early reading first

Early Reading First
Performance Report: Cover Sheet
☐ Annual   ☐ Final

General Information

1. PR/Award #: _____   2. Grantee NCES ID#: _____
    (Block 5 of the Grant Award Notification - 11 characters.)   *(See instructions. Up to 12 characters.)*

3. Project Title:_____
    (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.)*: _____

5. Grantee Address _____

6. Project Director *(See instructions.)* Name:_____   Title: _____
    Ph #: (_____) _____ - _____ Ext: (_____)   Fax #: (_____) _____ - _____
    Email Address: _____

7. Type of Entity *(See instructions.)*: ☐Higher Education   ☐ Non-profit   ☐ For-Profit   ☐ District   ☐ Other:_____

Reporting Period Information *(See instructions starting on page 18.)*

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

Budget Expenditures *(To be completed by your Business Office. See instructions.)*

9. Budget Expenditures

	Grant Funds
a. Previous Budget Period	_____
b. Current Budget Period	_____

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

10. 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 (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

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

Certification *(See instructions.)*

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

_____ Title:_____

Name of Authorized Representative:

_____Date: _____/ _____/_____

Signature

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. Public reporting burden for this collection of information is estimated to average 22 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Elementary and Secondary Education Act, Title I Section 1225). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0696. Note: Please do not return the Early Reading First Performance Report to this address. If you have comments or concerns regarding the status of your individual submission of this form, write directly to Deborah Spitz, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.
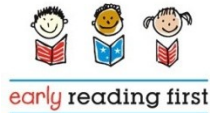
Early Reading First
Performance Report

Part I. Please provide the following information:
- *A.* Cover Sheet *(See attached and instructions.)*
- *B.* Executive Summary (*See instructions.)*
  - a. Provide a one to two page Executive Summary describing the project and highlighting key accomplishments
- *C.* Project Evaluation
  - a. Provide a copy of your most recent evaluation
- *D.* Budget
  - a. Provide a copy of your ED524 budget form
  - b. Provide a copy of your detailed budget narrative for upcoming performance period
  - c. Provide a copy of your indirect cost rate agreement

Part II. Please answer questions on the pages following.

A. CHILDREN

1. Total number of preschool-aged children served during the previous performance year. _____

2. In the table below please report on the children's years prior to kindergarten entry and the percentage of total children who fall into the category of one (1) year prior to kindergarten entry, two (2) years prior to kindergarten entry, English Language Learner, special needs, and low-income families.

	# of children	% of total children
Years prior to kindergarten entry		
1 year	_____	_____
2 years	_____	_____
Number of children identified as limited English proficient	_____	_____
Explain in the space below how your program defines limited English proficient:		
Number of children identified as students with disabilities	_____	_____
Explain in the space below how your program defines students with disabilities:		
Number of children from low-income families	_____	_____
Explain in the space below how your program defines low-income:		

B. TEACHERS

1. In the table below, please report the total number of classroom teachers, teacher assistants, and other teachers. If other, describe the type of teacher. Additionally, report the highest level of education for classroom teachers, teacher assistants, and other teachers. Options given include a high school diploma/GED, associate's degree, bachelor's degree, or a master's degree. If other, please explain below.

	Total # of teachers	Highest educational level attained				
		High school	Associate's Degree	Bachelor's Degree	Master's Degree	Other: _____
Number of Classroom Teachers	_____	_____	_____	_____	_____	_____
Number of Teacher Assistants	_____	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____	_____
Use the space below as necessary for additional explanation:						

C. KEY PERSONNEL

1. In the table below, please provide information on the key personnel described in your original application including name, title, level of effort, and hours worked for week. Also, note any changes in key personnel from your original approved application. Explain in the space provided below.

	Name of Key Personnel	Role/Title	Level of Effort (e.g. % FTE)	
1				
2				
3				
4				
5				
Did changes occur in key personnel in the performance year? ☐ Yes ☐ No *If so, please explain in the space below.*				

D. COACHES

1. In the table below, please report the number and percent of total coaches whose highest earned degree is a bachelor's, master's, doctorate, or other. If other is applicable, write in a description of other. Additionally, please note the number and percent of total coaches whose frequency of in-class coaching is a few times per year, one or twice per month, once per week, or more than once per week. In the space below the table, explain the coaching method employed.

	# of Coaches	% of Coaches
Highest degree earned		
Bachelor's	_____	_____
Master's	_____	_____
Doctorate	_____	_____
Other:	_____	_____
Frequency of In-Class Coaching		
A few times per year	_____	_____
One or twice per month	_____	_____
Once per week	_____	_____
More than once per week	_____	_____

Explain coaching method employed. For example, Describe the type of activities you perform while in the classroom (e.g. modeling, observing, etc.) Do you meet with meet with teachers? If so, how often and what occurs during these meetings?

E. PROFESSIONAL DEVELOPMENT (PD)

1. In the table below, please provide the dates, number of hours, number of participants, target audience, and a brief description of professional development sessions. Make copies of chart below as needed.

	Session Dates	# of hours	# of Participants	Target Audience	Description of PD (Provide a brief description of professional development sessions)
1		_____	_____		
2		_____	_____		
3		_____	_____		
4		_____	_____		
5		_____	_____		
6		_____	_____		
7		_____	_____		
8		_____	_____		
9		_____	_____		
10		_____	_____		
11		_____	_____		
12		_____	_____		

13		____	____		
14		____	____		
15		____	____		

E. CENTERS

F.

1. How do you work with other federal literacy programs (e.g. Reading First, Head Start, Title I, Even Start)? Explain in 500 words or less.

2. How do you work with other state literacy programs? Explain in 500 words or less.

3. Have there been any changes to the centers? ☐ *Yes* ☐ *No*
If so, please explain in the space below.

4. In the table below, please list the number of classrooms at each of the centers and the type of center as described in your original approved application. If you have additional centers, please list them in the space provided below along with the number of classrooms and the type of center.

Name of Centers	# of Classrooms at	Type of Center (e.g. Home-based, Head Start, District Pre-K)
	____	
	____	
	____	
	____	
	____	

Additional information:

G. CURRICULA

1. In the table below please describe your base curricula and if applicable, any supplemental curricula and interventions.

Base	*Please describe and define your base curriculum.*
Supplemental	*If applicable, please describe any supplemental curricula.*
Interventions	*If applicable, please describe any interventions.*

Did you make any changes to the original curricula in your grant application? ☐ *Yes* ☐ *No*
If so, please explain in the space below.

H. GOVERNMENT PERFORMANCE RESULTS ACT (GPRA) MEASURES *(See instructions.)*

Performance Measure 1
Percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains* in oral language skills as measured by (*Check one of the following)*:
☐ PPVT-III   ☐ PPVT-IV   ☐ Other: _____

*If the assessment used is PPVT-III or PPVT-IV **significant gains** is an increase of four (4) or more standard score points between pre-and post-testing.

*If other assessment is used, define **significant gains** below:

Total Number Of Age-Eligible Children	Number Of Children Tested	Number Of Children Who Achieved Significant Gains In Oral Language Skills/Number Of Children Tested	%
_____	_____	_____/_____	_____

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

Performance Measure 2
Percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate* oral language skills as measured by (*Check one of the following*):
☐ PPVT-III   ☐ PPVT-IV   ☐ Other: _____

*If the assessment used is PPVT-III or PPVT-IV **age-appropriate oral language** skills is a standard score of 85 or above.

*If other assessment is used, define **age-appropriate oral language skills** below:

Total Number Of Age-Eligible Children	Number Of Children Tested	Number Of Children Who Demonstrate Age-Appropriate Oral Language Skills/Number Of Children Tested	%
_____	_____	_____/_____	_____

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

Performance Measure 3
Average number of letters Early Reading First preschool-aged children are able to identify as measured by (*Check one of the following)*:
☐ Phonological Awareness Literacy Screening (PALS) Pre-K Upper Case Alphabet Knowledge subtask

☐ Other: _____

*If the assessment used is PALS, the proficiency target is recognizing 19 or more letters.

*If other assessment is used, define **proficiency target** below:

Total Number of Age-Eligible Children	Number of Children Tested	Average Number of Letters Recognized
_____	_____	_____
Number of Children Meeting Proficiency Target	Number Of Children Who Meet The Proficiency Target/Number Of Children Tested	%
_____	_____/_____	_____

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

Performance Measure 4

Cost per preschool-aged child participating in Early Reading First who achieves significant gains* in oral language skills as measured by (*Check one of the following*):

☐ Peabody Picture Vocabulary Test-III (PPVT-III)   ☐ Peabody Picture Vocabulary Test-IV (PPVT-IV)

☐ Other: _____

*If the assessment used is PPVT-III or PPVT-IV **significant gains** are defined as an increase of four (4) or more standard score points between pre- and post-testing.

*If other assessment is used, define **significant gains** below:

Total Number Of Age-Eligible Children	Number Of Children Tested	Total Number Of ERF Children	Number Of Children Achieving Significant Gains
_____	_____	_____	_____

Total Annual ERF Funds Spent in Reporting Period		Percent of Budget Spent on Children Tested	Amount Spent on Children Tested
_____		_____	_____

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

Performance Measure 5 *[only required for 2007-2008 grantees]*
Choose one of the following charts to present data:

Early Reading First teachers' average score on the Literacy Environment Checklist on:
☐ Early Language Literacy Classroom Observation (ELLCO), Toolkit, Research Edition

Total Number of Teachers	Total Score for All Teachers on the Book Area Section	Average Score on the Book Area Section
	_____	_____
	Total Score for All Teachers on the Book Selection Section	Average Score on the Book Selection Section
	_____	_____
	Total Score for All Teachers on the Writing Materials Section	Average Score on the Writing Materials Section
	_____	_____
_____	Total Score for All Teachers on the Writing around the Room Section	Average Score on the Writing Around the Room Section
	_____	_____
	Total Score for All Teachers on the Entire Literacy Environment Checklist	Average Score on the Entire Literacy Environment Checklist
	_____	_____

-OR-

Early Reading First Teachers' average score on the Early Language Literacy Classroom Observation Pre-K Tool:

☐ Early Language Literacy Classroom Observation (ELLCO) Pre-K Tool

Total Number of Teachers	Total Score For All Teachers On The Classroom Structure Section	Average Score On The Classroom Structure Section
	_____	_____
	Total Score For All Teachers On The Curriculum Section	Average Score On The Curriculum Section
	_____	_____

	Total Score For All Teachers On The Language And Literacy Section	Average Score On The Language And Literacy Section
_____	_____	_____
	Total Score For All Teachers On Books And Book Reading Section	Average Score On The Books And Book Reading Section
	_____	_____
	Total Score For All Teachers On The Print And Early Writing Section	Average Score On The Print And Early Writing Section
	_____	_____
	Total Score For All Teachers On The Entire ELLCO	Average Score On The Entire ELLCO
	_____	_____

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

J. PROJECT OBJECTIVES AND PERFORMANCE MEASURES (*See instructions.)*
Please report data from your project measures as identified in your approved application. You may use the charts below and create copies of this page. Please attach additional sheets of information as needed.

Project Objective:

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw number	Ratio	%	Raw number	Ratio	%
＿＿＿	＿＿＿	＿＿＿	＿＿/＿＿	＿＿＿	＿＿＿	＿＿/＿＿	＿＿＿

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw number	Ratio	%	Raw number	Ratio	%
＿＿＿	＿＿＿	＿＿＿	＿＿/＿＿	＿＿＿	＿＿＿	＿＿/＿＿	＿＿＿

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

Project Objective:

2.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw number	Ratio	%	Raw number	Ratio	%	
____	____	____	____/____	____	____	____/____	____	

2.b. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw number	Ratio	%	Raw number	Ratio	%	
____	____	____	____/____	____	____	____/____	____	

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

Project Objective:

3.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data		
		Raw number	Ratio	%	Raw number	Ratio	%
_____	_____	_____	____/____	_____	_____	____/____	_____

3.b. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data		
		Raw number	Ratio	%	Raw number	Ratio	%
_____	_____	_____	____/____	_____	_____	____/____	_____

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

K. ADDITIONAL INFORMATION *(See instructions. Use as many pages as necessary)*

INSTRUCTIONS

PURPOSE

Recipients of Early Reading First discretionary grants must submit an annual performance report for each year funding has been approved. The purpose of the annual performance report is to provide data to monitor project implementation and demonstrate whether your program has made substantial progress towards meeting the project objectives and program performance measures. Additionally, this report will serve as a means to aggregate data across ERF programs, provide data to report on ERF GPRA indicators, standardize reporting requirements, and provide data to decision makers about the effectiveness of ERF programs.

GENERAL INSTRUCTIONS

- You must submit the Cover Sheet, Executive Summary, Project Evaluation, and Budget.

- For the purposes of this report, unless otherwise noted, all questions in Part II Section A-K are specific to the previous performance year. For instance, for a report due on November 2009, the data for the previous performance year will be for September 1, 2008 to August 31, 2009.

- Please follow the appropriate instructions depending on whether you are submitting an annual performance report or a final performance report.

INSTRUCTIONS FOR THE COVER SHEET (PART I-A)

Complete the Cover Sheet with the appropriate information. Instructions for items 1, 3, and 4 are included on the Cover Sheet. Instructions for item 2 and items 6 through 12 are included in this instruction sheet.

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 (LEAs), public libraries, and public, charter, and private elementary or secondary schools. Leave blank, 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.

6. Project Director

-- Annual and Final Performance Reports:

Please enter the name, title, phone number, fax number, and email address of your approved Project Director listed in Block 3 of your GAN. Please note, however, that changing the approved Project Director requires prior approval from ED and may only be requested for a grant whose performance period has not ended.

7. Type of Entity

The legal entity is the grantee to which a grant is awarded and which is accountable to the Federal Government for the use of the funds provided. For example, a grant award document may name as the grantee a district or campus of a university. As such, please list whether this grantee is a district, non-profit, etc.

8. Reporting Period Information

-- Annual Performance Reports:

The reporting period and performance period for this report are based on data from the previous year. For example, a report that is due in November 2009 includes data for the performance period of September 1, 2008 to August 31, 2009**. These are the same as the dates used for the *previous* (NOT current) budget period.**

-- Final Performance Reports:

The reporting period for your final performance report covers the entire final budget period of the project.

9. Budget Expenditures

The budget expenditure information requested in items 9a. – 9b. must be completed by your Business Office.

Previous budget is defined as the budget in the previous year. Current budget is defined as the intended budget for upcoming year. For a report that is due on November 2009, your current budget will be for September 1, 2009 to August 31, 2010. The previous budget will be for September 1, 2008 to August 31, 2009.

--Annual Performance Reports: Report your actual budget expenditures for the **entire previous budget period** in item 9a.
Report your actual budget expenditures for the **current budget period to date** in item 9b.

--Final Performance Reports:
- Report your actual budget expenditures for the **entire previous budget period** in item 9a.
- Report your actual budget expenditures for the **entire final budget period** in item 9b.

10. Indirect Cost Information

The indirect cost information requested in Items 10a. – 10d. must be completed by your Business Office.

--Annual and Final Performance Reports:
- Item 10a -- Please check "yes" or "no" in item 10a. to indicate whether or not you are claiming indirect costs under this grant.
- Item 10b. -- If you checked "yes" in item 10a., please indicate in item 10b. whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
- Item 10c. -- If you checked "yes" in item 10b., please indicate in item 10c. 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 10d. – 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. Leave blank, if this item is not applicable.

11. Human Subjects (Annual Institutional Review Board (IRB) Certification)

--Annual Performance Reports Only:

Annual IRB 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 ED 524B as instructed in Attachment HS1. Check "no" if annual IRB Certification is required by Attachment HS1, but is not attached to the ED 524B. Please indicate the reason why the IRB certification is not attached (e.g., the research has been completed) under Section K (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.)

12. Certification

--Annual and Final Performance Reports:

The grantee's authorized representative must sign the certification. 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 K (Additional Information) as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

INSTRUCTIONS FOR THE EXECUTIVE SUMMARY (PART I-B)

--Annual Performance Reports:
Provide a one to two page Executive Summary for *annual 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. Describe any changes that you wish to make in the grant's activities for the next budget/performance period that is consistent with the scope and objectives of your approved application. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project.

-- Final Performance Reports:
Provide 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. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project. Also, include answers to the following questions below:

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

2. What would you recommend as advice to other educators that are interested in your project? How did your original 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.

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

INSTRUCTIONS FOR GPRA MEASURES (PART II-H)

--Annual and Final Performance Reports:
Age-eligible children are children who are age-eligible for kindergarten (usually 4-year-olds) the following school year. These children must have also been in the ERF program for a minimum of six months. GPRA data for children who have been in the ERF program for less than six months should be reported on your GPRA reporting sheets separately from the data for those children who were in the ERF program for at least six months. Exemptions include:

▪   Children with severe hearing disabilities who cannot hear the directions;
▪   Children with severe visual disabilities who cannot see the pictures; and
▪   Children who cannot understand the English directions on the sample test items.

Performance Measure 1
▪   Check the box next to the assessment applicable to program during the previous performance period. The options are described below.
    •   Peabody Picture Vocabulary Test-III, Receptive (PPVT-III);
    •   Peabody Picture Vocabulary Test-IV, Receptive (PPVT-IV); or
    •   Other.
    •   FY 2005-2007 grantees are required to use either the PPVT-III or the PPVT-IV. FY 2008 grantees are required to use the PPVT-IV. Starting in FY 2009, new grantees may select their own assessment. If other assessment is used, please identify assessment and explain.
▪   Fill out the chart provided with the following information:
    •   Under **Total Number of Age-Eligible Children** enter the total number of children who are age-eligible for kindergarten who participated in ERF for at least six months.
    •   Under **Number of Children Tested**, enter the total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and have been assessed using the selected assessment.
    •   **In the third box** enter the **_denominator_** (total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and have **both a pre- and post-test).**
    •   **In the third box,** enter the **_numerator_** (total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and who achieved significant gains on the selected assessment.
    •   Calculate the **%** by dividing the numerator by the denominator.
▪   In the explanation of progress section, please:
    •   Include assessment timeline
    •   Add additional data [e.g. results for ELL children assessed using the TVIP (Spanish version of the PPVT)]
    •   Explain data (e.g. discrepancies in the number served and number tested)
    •   Add any other information related to performance measure 1you feel is important (e.g. comparative data)

Performance Measure 2
▪   Check the box next to the assessment applicable to program during the previous performance period. The options are described below.
    •   PPVT-III: Peabody Picture Vocabulary Test-III, Receptive;
    •   PPVT-IV: Peabody Picture Vocabulary Test-IV, Receptive; or
    •   Other.
    •   FY 2005-2007 grantees are required to use either the PPVT-III or the PPVT-IV. FY 2008 grantees are required to use the PPVT-IV. Starting in FY 2009, new grantees may select their own assessment. If other assessment is used, please identify assessment and explain.

- ▪ Fill out the chart provided with the following information:
  - • Under **Total Number of Age-Eligible Children,** enter the total number of children who are age-eligible for kindergarten who participated in ERF for at least six months.
  - • Under **Number of Children Tested**, enter the total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and have been assessed using the selected assessment.
  - • **In the third box** enter the *denominator* (total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and have a spring assessment).
  - • **In the third box** enter the *numerator* (total number of children who are age-eligible for kindergarten who participated in ERF for at least six months and who achieved an age-appropriate score or higher on the selected assessment.
  - • Calculate the **%** by dividing the numerator by the denominator.
- ▪ In the explanation of progress section, please:
  - • Include assessment timeline.
  - • Add additional data [e.g. results for ELL children assessed using the TVIP (Spanish version of the PPVT)].
  - • Explain data (e.g. discrepancies in the number served and number tested).
  - • Add any other information related to performance measure 2 you feel is important (e.g. comparative data).

Performance Measure 3
- ▪ Check the box next to the assessment applicable to program during the previous performance period. The options are described below.
  - • PALS Pre-K Upper Case Letter Subtest.; or
  - • Other.
  - • FY 2005-2008 grantees are required to use the PALS Pre-K Upper Case Letter Subtest. Starting in FY 2009 new grantees may select their own assessment. If other assessment is used, please identify assessment and explain.
- ▪ Fill out the chart provided with the following information:
  - • Under **Total Number of Age-Eligible Children** enter the total number of children who are age-eligible for kindergarten and who participated in ERF for at least six months.
  - • Under **Number Children Tested,** enter the total number of age-eligible children who participated in ERF for at least six months and have been assessed using the selected assessment.
  - • Enter the average number of letters (total individual scores divided by the number of children tested) under **Average Number of Letters Recognized**.
  - • Under **Number of Children Meeting Proficiency Target** enter the total number of children tested who recognize at least the applicable proficiency target for your selected measure.
  - • Enter the denominator (total number of age-eligible children assessed).
  - • Enter the numerator (total number of age-eligible children who recognized the applicable proficiency target).
  - • Calculate the **Percentage** by dividing the numerator by the denominator.
- ▪ In the explanation of progress section, please:
  - • Include assessment timeline.
  - • Explain data (e.g. discrepancies in the number served and number tested).
  - • Add any other information related to performance measure 3 you feel is important (e.g. comparative data).

Performance Measure 4
- ▪ Check the box next to the assessment applicable to your project during the performance period. The options are described below.
  - • PPVT-III: Peabody Picture Vocabulary Test-III, Receptive;
  - • PPVT-IV: Peabody Picture Vocabulary Test-IV, Receptive; or
  - • Other.
  - • FY 2005-2007 grantees are required to use either the PPVT-III or the PPVT-IV. FY 2008 grantees are required to use the PPVT-IV. Starting in FY 2009, new grantees may select their own assessment. If other assessment is used, please identify the assessment and explain.

- Fill out the chart provided with the following information:
  - Under **Total Number Age-Eligible Children** enter the total number of children who are age-eligible for kindergarten, who participated in ERF for at least six months, and who have a pre and post-test on the program's chosen assessment.
  - Under **Number of Children Tested,** enter the total number of age-eligible children who participated in ERF for at least six months and have been assessed using the selected assessment.
  - Under **Total Number of ERF children** enter the total number of ERF students in the project.
  - Under **Number of Children who Achieve Significant Gains** enter the number of children who achieved significant gains on the program's chosen assessment.
  - Under **Total Annual Budget** enter the amount of ERF funds spent during the reporting period.
  - Under **Percent of Budget Spent on Children Tested** enter the *number of children* tested divided by the total *number of ERF* children.
  - Under **Amount Spent on Children Tested** multiply the *Percent of Budget Spent on Children Tested* by the *Total Annual Budget.*
- In the explanation of progress section, please
  - Include assessment timeline.
  - Explain data (e.g. discrepancies in the number served and number tested).
  - Add any other information related to performance measure 4 you feel is important (e.g. comparative data).

Performance Measure 5
- **Assessment and Reporting on Performance Measure 5 is only required for FY 2007-2008 grantees. This is optional for all other grantees.**
  - Check the box next to the assessment applicable to your project during the previous performance period. The options are described below. Please note that use of one of these assessments is only required for FY 2007-2008 grantees.
  - Early Language and Literacy Classroom Observation (ELLCO) Toolkit, Research Edition (Literacy Environment Checklist only).
  - Early Language and Literacy Classroom Observation (ELLCO), Pre-K Tool.
- If you used the Literacy Environment Checklist fill out the chart provided with the following information:
  - Under **Total Number of Teachers** enter the total number of ERF teachers who had the Literacy Environment Checklist section of the ELLCO administered in their classrooms.
  - Under **Total Score for All Teachers** add the scores for all ERF teachers on each section and the entire checklist.
  - Under **Average Score** enter the average score on each section and the entire checklist.
- If you used the ELLCO Pre-K Tool fill out the chart provided with the following information:
  - Under **Total Number of Teachers** enter the total number of ERF teachers who had the ELLCO Pre-K Tool administered in their classrooms.
  - Under **Total Score for All Teachers** add the scores for all ERF teachers on each section and the entire ELLCO.
  - Under **Average Score** enter the average score on each section and the entire ELLCO.
  - Under **Total Score for All Teachers** on: Classroom Structure, curriculum, language and literacy, books and book reading, print and early writing section, and entire ELLCO add the total scores for all ERF teachers for each section.
  - Under **Average Score** on: classroom structure, curriculum section, language and literacy section, books and book reading section, print and early writing, and entire ELLCO enter the average score for each section.
- In the explanation of progress section, please
  - Report scores on the Classroom Observation and Teacher Interview and Literacy Activities Rating Scale sections.
  - Assessment timelines.
  - Explain your data (e.g. discrepancies in the number served and number tested).
  - Add any other information related to performance measure 5 you feel is important e.g., comparative data.

INSTRUCTIONS FOR THE PROJECT OBJECTIVES AND PERFORMANCE MEASURES (PART II-J)

GENERAL TIPS

- Provide detailed information explaining "numbers" entered in the charts.
- Define key terms e.g., gains; significant change; fully implemented; etc.
- Use your original application, attachment Q, and prior APRs to guide your targets.
- Be concise but informative.
- Avoid generalities, be factual.
- Cross-reference to other report sections.
- If no target was established for a specific measure, enter a 999 and use the explanation of progress section to explain what the target will be for subsequent APRs.

-- Annual and Final Performance Reports:
In your approved grant application, you established project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures were also established for each project objective that serve to demonstrate whether you have met or are making progress towards meeting each project objective.

According to the instructions below, for each project objective included in your approved grant application, provide quantitative and/or qualitative data for each associated performance measure and a description of preliminary findings or outcomes that demonstrate that you have met or are making progress towards meeting the performance measure. You will also explain how your data on your performance measures demonstrate that you have met or are making progress towards meeting each project objective.

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

- **Performance Measure**:
For each project objective, enter each associated performance measure. 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 "1.a.," the second performance measure for project objective "1" should be labeled "1.b.," etc.

- **Measure Type:**
For each performance measure you are reporting on, enter **Project** under "type of measure." This is the section where you report on any project-specific performance measures **(PROJECT)** that you, the grantee, established in your approved grant application to meet your project objectives. These include all non-GPRA measures and any GPRA assessments that you administered on children who were not age-eligible for kindergarten and were thus not included in the GPRA data section.

- **Quantitative Data:**

Target and Actual Performance Data
Provide the target you established for meeting each performance measure 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. If ED has approved revised targets for a performance measure, the revised target should be used when entering data.

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 that 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 that are expected to attain proficiency) or actual performance data (e.g., the number of students that attained proficiency), and the denominator represents the universe (e.g., all students served). Please enter the corresponding percentage (e.g., **80%)** 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 block entitled, **Explanation of Progress**.

Note: If you are using weighted data, please indicate how the data are weighted in the block entitled, **Explanation of Progress.**

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**, depending on how your data will be reported in the future. 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. 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.

- **Explanation of Progress (Includes Qualitative Data and Data Collection Information):**

  1. For each project objective and associated performance measures, 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. Clearly identify and explain any deviations from your approved evaluation plan, including changes in design or methodology, or the individual or organization conducting the evaluation.

  2. Based on your data, provide a description of preliminary findings or outcomes, including information to show whether you are making progress towards meeting each performance measure. Further, indicate how your performance measures data show that you have met or are making progress towards meeting the stated project objective. In your discussion, provide a brief description of your activities and accomplishments for the reporting period that is related to each project objective.

  3. If expected data were not attained, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules for addressing the problem(s) or issue(s).

  4. Indicate how you used your data and information from your evaluation to monitor the progress of your grant, and if needed, to make improvements to your original project plan (e.g., project activities and milestones) which are consistent with your approved objectives and scope of work.

INSTRUCTIONS FOR ADDITIONAL INFORMATION (PART II-K)

-- Annual and Final Performance Reports:

Provide any additional information that you feel would be useful to the Department of Education.