High School Equivalency Program
U.S. Department of Education
Annual Performance Report Form and
Final Performance Report

Sample University
S141A_ _ _ _ _ _

Introduction

The High School Equivalency Program (HEP) is intended to assist migrant and seasonal farmworker students in obtaining the equivalent of a high school diploma and, subsequently, to begin postsecondary education, enter military service, or obtain employment. The legislation that authorizes the HEP program, the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, and the Education Department General Administrative Regulations (EDGAR), 34 CFR 75.590 require each of the funded projects to submit an annual performance report demonstrating that substantial progress has been made towards meeting the approved objectives of the project. In addition, grantees are required to report on their progress toward meeting the performance measures established for the ED grant program. This Annual Performance Report (APR) is the tool designated by the Department for reporting and is required to obtain or retain HEP benefits; there are no assurances of confidentiality.

The HEP GPRA measures are listed below:

Objective 1 of 2: An increasing percentage of HEP participants will receive their General Educational Development (GED) diploma.
Measure 1.1 of 1: The percentage of HEP program exiters receiving a General Educational Development (GED) diploma. (Desired direction: increase[1])
Calculation: This measure is calculated by dividing the number of GED attainers (the number of HEP GED eligible students who received a GED certificate by the end of the budget period) by the total number funded, as per the approved application by the Office of Migrant Education (OME), or the number actually served (whichever is greater), MINUS the number of persisters.

For example:

a. For grantees who actually serve **LESS** than the number funded to be served or serve **exactly** the total number funded to be served

Project-level *GPRA* Measure 1= <u>total number of GED attainers</u>
[total no. funded to be served minus total number of persisters]

b. For grantees who actually serve **MORE** than the number funded to be served:

Project-level *GPRA* Measure 1= <u>total number of GED attainers</u>
[total no. actually served minus total number of persisters]

[1] Note: increasing percentages of HEP participants receiving GEDs and placement in postsecondary education, upgraded employment or military is the goal for the program office at the national level. Projects will be assessed individually, on an annual basis, as to their contribution to these measures.

Example:

Grant Year	Incoming Students			Outgoing Students				GPRA 1.1 (Percent attaining a GED)
	Total Funded	New	Returning from Previous Year	Total Funded	GED Attainers	Withdrawals	Persisters (coming back in subsequent year)	
Year 1	100	100	0	100	65	30	5	68%
Year 2	100	95	5	100	70	25	5	74%

In this example, for grant year 1, the denominator equals 95 (100 total funded minus 5 persisters). The numerator equals 65 (GED attainers), for a "success rate" of 65/95 or 68 percent. For grant year 2, the denominator equals 95 (100 total funded minus 5 persisters). The numerator equals 70 (GED attainers), for a success rate of 70/95 or 74 percent.

Note: The APR does not address the total number of participants recruited to be served. Each grantee may be serving fewer students than they recruit. Grantees are required to report the number funded to be served (not recruited).

Objective 2 of 2: An increasing percentage of HEP recipients of the GED will enter postsecondary education or training programs, upgraded employment, or the military.
Measure 2.1 of 1: The percentage of HEP GED recipients who enter postsecondary education or training programs, upgraded employment, or the military. (Desired direction: increase)
Calculation: This measure is calculated by dividing the number of GED attainers who entered postsecondary education or training programs, upgraded employment, or the military by the total number of GED attainers.

Example:

Grant Year	Total GED Attainers	Entered Postsecondary Education or Training Programs or Upgraded Employment or Entered the Military	GPRA 2.1 (Percent achieving placement)
Year 1	65	60	92%
Year 2	70	50	71%

In this example, for grant year 1, data collected in the first quarter of grant year 2 indicates that, of the 65 GED attainers, 60 entered postsecondary education or upgraded their employment or entered the military (this is an unduplicated count). The numerator is 60, the number of GED attainers who entered postsecondary education or training programs, upgraded employment, or the military. The denominator is 65, the number of GED attainers, for a placement of 60/65, or 92 percent. For grant year 2, in which there were 70 GED attainers, the numerator equals 50, for a success rate of 50/70 or 71 percent.

Note: The program office believes that "upgraded employment" is consistent with the intention of funding, which is to improve the employment prospects of individuals through attainment of the GED. For some individuals, attaining a GED may be a requirement of continued employment; this also is consistent with the intention of funding.

The program office also will calculate two efficiency measures for each project. Grantees do not calculate or report on these measures. Rather, data that grantees report will be used to calculate the measures, which are provided below.

Efficiency Measure 1 of 2: Project success efficiency ratios are calculated as, per budget period, the total budget awarded for that budget period divided by the number of GED attainers *(reported by grantees)*.

Efficiency Measure 2 of 2: Project services efficiency ratios are calculated as, per budget period, the total budget awarded for that budget period divided by the number of students served in HEP GED instruction *(reported by grantees).*

Instructions for Migrant HEP Annual Performance Report Form

The annual performance report (APR) must be completed and submitted by December 31st of each project year (unless an extension has been granted by the program office). This same APR form also will be submitted as a Final Performance Report (FPR). In this case, the FPR encompasses the entire project period and must be submitted by December 31st of the final project year in addition to the APR of the fifth year (unless an extension has been granted by the program office).

If you have questions about how to complete this form, contact your assigned program officer.

This HEP performance report is divided into a **Cover Sheet** and the following six sections:

Section A – HEP Project Statistics and Reporting for GPRA

Section B – HEP Project Student Participant Information

Section C – HEP Project Services Information

Section D – HEP Project Goals and Objectives

Section E – HEP Project Budget Information

Section F – Additional Information

Data Utilization

Together, these sections will be used by the program office to answer the following evaluation questions decided upon by the program office:

1. To what extent have program goals been accomplished? (Section A; GPRA reporting)
2. What service models had the most positive outcomes? (Sections B and C)
3. What service models had the best efficiency ratios? (Sections C and E)
4. What percentage of project goals was achieved (i.e., met or exceeded)? (Section D)

Findings from aggregated grantee reports, as they pertain to the above stated evaluation questions, will be published for public record and for program and grantee use in better understanding effective service models and strategies.

5. Instructions for Cover Sheet

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

Question 2. Grantee NCES ID Number

-- Annual and Final Performance Reports:
Please enter the current National Center for Education Statistics (NCES) ID number of the grantee. Grantees that are State Educational Agencies (SEA) should enter their state's FIPS (Federal Information Processing Standards) code in item 2. Item 2 only applies to grantees that are Institutions of Higher Education (IHE), SEAs, Local Educational Agencies (LEA), public libraries, and public, charter, and private elementary or secondary schools. Enter "N/A" if this item is not applicable.

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 numeric digits.

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

Note: Newly established organizations that do not have an NCES ID number yet 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 and Final Performance Reports:

If the certifying representative's address that is listed in Block 1 of your GAN has changed, submit the new name and contact information in section F, Additional Information.

Question 7. Reporting Period

-- Annual Performance Reports:

Due Date: Annual performance reports must be submitted by December 31st of each project year. If you receive a no-cost time extension from ED for the budget period, the APR is due 90 days after the revised project period end date. Please follow instructions from the program office regarding the specific due date of the APR for your project.

The reporting period is aligned with the current budget period. The start date for your current budget period may be found in Block 6 of the GAN. Complete data on all measures are due with this performance report.

-- Final Performance Reports:

Due Date: Final performance reports must be submitted by December 31st of the final project year. If you receive a no-cost time extension from ED for the fifth year of this grant, the final performance report is due 90 days after the revised project period end date. This final performance report **is separate from and in addition to** the APR for the fifth year of the project. Thus, in the fifth year of the project, grantees must submit both a) an APR containing data on the fifth project year and b) an FPR containing data on all five project years.

Please enter the start and end date for the entire performance period of your grant from Block 6 of the GAN. The reporting period for your final performance report covers the entire performance period (five years). Complete data on all performance measures are due with this final performance report.

Question 8. Budget Expenditures [Also See Section E]

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 E (Budget Information), if you have not drawn down funds from the Grant Administration and Payment System (GAPS) to pay for these budget expenditures.

--Annual Performance Reports:

- Report your 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 you are reporting on the first budget period of the project, leave item 8a blank.
- Report your actual budget expenditures for the current reporting budget period to date (i.e. through 30 days before the due date of this report) in item 8b. Some expenditures that were encumbered during the current reporting budget period may have cleared after the close of the budget period. Those expenditures should be included in 8b as well. 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 your 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 your 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 your 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. Your 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 and Final Performance Reports:

- Item 9a -- Please check “yes” or “no” in item 9a to indicate whether or not you are claiming indirect costs under this grant.
- Item 9b -- If you checked “yes” in item 9a, please indicate in item 9b whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
- Item 9c -- If you checked “yes” in item 9b, 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 you check “Other,” 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 that you have – Provisional, Final, or Other. If you check “Other,” please specify the type of indirect cost rate.
- Item 9d – For grants under Restricted Rate Programs (EDGAR, 34 CFR 75.563), please indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in EDGAR, 34 CFR 76.564(c)(2). Check only one response. Enter “N/A” if this item is not applicable.

Question 10. Annual Institutional Review Board (IRB) Certification

--Annual Performance Reports Only:

Annual certification is required if Attachment HS1, Continuing IRB Reviews, was attached to the GAN. If this is the case, grantees must attach the IRB certification.

Question 11. Certification

--Annual and Final Performance Reports:

<u>The grantee’s authorized representative must sign the certification for this form</u>. The authorized representative is the person who signed the grant application or has been officially designated to sign the performance report. The Office of Migrant Education should receive documentation indicating who the authorized representatives are **and** whether changes have occurred since signing of the grant application.

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

Instructions for Sections A, B, *and* C

- If the value to be reported is zero, then enter a “0” in the cell; do not leave the cell blank.

- If the data prompt to be reported is not applicable to your project, then enter “N/A” in the cell; do not leave the cell blank.

Instructions for Sections A, and B

Sections and B contain columns for years one through five of the project and for the final performance report Fill in the column that corresponds to the project year that is being reported. In year one, this would be column Y1. In year two, this would be Y2, etc. Note that successive annual performance reports will maintain prior year’s data; this data will be pre-populated by the program office for previous years. Also, the final performance report figures, entered into column F, should be cumulative counts of the prior five years.

Example:

In **year one** of a project funded to serve 100 total students per year, data entry would look like:

Example	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number funded to be served	100					

In **year two**, the APR should take the following format:

Example	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number funded to be served	100	100				

The **final performance report** should take the following format:

Example	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number funded to be served	100	100	100	100	100	500

Instructions for Section A – HEP Project Statistics and Reporting for GPRA

Section A collects data on the number of students served and the number of students achieving program and project objectives. Items from section A are used to calculate GPRA and efficiency measures.

Item A1

Item A1 requests information on the number of students served during the budget period. Item A1a requests data on the number of students that the project was funded to serve. Item A1b requests data on the number of students actually served in GED instruction, which is further disaggregated in items A1b 1 and 2 into the number of students served in GED instruction who were new participants and returning participants, respectively.

Definitions

- ***Budget Period:*** 12-month period of time beginning on the date found in Block 6 of the GAN.
- ***Number funded to be served***: Number of participants officially funded by the HEP grant to be enrolled in GED instruction in your HEP project in this budget period.
- ***Number served in HEP GED instruction***: The number of HEP GED eligible students who completed intake and were enrolled and attending HEP GED instruction for at least 12 hours of instructional services in this budget period.
- ***New participant:*** The number of HEP GED eligible students who completed intake and were enrolled and attending HEP GED instruction for at least 12 hours of instructional services in this budget period who were **new** to the project (i.e., not enrolled in HEP GED instruction in the immediately previous budget period).
  Note: 1.) Students who participated in HEP services during budget periods other than the immediately previous budget period are considered "New Participants."
  2. This count would also include any students who participated in HEP services in the immediately previous budget period, but were not counted as persisters at the end of that budget period because they did not enroll in the HEP services during the current budget period until after the APR was submitted on December 31.

- ***Returning participant:*** The number of HEP GED eligible students who met the following criteria:
  - completed intake in the budget period immediately previous to the one being reported,
  - did not attain a GED in the budget period immediately previous to the one being reported, and
  - was enrolled and attending HEP GED instruction for at least 12 hours of instructional services in the reported budget period.

  Note: 1) This count should equal the number of persisters from the budget period **immediately previous to the one being reported.**. In other words, this count includes students who participated in project services in the budget year reported on but did not complete intake in the reported budget period.
  2) Students from the immediately previous budget period who returned to the reported budget period after the December 31st due date for the APR, must be reported as "New Participants" in the reported budget period.
  3) Similarly, students who return to HEP in the reported budget period from any other budget period other than the immediately previous budget period are to be reported as "New Participants" in the reported budget period.
  4. Projects in Year 1 of the grant will have no returning participants.

Data quality check

- The number of students reported in items A1b1 and A1b2 should sum exactly to the number of students reported in item A1b.
- The number of returning students (item A1b2) should equal the number of persisters reported in Item A2c in the previous year's APR.

Reporting Block, Item A1 (For illustration purposes only; do not report data here)

A1. Number of students served during budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number funded to be served						
b. Number served in HEP GED instruction (*note: A1b1 + A1b2 should sum to equal A1b)*						
1. Number served who were **new participants** (first year in HEP) (subset of A1b)						
2. Number served who were **returning participants** (N/A in Year 1 of grant) (subset of A1b)						

<u>Item A2</u>

Item A2 collects data on the status of student participants at the end of the reported budget period. Item A2a requests data on the total number of students who attained their GED during the reported budget period (GPRA 1) while item A2b requests data on the total number of students who withdrew from the project. Item A2c requests data on the number of persisters who will be returning for services in the subsequent year. Item A2d requests data on the number of persisters who completed project services (i.e., course completers), but did not withdraw or attain a GED and returned for additional project services. Note that students may be classified into one status group only (i.e., provide an unduplicated count of students).

If the program did not establish a target number of GED attainers in its application, do not write in a target in tem A2b (no. of GED attainers).

Definitions

- ***GED attainers:*** The number of HEP GED eligible students who received a GED certificate by the end of this budget period. To best capture this data, the grantee should maintain a database of the students enrolled in the project, identifying those students who attain a GED as well as the date of GED attainment. This procedure should apply to all counts for which **actual** (as opposed to projected) attainment or placement data is necessary.
- ***Withdrawals:*** The number of HEP GED eligible students who:
    - were enrolled and attending HEP GED instruction for at least 12 hours of instructional services in the reported budget period,
    - left the HEP GED program without completing coursework or attaining a GED, and
    - did not return for instruction in the subsequent budget period.

  This count should include students who took the GED test battery without completing coursework, and without passing the test battery. Students who do not complete coursework, but do attain a GED, should be counted as "GED attainers." Students that complete the coursework but do not pass the GED and do not re-enroll should be counted in "Course Completers". A withdrawal indicates that a student left project services completely. If a student who withdrew returns to project services, he/she should complete the intake process again and be counted as a "new" student in that budget period.
- ***Persisters:*** The number of HEP GED eligible students who:
    - completed intake and were enrolled and attending HEP GED instruction for at least 12 hours of instructional services in the reported budget period,

- did not attain a GED, but
- re-enrolled for continuing instructional services in support of a GED in the **subsequent** budget period.

- ***Course Completers:*** The number of HEP GED eligible students who:
  - completed intake and were enrolled and attending HEP GED instruction for at least 12 hours of instructional services in this budget period,
  - completed coursework during this budget period,
  - did not attain a GED during this budget period, and
  - did not reenroll in the subsequent budget period.

  This count should include students who completed the course of study, but did not attempt the GED test battery or did not pass the GED test battery. These are students who did not reenroll the following budget period. If students reenroll, they are to be counted as "persisters," whether they complete the courses or not. More specifically, course completers refers to the number of HEP GED eligible students who were enrolled and attending project instruction for at least 12 hours of instructional services and completed coursework but did not attain a GED and did not re-enroll in the subsequent budget period prior to the December 31 APR submission due date. These students should not be counted as withdrawals.
- ***Target number of GED attainers:*** the target for total number of GED attainers served over the entire project period, which was established by each project in its approved application.

Data quality checks

- The sum of items A2a-d should equal the count reported in item A1b (no. served).
- The number of persisters reported here would be equal to the participants in the subsequent budget period's APR.

Reporting Block, Item A2 (For illustration purposes only; do not report data here)

A2. **<u>Status at the end of budget period</u>.** (*note: A2a-d should sum to equal the number reported in A1b(no. served)).*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of GED attainers **(Obj. 1 National Target: 69%) (GPRA 1)**						
b. Number of withdrawals						
c. Number of persisters						
d. Number of course completers						

<u>Item A3 (GPRA 2)</u>

Item A3 collects data on the post-GED placement of GED attainers. The counts reported in items for A3a are subsets of the total number of GED attainers who received follow-up (reported on in Item A4). This count is a subset or equal to the count reported in A2a (no. of GED attainers). As a subset, the count reported in item A3a should be equal to or less than the count reported in Item A4, which should be equal to or less than the count reported in Item A2a.

The counts reported in Items A3a1-3 are unduplicated subsets of Item A3a. That is, each GED attainer can only be classified into one placement group, **even if they achieved multiple placements**. Grantees should determine in which placement group to place attainers who achieve multiple placements[2].

Completion of Item A3 requires follow-up with GED attainers; data regarding follow-up is described in Item A4. If grantees used sampling to follow up with GED attainers, grantees must report unweighted values in Items A3 and A4 and describe the sampling procedures utilized in Section F.

Definitions

- ***Placement of GED attainers:*** Of those students who attained a GED in the reported budget period, report the number who entered postsecondary education or training programs, upgraded employment, or the military. In situations where students attained multiple placements, count each student **only once** for the total in question A3a to report an unduplicated count. Placement status should be captured any time after the GED is attained but before the performance report is due, and should be based on **actual placement** and not on anticipated placement.
- **Postsecondary Education or Training Programs:** For a student to be considered as placed in a postsecondary education or training program, they must enter **at least one** of the following programs:
    1) A postsecondary education program at an IHE designed to ultimately attain an A.A., B.A., B.S. or other degree. **OR**
    2) An industry-recognized postsecondary vocational or career and technical education program, designed to attain a credential, certificate, or degree that would assist one in obtaining upgraded employment.
- ***Upgraded employment:*** For a student to have attained upgraded employment, **at least one** of the following criteria must be met:
    1) Move to a job that is both full-time and salaried, compared to job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. **OR**
    2) Move to a job with increased benefits, such as healthcare, worker's compensation, unemployment insurance, social security, and vacation and sick leave, compared to job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. **OR**
    3) Position upgrade with same employer, such as a move to a supervisory position, compared to job at that employer immediately prior to and/or during instructional services. **OR**
    4) Move to a new job with predefined career ladder, regardless of wage change (e.g. management trainee, formal apprenticeship), compared to career ladder options at job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. **OR**
    5) Move to a job with higher hourly wages compared to hourly wages at job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. This category also accounts for students who obtain a job where they previously had been unemployed.
- ***Target number of GED attainers who entered post-secondary education or training programs…:*** the target for total number of GED attainers who entered post-secondary education or training programs, upgraded employment, or the military, for the entire program period, which was established by each program in its application.

[2] Grantees may report additional information such as the number of grantees who achieved multiple placements in Section F of the APR.

Data quality checks

- Items A3a 1-3 should sum to the count reported in Item A3a.
- The count reported in Item A3a should be equal to or less than the count reported in Item A4.
- The count reported in Item A3a cannot be greater than the count reported in Item A2a.

Reporting Block, Item A3 (For illustration purposes only; do not report data here)

A3. Placement of GED **attainers** from question A2a above at the end of budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Unduplicated number of GED attainers who entered postsecondary education or training programs, upgraded employment, or the military (count each participant only once for this row for an unduplicated count). (This amount should not be greater than the amount in A2a above, and should equal the sum of A3a1-3) **(Obj. 2 National Target: 80%) (GPRA 2)**						
1. Number of GED attainers who entered postsecondary education or training programs						
2. Number of GED attainers who obtained upgraded employment						
3. Number of GED attainers who entered the military						

Item A4

Item A4 collects data on the number of GED attainers for whom follow-up data was collected. The count reported in item A4 cannot be greater than the count reported in Item A2a. The count reported in Item A4 is the number of GED attainers with whom follow-up contact was successfully made. Follow-up must be attempted with every GED attainer. If grantees used sampling to follow up with GED attainers, grantees must report unweighted values in Items A3 and A4 and describe the sampling procedures utilized in Section F.

Item A4a requires the number of GED attainers for whom follow-up was attempted. Projects with 149 or fewer GED attainers in the reporting period should report the total number of GED attainers, as these projects must conduct follow-up with all GED attainers. Projects with 150 or more GED attainers that also choose to use sampling to determine follow-up will report the sample size generated by their sampling frame.

Data quality checks

- The count reported in Item A4 should be less than or equal to the count reported in Item A2a.
- The count reported in Item A4a should be equal to or greater than the count reported in Item A4.
- The count reported in A4a should be less than or equal to the value reported in item A2a.

Reporting Block, Item A4 (For illustration purposes only; do not report data here)

	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**F**
A4. Number of GED attainers for whom follow-up was attempted.						
a. Number of GED attainers you were able to track for follow-up data						

Item A5

Item A5 collects data on the amount of time necessary for GED attainment by successful project participants who attained a GED in the reported budget period. Items A5a-c request unduplicated counts of the number of GED attainers who attained their GED within one year, between one and two years, and after more than two years in the project, respectively. Each GED attainer will be classified into one group. Note that follow-up with GED attainers should not be necessary to report these counts. Rather, project documentation should contain the relevant records necessary to complete these items.

Data quality check

- The counts reported in Items A5a-c should sum to the count reported in Item A2a.

Reporting Block, Item A5 (For illustration purposes only; do not report data here)

A5. Time to completion for GED attainers from question A2a above. *(note: A5a-c should sum to equal the number reported in A2a.)*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of GED attainers who got their GED within one year in your project						
b. Number of GED attainers who got their GED after more than one, but within two years in your project						
c. Number of GED attainers who got their GED after more than two years in your project						

Instructions for Section B – HEP Project Student Participant Information

Item B1

Item B1 collects data on the nature and amount of instruction and services received by students enrolled in project services in the reported budget period. Items B1a-g request data on:

- Total instructional hours received by students,
- Total number of students receiving varied instructional and support services,
- Total number of students receiving referrals to other services, and
- Total number of referrals made to students

Definitions

- ***GED instruction hours:*** Direct "treatment" services leading toward attainment of a GED. Calculate the number of hours of instruction each student received and add those numbers together to obtain the total hours of GED instruction received by all students (Item B1a) and all GED attainers (Item B1b).
- ***Instructional support services:*** services **provided by HEP staff** in support of attainment of a GED and/or placement in postsecondary education, upgraded employment or a career in the military. These include ancillary services provided in support of direct services, such that the full benefit of direct services might be realized. Examples include coaching, tutoring, etc. This item requires a count of the total number of students who received instructional support services but not the total number of instructional support services received.
- ***Other support services:*** other project or related non-instructional services, including essential supportive services, provided by HEP in support of attainment of a GED and/or placement in post-secondary education, upgraded employment or a career in the military. This item requires a count of the total number of students who received other support services but not the total number of other support services received.
- ***Tutoring:*** additional instructional services provided by HEP in support of a specific curriculum, course or course of study.
- ***Mentoring or coaching:*** advisory services provided by HEP in support of general academic career and post-GED placement.
- ***Counseling or guidance services:*** services provided by HEP in support of work-life balance and other psycho-social aspects of GED attainment and post-GED placement
- ***Stipend:*** an allocation of project financial resources made directly to students to offset living or educational expenses. Stipends are not to be used as incentives.

Data quality checks

- The count reported in Item B1b should be equal to or less than the count reported in Item B1a.
- The counts reported in Item B1c 1-6 and in B1c 7-12 may be duplicated, as some students may receive multiple Instructional or Other Support Services. However, the value of any individual count cannot exceed the count reported in Item A1b (total number served).
- The count reported in B1d must be equal to or less than the count reported in A1b (number served).

Reporting Block, Item B1 (For illustration purposes only; do not report data here)

B1. Instruction and services received by HEP GED enrolled students during the budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Total GED instruction **hours** received by all HEP GED enrolled students.[3]						
b. Total GED instruction **hours** received by GED attainers.						
c. **Total number of students** receiving the following types of services:[4]						
Instructional Support Services Please indicate **the number of students** receiving instructional support services.						
1. Tutoring						
2. Mentoring or coaching						
3. College transition services						
4. Work training services						
5. Job placement services						
6. Counseling or guidance services						
Other Support Services Please indicate **the number of students** receiving other support services.						
7. Transportation services/ financial support for transportation						
8. Child care						
9. Financial support						
a. Tuition						
b. Books and materials						
c. Room and board						
d. Stipends						
e. Other financial support:____________________________						
11. Other support services: ________________________________						
12. Other: ________________________________						
d. Number of **students** receiving referrals to other support services						
e. Total number of **referrals** to other support services						

Item B2

Item B2 collects data on the characteristics of students who were enrolled in project services during the reported budget period. Items B2a-g request data on:

- Sex
- Age
- Residential stability
- Number of commuting students
- Number of students with verifiable educational impairments
- Number of students with English as a Second Language

Definitions

[3] The program office will take aggregated information and determine mean and median values for instructional hours within and across program models. These data will be used to determine the most positive outcomes of program models. Proficiency level will be established, if it is measured, through item C4a.

[4] Item B1c requires grantees to report whether or not **a student** has received a service in any quantity. The total hours received or total number of visits received, etc. should not be reported here.

- ***Educational Impairments:*** The number of students enrolled and served with at least 12 hours of instructional services during this budget period who had educational impairments, as verified through standardized assessments or documentation from verifiable and appropriate sources of special needs or learning disabilities.
- ***English Language Learner (ELL):*** The number of students enrolled and served with at least 12 hours of instructional services during this budget period who had need of English as a Second Language as determined by a language assessment test administered by the project or the project's institution.

***Data quality check*s**

- The sum of counts reported in Items B2a and b cannot must be equal to the total number of students served (Item A1b) for the reported budget period. Similarly, the sum of counts reported in Items B2 c and d cannot exceed the total number of students served (Item A1b) for the reported budget period.
- The counts reported in each of Items B2e, B2f, B2g, and B2h-1 cannot exceed the total number of students served (Item A1b) for the reported budget period.

Reporting Block, Item B2 (For illustration purposes only; do not report data here)

B2. Characteristics of the HEP GED enrolled students during this budget period. *(note: [B2a + B2b should equal the number reported in A1b] and [B2c + B2d should equal the number reported in A1b]).*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of students who are male						
b. Number of students who are female						
c. Number of students who are 25 years old or younger						
d. Number of students who are over 25 years old						
e. Number of students who moved their primary residence one or more times during the budget period						
f. Number of commuting students who travel 20 miles or more (one-way) to attend GED classes. Please count all commuting students who attend the program whose home or permanent address is 20 or more miles away.						
g. Number of students who enrolled during the budget period and had verifiable educational impairments.						
h. Does your project or institution screen students for English language proficiency? If "No", skip to question C1. *Mark Y for yes, or N for no.*	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N
1. Number of students who enrolled during the budget period and had English as a second language needs as determined by a language assessment test.						

Instructions for Section C– HEP Project Services Information

Item C1

Item C1 collects data on the project model being reported on. Items C1 a-c request data on the commuter or residential status of the project, the enrollment structure, and the language in which project services are provided. Items C1 a-c contain check-boxes for the allowable responses. There should be no other written response to these items.

Definitions

- ***Open (rolling) enrollment:*** Projects that have open enrollment allow continuous entry into instructional services (i.e., there is no cut date for student enrollment in order to enter a course).
- ***Structured enrollment:*** Projects that have structured enrollment allow enrollment for a defined period of time prior to the start of instructional services. After that defined period of time has expired, students must wait until the next semester or series of instructional services begins to participate in services.

For example, in sites with structured enrollment, students may be allowed to enroll during the first few weeks of classes and for two or three weeks prior to the next semester of classes. In addition, courses begin on a specific date and end on a specific date. Sites with open enrollment allow students to enroll and join classes at any time.

Reporting Block, Item C1 (For illustration purposes only; do not check boxes here)

C1. Project Model Characteristics	
a. Is this project a commuter or residential project or a combination of both?	☐ Commuter ☐ Residential ☐ Combination of commuter and residential
b. Does this project provide open enrollment or structured enrollment?	☐ Open ☐ Structured
c. In what languages are project services provided? (Check all that apply.)	☐ English ☐ Spanish ☐ Other

Item C2

Item C2 collects data on the personnel associated with project services. Items C2 a-d request data on the number of teaching staff and instructional support staff, both funded and not funded by the HEP grant.

Definitions:

- ***FTE (full-time equivalent) for teaching staff and instructional support staff:*** FTE is a measure equal to one staff person working a full-time work schedule for one year.
  - *To calculate the total FTE:* For each teaching staff person and instructional support person, divide the total number of hours that employee works on your HEP project each year by the number of hours your organization considers full time for one year. When all calculations on individual teachers and support persons are complete, sum across all teaching staff persons for the total teaching staff FTE and sum across all instructional support staff persons for the total instructional support FTE.

- o *For example*, if your organization considers 1,920 hours annually to be full time, and teaching staff member Jane Smith works 1,440 hours per year, her FTE is .75 (1,440 divided by 1,920). Sum Jane Smith's FTE with the FTEs from all other teaching staff to calculate the total FTE for teaching staff

- ***Number of FTE teaching staff:*** Count FTE teaching staff who provide instruction to participants. Grantees should report the total number of **HEP-funded,** FTE teaching staff contributing to the project in Item C2a. Grantees should report the total number of **non-HEP-funded,** FTE teaching staff contributing to the project in Item C2b.
- ***Number of FTE instructional support staff:*** Count FTE support staff who provide ancillary, support services. Grantees should report the total number of **HEP-funded**, FTE instructional support staff contributing to the project in Item C2c. Grantees should report the total number of **non-HEP-funded**, FTE instructional support staff contributing to the project in Item C2d.

Reporting Block, Item C2 (For illustration purposes only; do not report data here)

C2.	Project Personnel Characteristics	
a.	Number of FTE teaching staff funded by the HEP grant to provide GED instruction	
b.	Number of FTE teaching staff contributing to the project, not funded by the HEP grant	
c.	Number of FTE instructional support staff (tutors, coaches, mentors) funded by the HEP grant to provide GED instruction	
d.	Number of FTE instructional support staff contributing to the project, not funded by the HEP grant	

Item C3

Item C3 collects data on the instructional services offered through the project. Items C3 a-c request data on the frequency of instructional services and the average length of services per session and semester. Item C3a contains check-boxes for the allowable responses. There should be no other written response to these items.

Data quality check

- Item C3b requires data reported in hours while Item C3c requires data reported in days.

Reporting Block, Item C3 (For illustration purposes only; do not report data here)

C3.	Project HEP GED Instructional Services Offered	
a.	How frequently are GED instructional services provided? Check only one option; check the option that best describes the frequency of instructional services. If your program has both part time and full time options, please check the box that best describes the majority of your program's students.	☐ Daily ☐ Weekly ☐ Monthly
b.	Average length of instructional service per individual instructional session, in hours. (Provide the average length of instructional service in which the majority of students participated).	_____ hours
c.	Average length of instructional service per semester, in days. (Provide the average length of instructional service in which the majority of students participated).	_____ days

Item C4

Item C4 collects data on student assessments to determine enrollment and student gains. Item C4a requests data on student assessments prior to enrollment, while items for C4b request data on assessments of student gains. Not all grantees may use assessments to determine enrollment. Thus, data only should be reported in Items C4 if they are applicable to the project. If grantees do use assessments to determine enrollment, grantees should **only report the scores for students accepted into the project** (i.e., do not include scores for students who did not screen above proficiency thresholds or who otherwise were not accepted into the project) in Item C4a 3-6. Further, if there were two separate assessments for Spanish and English speaking students (Items C4a 3-6), the grantee should report these scores separately. The scores should not be combined.

Grantees also may use assessments to determine student gains (Items for C4b). If there were two separate assessments for Spanish and English speaking students (Items C4b 1 b-e), the grantee should report these scores separately. The scores should not be combined.

Items C4a, C4a-1, C4b, C4b-1, C4c and C4c-1a1 contain check-boxes for the allowable responses. There should be no other written response to item C4a, C4b, C4b-1, C4c or C4c-1a1. Items C4a-1 and C4c-1 allow a written response, if applicable.

Definitions

- ***Project proficiency threshold:*** The minimum grade-level proficiency in reading and/or reading comprehension at which new participants must perform in order to enroll and participate in instructional services.
- ***Student gains:*** The amount of progress a student makes in a defined length of time (such as the interval between pre- and post-testing).
- ***Grade level-equivalent scores:*** The expression of student abilities (i.e., scores) in terms of grade-level proficiency. For example, a score of 236 on the "*English Language Proficiency*" assessment may indicate performance at the 9th grade reading level. Please review the assessment's technical information to determine if the assessment provides grade level-equivalent scores and if so, how to calculate these grade level-equivalent scores from student test results. A grantee **should not** create their own grade level-equivalents if none are provided by the assessment's developers. If the assessment does not provide grade-level equivalents, check "No" on item C4b-1 and proceed to question C4c.
- ***Grade level gains:*** The number of grade levels a student moves between a pre –and post-assessment. Fractions of grade levels also may be expressed **if the assessment provides this information.**
    - For example, Grantee X decided to use the *English Language Proficiency* assessment to determine pre-project and post-project English reading skills. The pre-assessment of Student Y indicated that the student was reading on a 5th grade level. The post-assessment indicated that the student was operating on an 8th grade level. Thus, Student Y achieved 3 grade levels between the pre-and post-assessment.

Data quality checks

- Items C4a-4 and C4a-6 and C4b-1c and C4b-1e require a minimum and maximum count to be reported. The smallest and highest scores should be reported, respectively.
- If the answer to Items C4a, C4b, and C4c are "no", the grantee should not report Items C4a1-6, C4b1 a-f or C4c1-C4c1a)1) respectively. These cells should be left blank.

Reporting Block, Item C4 (For illustration purposes only; do not report data here)

C4. Project Student Assessment Information	
a. Does your project screen students prior to enrollment in HEP GED instructional services to establish whether they are above or below a proficiency threshold? (Check one.)[5] If "No," skip to question C4b.	☐ Yes ☐ No
1. If your project uses a screening or intake assessment to establish a proficiency threshold, what is your project proficiency threshold for accepting students into HEP GED instructional services? (Check only one response; please check "no assessment" if proficiency is determined without the use of a formal assessment).	☐ At or above 8th grade ☐ At or above 5th grade ☐ Other: ___________________________ ☐ No assessment
2. What kind of screening or intake assessment is used? (If a published assessment, please provide the title. If not a published assessment, please provide the program office with a copy of the assessment used).	
3. What was the average screening or intake **MATH** assessment score for this budget period?	English speaking students: Spanish speaking students:
4. What was the **range** of screening or intake **MATH** assessment scores for this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
5. What was the average screening or intake **READING** assessment score for this budget period?	English speaking students: Spanish speaking students:
6. What was the **range** of screening or intake **READING** assessment scores for this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
b. Does your project assess student gains using a pre- and post-assessment? (check one) If "No," skip to item C5.	☐ Yes ☐ No
1. If yes, does this assessment provide grade level-equivalent scores? (check one) If "No", skip to question C4c.	☐ Yes ☐ No
a) What kind of assessment is used to determine gains? (If a published assessment, please provide the title. If not a published assessment, please provide the program office with a copy of the assessment used.)	
b) What was the average number of **MATH** grade levels gained by students in this budget period?	English speaking students: Spanish speaking students:

[5] The program office is asking for data IF the project currently collects it; projects that do not collect intake data will not be required to do so.

c) What was the **range** of **MATH** grade level gains by students in this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
d) What was the average number of **READING** grade levels gained by students in this budget period?	English speaking students: Spanish speaking students:
e) What was the **range** of **READING** grade level gains by students in this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
f) What is the average number of weeks that elapsed between the pre- and post- assessments for the gains assessment scores?	
c. Are student gains determined with the use of an informal assessment? If "No," skip to item C5.	☐ Yes ☐ No
1. If yes, please describe the assessment that is being used.	
a) Does the assessment provide information on student progress in grade level terms? If "No", skip to item C5.	☐ Yes ☐ No
1) What is the average pre-post change in grade level demonstrated by students?	

Item C5

Item C5 collects data on the nature of project services. Grantees must provide a short description (no more than 300 words) of project services that includes:

- Curricular approach,
- Locus of services,
- Learning format,
- Major collaborators, and
- Other aspects of project design that were strong influences on service delivery and success.

Reporting Prompt, Item C5 (For illustration purposes only; do not provide information here)

C5. Please describe, in a paragraph not to exceed 300 words, the nature of project services with regard to a) curricular approach, b) locus of services (e.g., at a community college, at a community center, at a high school), c) learning format (e.g., traditional class format, seminar, workshop), d) major collaborators (e.g., partners whose collaboration is necessary to project implementation and success) and any other aspect of project design that is a strong influence on service delivery and success.

Instructions for Section D – HEP Project Goals and Objectives

In the approved grant application, grantees established project objectives that stated what the grantee hoped to achieve with the funded project. Generally, one or more performance measures also were established for each project objective. These performance measures serve to demonstrate whether grantees met or are making progress towards meeting each project objective.

Grantees must also 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 must provide quantitative and/or qualitative data for each associated performance measure and a description of preliminary findings or outcomes that demonstrate that grantees have met or are making progress towards meeting performance measure(s). Grantees also must explain how the data on the performance measure(s) demonstrates that they have met or are making progress towards meeting each project objective.

Note: Complete data *must* be submitted for any project-specific performance measures that were included in the approved grant application.

Section 1) 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 (GPRA data only should be entered in section A of the form)

Performance Measure:

For each project objective, enter the associated performance measure(s). There may be multiple performance measures 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 "1a," the second performance measure for project objective "1" should be labeled "1b," etc. For each performance measure use the row that corresponds to your project funding year (year 1, 2 3, 4 or 5 OR "F" for final performance report).

Quantitative Data:

Target and Actual Performance Data
Grantees must provide the target that was established for each performance measure in the approved grant application and provide actual performance data demonstrating progress towards 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 workshops that will be conducted or the number of students that will be served), the target and actual performance data should be reported as a single number under the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank. For performance measures that are stated in terms of a percentage (e.g., percentage of students who attain proficiency), complete both the **Ratio column** and the **Percentage (%) column**. Please leave the **Raw Number column** blank.

In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students who are expected to attain proficiency) or actual performance data (e.g., the number of students that attained proficiency), and the denominator represents the number of students funded to be served under each objective. Please enter the corresponding percentage (e.g., **80%)** in the **Percentage (%) column**. *Note: the denominator may vary across objectives, depending upon the number of students funded to be served for each objective.*

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

Note: If the grantee used a sample of participants to collect performance data, grantees must report unweighted values in Section D and describe the sampling procedures utilized in Section F.

Special instructions for grants in their first budget period: If baseline data for a performance measure were not included in your approved application and targets were not set for the first budget period, then enter either the number **999** under the **Raw Number column** or the ratio **999/999** under the **Ratio column** of the **Target box**. The **999** or **999/999** indicates that baseline data are being collected on the measure during the first budget period and targets have not yet been set. Unless otherwise instructed by the program office in the attached "Dear Colleague Letter," report baseline data collected during the first budget period under either the **Raw Number column** or the **Ratio and Percentage (%) columns** of the **Actual Performance Data box,** as appropriate. After baseline data have been collected during the first budget period, grantees are expected to set targets for the second and any subsequent budget periods and report actual performance data in their annual performance reports.

Section D also requests that data from multiple project years be entered, according to the project year reported. These data will be pre-populated by the program office for previous years. Data entry should follow the process described above for sections A and B in that data for each project year are entered separately, in the appropriate reporting year. The final performance report should **AVERAGE** success rates across each of the project years.

Example:
In year one of a project funded to serve 100 students per year with a target of awarding financial aid to 100 percent of students, data entry would look like:

1a Performance Measure	**Quantitative Data**					
Award financial aid to 100 percent of students.	**Target**			**Actual Performance Data**		
	Raw Number	**Ratio** /	**%**	**Raw Number**	**Ratio** /	**%**
Year One		100/100	100%		80/100	80%
Year Two						
Year Three						
Year Four						
Year Five						
Final						

In year two, the APR should take the following form:

1a Performance Measure	Quantitative Data					
Award financial aid to 100 percent of students.	**Target**			**Actual Performance Data**		
	Raw Number	**Ratio /**	**%**	**Raw Number**	**Ratio /**	**%**
Year One		100/100	100%		80/100	80%
Year Two		100/100	100%		85/100	85%
Year Three						
Year Four						
Year Five						
Final						

The final performance report should take the following form:

1a Performance Measure	Quantitative Data					
Award financial aid to 100 percent of students.	**Target**			**Actual Performance Data**		
	Raw Number	**Ratio /**	**%**	**Raw Number**	**Ratio /**	**%**
Year One		100/100	100%		80/100	80%
Year Two		100/100	100%		85/100	85%
Year Three		100/100	100%		90/100	90%
Year Four		100/100	100%		95/100	95%
Year Five		100/100	100%		100/100	100%
Final		500/500	100%		450/500	90%

Section 2) Explanation of Progress (Includes Qualitative Data and Data Collection Information):

1. For each project objective and associated performance measures, grantees must indicate what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Grantees must clearly identify and explain any deviations from their approved evaluation plan, including changes in design or methodology, or the individual or organization conducting the evaluation.

2. Based on the data, grantees must provide a description of preliminary findings or outcomes, including information to show whether grantees are making progress towards meeting each performance measure. Further, grantees must indicate how performance measure data show that they have met or are making progress towards meeting the stated project objective. In Explanation of Progress section grantees should provide a brief description of project activities and accomplishments for the reporting period that are related to each project objective.

3. Grantees must provide explanations for the following circumstances: a) targets were not attained, b) expected progress was not made toward meeting a performance measure or project objective, or c) a planned activity was not conducted as scheduled. Grantees also must provide a description of the steps and schedules for addressing the problem(s) or issue(s).

4. Grantees must indicate how the data and information from the evaluation was used to monitor the progress of the grant, and if needed, to make improvements to the original project plan (e.g., project activities and milestones). Any changes (e.g., improvements) should be consistent with approved project objectives and scope of work.

Note: Short anecdotes are welcome additions to the "Explanation of Progress" section. Also, grantees should use this section to provide information on any positive or negative impacts of this reporting framework.

Section 3) Final Performance Report ONLY: this information covers the entire project report period (five years).

Grantees must answer each of the three questions identified below:

1. Utilizing the evaluation results, draw conclusions about the success of the project and/or its outcomes. Describe any unanticipated outcomes or benefits from the project and any barriers that may have encountered.

2. What would you recommend as advice to other educators who are interested in your project? How did the original project ideas change as a result of conducting the project?

3. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

Instructions for Section E – HEP Project Budget Information

-- Annual and Final Performance Reports:

Cover Sheet - Report budget expenditure data in items 8a. – 8c. of the Cover Sheet, as applicable.

1. **Section E** – Report the following items 1.a. – 1.d. in Section E of this report.

   1.a. For budget expenditures made with Federal grant funds, you 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.

   1.b. Provide an explanation if you did not expend funds at the expected rate during the reporting period.

   1.c. Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.

   1.d. Describe any significant changes to your budget resulting from modification of project activities.

2. **For Annual Performance Reports Only** – Using the specific budget categories as in Form ED 524, comparatively report in column (a) your previously submitted revised budget amounts for this reporting period, identifying any amounts that include carryover funds from the previous budget period with an asterisk. In column (b) report your project's actual expenditures for this performance period. Additionally, briefly explain any difference in the total amounts of these two budget columns.

Instructions for Section F – Additional Information

-- Annual Performance Reports ONLY:

- If applicable, please provide a list of current partners on your grant and indicate if any partners changed during the reporting period. Please indicate if you anticipate any change in partners during the next budget period. If any of your partners changed during the reporting period, please describe whether this impacted your ability to achieve your approved project objectives and/or project activities.
- If instructed by the program office, please report on any statutory reporting requirements for this grant program.
- Note: Do not submit requests in this report for supplemental funds or any changes that you wish to make in the grant's activities for the next budget period. Requests for these actions must be made separately to the program office for review and approval decisions.
- If you are requesting changes to the approved key personnel listed in Block 4 of your GAN for the next budget period, please indicate the name, title and percentage of time of the requested key personnel. Additionally, please attach a resume or curriculum vitae for the proposed key personnel when you submit your performance report.
- 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 your project including any unanticipated outcomes or benefits from your project.

Project Name: Sample University PR Number: S141A_ _ _ _ _ _
Reporting Period: 00/00/20_ _ - 00/00/20_ _

Cover Sheet – Migrant HEP Annual Performance Report

Check only one box per Program Office instruction.

[ ] Annual Performance 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 - 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):* Sample University

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 E.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds *(Match/Cost Share)***
a. Previous Budget Period		
b. Current Budget Period (from #7 above)		
c. Entire Project Period *(For Final Performance Reports only)*		

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

9. Indirect Costs

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

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

c. If yes, provide the following information:

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

Approving Federal agency: ___ED ___Other *(Please specify)*: __________

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

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

___ Is included in your approved Indirect Cost Rate Agreement?

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

Human Subjects *(See Instructions.)*

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

Performance Measures Status and Certification *(See Instructions.)*

11. 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.

_____________________________ Title: _____________

Name of Authorized Representative:

____ Date: ___/___/____

Signature:

Project Name: Sample University

PR Number: S141A_ _ _ _ _ _
Reporting Period: 00/00/20_ _ - 00/00/20_ _

A. HEP Project Statistics and Reporting for GPRA

Reporting Block, Item A1

A1. Number of students served during budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number funded to be served						
b. Number served in HEP GED instruction (*note: A1b1 + A1b2 should sum to equal A1b)*						
1. Number served who were **new participants** (first year in HEP) (subset of A1b)						
2. Number served who were **returning participants** (N/A in Year 1 of grant) (subset of A1b)						

Reporting Block, Item A2

A2. Status at the end of budget period. (*note: A2a-d should sum to equal the number reported in A1b(no. served)).*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of GED attainers **(Obj. 1 National Target: 69%) (GPRA 1)**						
b. Number of withdrawals						
c. Number of persisters (coming back to continue in the subsequent budget period; persisters were enrolled in instructional services in the budget period reported but did not yet achieve a GED and have returned in the subsequent budget period to continue instructional services)						
d. Number of course completers						

Reporting Block, Item A3

A3. Placement of GED **attainers** from question A2a above at the end of budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Unduplicated number of GED attainers who entered postsecondary education or training programs, upgraded employment, or the military (count each participant only once for this row for an unduplicated count). (This amount should not be greater than the amount in A2a above, and should equal the sum of A3a 1-3) **(Obj. 2 National Target: 80%) (GPRA 2)**						
1. Number of GED attainers who entered postsecondary education or training programs						
2. Number of GED attainers who obtained upgraded employment						
3. Number of GED attainers who entered the military						

Reporting Block, Item A4

	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**F**
A4. Number of GED attainers for whom follow-up was attempted.						
a. Number of GED attainers you were able to track for follow-up data						

Reporting Block, Item A5

A5. Time to completion for GED attainers from question A2a above. *(note: A5a-c should sum to equal the number reported in A2a.)*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of GED attainers who got their GED within one year in your project						

b. Number of GED attainers who got their GED after more than one, but within two years in your project						
c. Number of GED attainers who got their GED after more than two years in your project						

B. HEP Project Student Participant Information

Reporting Block, Item B1

B1. Instruction and services received by HEP GED enrolled students during the budget period.	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Total GED instruction **hours** received by all HEP GED enrolled students.[6]						
b. Total GED instruction **hours** received by GED attainers.						
c. **Total number of students** receiving the following types of services:[7]						
Instructional Support Services Please indicate **the number of students** receiving instructional support services.						
1. Tutoring						
2. Mentoring or coaching						
3. College transition services						
4. Work training services						
5. Job placement services						
6. Counseling or guidance services						
Other Support Services Please indicate **the number of students** receiving other support services.						
7. Transportation services/ financial support for transportation						
8. Child care						
9. Financial support						
a. Tuition						
b. Books and materials						
c. Room and board						
d. Stipends						
e. Other financial support:___________________________						
10. Other support services: _______________________________						
11. Other: _______________________________						
d. Number of **students** receiving referrals to other support services						
e. Total number of **referrals** to other support services						

[6] The program office will take aggregated information and determine mean and median values for instructional hours within and across program models. These data will be used to determine the most positive outcomes of program models. Proficiency level will be established, if it is measured, through item C4a.

[7] Item B1c requires grantees to report whether or not **a student** has received a service in any quantity. The total hours received or total number of visits received, etc. should not be reported here.

Reporting Block, Item B2

B2. Characteristics of the HEP GED enrolled students during this budget period. *(note: [B2a + B2b should equal the number reported in A1b] and [B2c + B2d should equal the number reported in A1b]).*	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**F**
a. Number of students who are male						
b. Number of students who are female						
c. Number of students who are 25 years old or younger						
d. Number of students who are over 25 years old						
e. Number of students who moved their primary residence one or more times during the budget period						
f. Number of commuting students who travel 20 miles or more (one-way) to attend GED classes. Please count all commuting students who attend the program whose home or permanent address is 20 or more miles away.						
g. Number of students who enrolled during the budget period and had verifiable educational impairments.						
h. Does your project or institution screen students for English language proficiency? If "No", skip to question C1. *Mark Y for yes, or N for no.*	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N
1. Number of students who enrolled during the budget period and had English as a second language needs as determined by a language assessment test.						

C. HEP Project Services Information

Reporting Block, Item C1

C1. Project Model Characteristics	
a. Is this project a commuter or residential project or a combination of both?	☐ Commuter ☐ Residential ☐ Combination of commuter and residential
b. Does this project provide open enrollment or structured enrollment?	☐ Open ☐ Structured
c. In what languages are project services provided? (Check all that apply.)	☐ English ☐ Spanish ☐ Other

Reporting Block, Item C2

C2. Project Personnel Characteristics	
a. Number of FTE teaching staff funded by the HEP grant to provide GED instruction	
b. Number of FTE teaching staff contributing to the project, not funded by the HEP grant	
c. Number of FTE instructional support staff (tutors, coaches, mentors) funded by the HEP grant to provide GED instruction	
d. Number of FTE instructional support staff contributing to the project, not funded by the HEP grant	

Reporting Block, Item C3

C3. Project HEP GED Instructional Services Offered	
a. How frequently are GED instructional services provided? Check only one option; check the option that best describes the frequency of instructional services. If your program has both part time and full time options, please check the box that best describes the majority of your program's students.	☐ Daily ☐ Weekly ☐ Monthly
b. Average length of instructional service per individual instructional session, in hours. (Provide the average length of instructional service that the majority of students participate in).	_____ hours
c. Average length of instructional service per semester, in days. (Provide the average length of instructional service that the majority of students participate in).	_____ days

Reporting Block, Item C4

C4. Project Student Assessment Information	
a. Does your project screen students prior to enrollment in HEP GED instructional services to establish whether they are above or below a proficiency threshold? (Check one.)[8] If "No," skip to question C4b.	☐ Yes ☐ No
1. If your project uses a screening or intake assessment to establish a proficiency threshold, what is your project proficiency threshold for accepting students into HEP GED instructional services? (Check only one response; please check "no assessment" if proficiency is determined without the use of a formal assessment).	☐ At or above 8th grade ☐ At or above 5th grade ☐ Other: ____________________ ☐ No assessment
2. What kind of screening or intake assessment is used? (If a published assessment, please provide the title. If not a published assessment, please provide the program office with a copy of the assessment used).	
3. What was the average screening or intake **MATH** assessment grade level equivalency score for this budget period?	English speaking students: Spanish speaking students:
4. What was the **range** of screening or intake **MATH** assessment grade level equivalency scores for this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
5. What was the average screening or intake **READING** assessment grade level equivalency score for this budget period?	English speaking students: Spanish speaking students:
6. What was the **range** of screening or intake **READING** assessment grade level equivalency scores for this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
b. Does your project assess student gains using a pre- and post-assessment? (check one) If "No," skip to item C5.	☐ Yes ☐ No
1. If yes, does this assessment provide grade level-equivalent scores? (check one) If "No", skip to question C4c.	☐ Yes ☐ No
a) What kind of assessment is used to determine gains? (If a published assessment, please provide the title. If not a published assessment, please provide the program office with a copy of the assessment used.)	
b) What was the average number of **MATH** grade levels gained by students in this budget period?	English speaking students: Spanish speaking students:

[8] The program office is asking for data IF the project currently collects it; projects that do not collect intake data will not be required to do so.

c) What was the **range** of **MATH** grade level gains by students in this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
d) What was the average number of **READING** grade levels gained by students in this budget period?	English speaking students: Spanish speaking students:
e) What was the **range** of **READING** grade level gains by students in this budget period?	English speaking students: Min: Max: Spanish speaking students: Min: Max:
f) What is the average number of weeks that elapsed between the pre- and post- assessments for the gains assessment scores?	
c. Are student gains determined with the use of an informal assessment? If "No," skip to item C5.	☐ Yes ☐ No
1. If yes, please describe the assessment that is being used.	
a) Does the assessment provide information on student progress in grade level terms? If "No", skip to item C5.	☐ Yes ☐ No
1) What is the average pre-post change in grade level demonstrated by students?	

Reporting Prompt, Item C5

C5. Please describe, in a paragraph not to exceed 300 words, the nature of project services with regard to a) curricular approach, b) locus of services (e.g., at a community college, at a community center, at a high school), c) learning format (e.g., traditional class format, seminar, workshop), d) major collaborators (e.g., partners whose collaboration is necessary to project implementation and success) and any other aspect of project design that is a strong influence on service delivery and success.

D. HEP Project Goals and Objectives

Project Performance Objectives Information **Project Year: (check one: Y1□ Y2□ Y3□ Y4□ Y5□ F□)**
(Use as many pages as necessary.)

Section 1. Project Objective

1.a. Performance Measure	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio /	%	Raw Number	Ratio /	%
Year One						
Year Two						
Year Three						
Year Four						
Year Five						
Final						

1.b. Performance Measure	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio /	%	Raw Number	Ratio /	%
Year One						
Year Two						
Year Three						
Year Four						
Year Five						
Final						

Section 2: Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information)

Section 3: FINAL PERFORMANCE REPORT ONLY (This information covers the entire project period, or five years).
Grantees must answer each of the three questions identified below and in the attached reporting document,

1. Utilizing the evaluation results, draw conclusions about the success of the project and/or its impact. Describe any unanticipated outcomes or benefits from the project and any barriers that may have encountered.

2. What would you recommend as advice to other educators that are interested in your project? How did the original project ideas change as a result of conducting the project?

3. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

E. HEP Project Budget Information (see instructions)

1. Report budget expenditure data in items 8a. – 8c. of the Cover Sheet per the **Instructions for Cover Sheet, Question 8.** Refer to the **Instructions for Section E** for applicable sub-instructions 1.a. – 1.d. and enter your applicable responses 1.a. – 1.d here, below.

2. **For Annual Performance Reports Only** – Using the specific budget categories as in Form ED 524, comparatively report in column (a) your previously submitted revised budget amounts for this reporting period, identifying any amounts that include carryover funds from the previous budget period with an asterisk. In column (b) report your project's actual expenditures for this performance period. Additionally, briefly explain any difference in the total amounts of these two budget columns.

Budget Categories	(a) Revised Budget Amounts *	(b) Actual Expenditure Amounts
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Construction		
8. Other		
9. Total Direct Costs (lines 1-8)		
10. Indirect Costs*		
11. Training Stipends		
12. Total Amounts (lines 9-11)		

* Note: Mark your category amounts in this column (a) with an asterisk if the amount includes any carryover from the prior budget period. Also, report the amount of your total carryover that is included in the total-cell 12.(a).

If the total amounts in columns (a) and (b) are different, explain this difference, below.

F. Additional Information (see instructions)