisite coursework and other requirements of the program.
- **Providing instructional services to LEP students** is defined as working with at least one LEP student.
- **Instructional setting** is an elementary or secondary public school.
- **LEP student:** The term “limited English proficient” is defined in section 9101 of Title IX, under the *Elementary and Secondary Act of 1965 (ESEA)* as reauthorized by the *No Child Left Behind Act of 2001(NCLB)*.

Explanation of Progress

The data report form has space for additional information about *GPRA* data. Provide the following for the APR, CDR, and Final Performance Report:

- Describe the reasons for any data discrepancies.
- Describe the grantee’s state and/or local certification requirements for teachers of LEP students
- How targets were determined.

- 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.
- If the grantee had zero in-service program completers during the reporting year (items A3d and/or A3h), the grantee should report the expected month and year when participants served in the program during the reporting year will complete a program of study.

For example, Grantee C served 28 in-service program participants in the program during the reporting year, but none completed the program of study. Grantee C expects that these participants should complete the program of study by May 15, 2011. Grantee C would report May 2011 for the expected program completion date for the participants taking part in the program during the reporting year.

- Describe any challenges in collecting data on participants who have completed the program of study.
- Any other information that would help to explain the information given under item A3.

Instructions for Section B – NPD Project Goals and Objectives

Do not report data for GPRA performance measures in this section.

-- 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 (e.g., description of training activities) 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 from 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.). **Data on GPRA objectives should not be reported 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 new teachers recruited, 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 teachers intended to be recruited) or actual performance data (e.g., the number of teachers recruited), and the denominator represents the number of teachers 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 C – NPD 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 G5 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 D – 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.

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 1810-New. This information collection expires on xx/xx/xxxx. The time required to complete information for the data collection is estimated to average 10 hours for the Annual Performance Report and 40 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. There are no assurances of confidentiality to grantees. 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 NPD, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6510.

**National Professional Development Program
Grant Performance Report Cover Sheet**

Annual Performance (Check one)

Y1 Y2 Y3 Y4 Y5

Complete Data Report (Check one)

Y1 Y2 Y3 Y4 Y5

Final Performance Report

General Information

1. PR/Number: _____ 2. NCES ID#: _____
(Block 5 of the Grant Award Notification - 11 Characters.) (See Instructions - 6 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 C.)

8. Budget Expenditures

	Federal Grant Funds
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: _____

**National Professional Development Program
Executive Summary**

A. NPD GPRA Data

Item A1 data table

A1. Pre-service program participants		
a. Does this project serve pre-service program participants? If “No”, skip to item A2.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Target	Actual
Pre-service participants served in the NPD program during the reporting year		
b. Number of pre-service participants served in the program during the reporting year.		
c. Number of pre-service program participants who completed the program of study during the reporting year.		
d. Number of pre-service program participants who completed the program of study and were state and/or locally certified, licensed, or endorsed in LEP instruction during the reporting year. <i>Note: If a zero was entered for item A1c, then enter “no completers” (“NC”) for item A1d.</i>		
Pre-service participants who completed the program of study the year prior to the reporting year		
e. Number of pre-service program participants who completed the program of study the year prior to the reporting year.		
f. Number of pre-service program participants who completed the program of study the year prior to the reporting year and were followed after program completion to determine placement status within 1 year of program completion. <i>Note: If a zero was entered for item A1e, then enter “NC” for item A1f.</i>		
g. Number of pre-service program participants who completed the program of study the year prior to the reporting year, were followed by the grantee, and were placed in instructional settings serving LEP students within 1 year of program completion. <i>Note: If a zero was entered for item A1e, then enter “NC” for item A1g.</i>		
Pre-service participants who completed the program of study 3 years prior to the reporting year		
<i>Note: Grantees should only report items A1h, A1i, and A1j in the Final Performance Report. Grantees should not provide target values for these items--only actual data.</i>		
h. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year.		
i. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year and were followed to determine provision of instructional services to LEP students during the reporting year. <i>Note: If a zero was entered for item A1h, then enter “NC” for item A1i.</i>		

Project Name: _____

PR Number: _____
 Reporting Period: _____

Item A1 data table - continued

	Target	Actual
j. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year, were followed by the grantee, and are providing instructional services to LEP students. <i>Note: If a zero was entered for item A1h, then enter "NC" for item A1j.</i>		

Explanation of Progress (*Use as many pages as necessary*).

Item A2 data table

A2. Paraprofessionals		
a. Does this project serve paraprofessional participants who are training to work as paraprofessionals and not working toward teacher credentials? If "No", skip to item A3.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Target	Actual
Paraprofessionals served in the NPD program during the reporting year		
b. Number of paraprofessional participants served in the NPD program during the reporting year.		
c. Number of paraprofessional participants who completed the program of study during the reporting year.		
d. Number of paraprofessional participants who completed the program of study and met state and/or local qualifications for paraprofessionals working with LEP students during the reporting year. <i>Note: If a zero was entered for item A2c, then enter "NC" for item A2d.</i>		

Explanation of Progress (*Use as many pages as necessary*).

Item A3 data table

A3. In-service participants		
a. Does this project serve in-service participants? If “No”, skip to Section B.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
b. Does this project have a program of study designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction? If, “No”, skip to A3f.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-service participants in a program of study that is designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year		
	Target	Actual
c. Number of in-service participants served in the program of study that is designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
d. Number of in-service participants who completed the program of study that is designed to lead pre-service participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
e. Number of in-service participants who completed the program of study that is designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction and obtained state and/or local certification, licensure, or endorsement in LEP instruction as a result of the program during the reporting year. <i>Note: If a zero was entered for item A3d, then enter “NC” for item A3e.</i>		
f. Does this project have a program of study for in-service participants that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction? If, “No”, skip to A3i.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-service participants in a program of study that is not designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year		
	Target	Actual
g. Number of in-service participants served in the program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
h. Number of in-service participants who completed the program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting period.		
For all in-service participants (includes those in a program of study that is designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year as well as those that are not)		
	Target	Actual
i. Number of in-service participants (includes those taking part in programs designed and not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction) who completed the program of study and are providing instructional services to LEP students during the reporting year.		

Explanation of Progress (Use as many pages as necessary).

Project Name: _____

PR Number: _____

Reporting Period: _____

B. NPD Project Goals and Objectives *(Use as many pages as necessary).*

Do not report data for GPRA measures in this section.

Project Objective:

	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.
- 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.

Project Name: _____

PR Number: _____

Reporting Period: _____

- 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. NPD Project Budget Information (*See instructions*)

Project Name: _____

PR Number: _____
Reporting Period: _____

D. Additional Information (*See instructions*)