# High School Equivalency Program

# U.S. Department of Education

# Annual Performance Report and Final Performance Report Instructions

## Table of Contents

# Organization

The Annual Performance Report (APR) is organized into two (2) reporting files:

1. Cover Sheet. (MS Word)
2. Performance Report Data Form: Blocks A-F. (MS Excel)

The Office of Migrant Education (OME) has divided the report into these sections due to the two types of content: text and numerical. The following table summarizes the sections (blocks), the type of mediums (files) being used, and how they are to be submitted. Ultimately, the entire APR (two separate files*) will be submitted in a single (one) email to OME.

## Sections of Annual Performance Report

| Sections | Type | Reporting File | Submitted As |
|---|---|---|---|
| Cover Sheet | Text/Signature | MS Word | PDF |
| Block A | Numerical | MS Excel | MS Excel |
| Block B | Numerical | MS Excel | MS Excel |
| Block C | Numerical | MS Excel | MS Excel |
| Block D* | Text | MS Excel | MS Excel |
| Blocks E and F | Text and Numerical | MS Excel | MS Excel |

The table also clarifies that the **Cover Sheet is** to be submitted as a PDF. The **Performance Report Data Form** is to be submitted as a MS Excel form. Please send FINAL versions of ALL these sections (two files in total*) as attachments to OME in ONE email.

* For grantees in the final year, also **attach** the final project evaluation that was proposed in the approved grant application. Include the attachment in the APR submission email to OME.

# 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[1] and the Uniform Guidance[2] 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, the Department requires grantees to report annually on their progress toward meeting the performance measures established for the U.S. Department of Education (ED) grant programs under the Education Department General Administrative Regulations (EDGAR) 34 CFR 75.110. The performance reporting forms included here are the tools designated by the Department for grantee reporting.

The HEP program performance measures are listed below:

**Objective 1 of 2:** An increasing percentage of HEP participants will receive their High School Equivalency (HSE) Diploma.

**Measure:** The percentage of HEP program participants receiving an HSE Diploma (desired direction: increase[3]).

**Calculation**: This measure is calculated by dividing the number of HSE attainers (the number of HEP HSE eligible students who received an HSE Diploma by the end of the reporting 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. ***The MS Excel Form has been formulated to perform this operation based on the data entered.***

For example:

For grantees that actually serve **LESS** than the number funded to be served or serve **exactly** the total number funded to be served:

$$\text{Program Performance Measure 1} = \frac{\text{total number of HSE attainers}}{[\text{total no. funded to be served minus total number of persisters}]}$$

For grantees that actually serve **MORE** than the number funded to be served:

$$\text{Program Performance Measure 1} = \frac{\text{total number of HSE attainers}}{[\text{total no. actually served minus total number of persisters}]}$$

[1] The Higher Education Act of 1965, as amended, Title IV, Sec. 418A; 20 U.S.C. 1070d-2.

[2] 2 CFR § 200.301 (Performance Measurement)

[3] Note: Increasing percentages of HEP participants receiving HSEs 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, on whether they meet the national program performance targets.

***Example:***

| Grant Year | Total Funded | New | Returning from Previous Year | Total Funded | HSE Attainers | Withdrawals | Persisters (coming back in subsequent year) | Performance measure 1 (Percent attaining an HSE) |
|---|---|---|---|---|---|---|---|---|
| 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 (HSE 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 (HSE attainers), for a success rate of 70/95 or 74 percent.

**Objective 2 of 2:** An increasing percentage of HEP recipients of an HSE Diploma will enter postsecondary education or training programs, upgraded employment, or the military.

**Measure:** The percentage of HEP HSE 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 HSE attainers from the performance period you are reporting who entered postsecondary education or training programs, upgraded employment, or the military by the total number of HSE attainers. ***The MS Excel Form is formulated to perform the calculation based on the data entered.***

***Example:***

| Grant Year | Total HSE Attainers | Entered Postsecondary Education or Training Programs or Upgraded Employment or Entered the Military | Performance measure 2 (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 HSE 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 HSE attainers who entered postsecondary education or training programs, upgraded employment, or the military. The denominator is 65, the number of HSE attainers, for a placement of 60/65, or 92 percent. For grant Year 2, in which there were 70 HSE attainers, the numerator equals 50, for a success rate of 50/70 or 71 percent.

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

**Efficiency Measure:** Project <u>success efficiency ratios</u> are calculated as the total budget awarded for that reporting period divided by the number of HSE attainers *(as reported on the APR)* for that period. The MS Excel Form is formulated to perform the calculation.

The program office will calculate an efficiency measure for each project. Grantees do not calculate or report on these measures. Rather, data that grantees report will be used to calculate performance towards the measures.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0684. The time required to complete this information collection is estimated to average 23 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Migrant HEP program, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4651.

# General Instructions for HEP Performance Reporting

Each HEP grantee must complete and submit an Annual Performance Report (APR) for project Year 1 through Year 4. The Annual Performance Report for the project Year 5 is considered the "Final Performance Report" since it contains information on Year 5 as well as limited information on the entire project (Years 1 through 5). The grantee will complete additional sections (parts of Block D and parts of Cover Sheet including check box) for the Final Performance Report that reflects all project years. The reporting period for an APR is the budget period stated in section 6 of your Grant Award Notification (GAN).

These instructions guide grantees in completing the Annual Performance Report and Final Performance Report. Where applicable, separate instructions are provided depending on whether a grantee is submitting an APR or a Final Performance Report. Grantees should follow these instructions carefully.

Grantees will submit the **Cover Sheet** and the **HEP Performance Report Data Form** as two separate files in a single (one) email to OME (hepcampAPR@ed.gov).

These instructions provide guidance on completing the above forms. If you have questions about how to complete either of these forms, please contact your assigned program officer.

**Note**: Throughout the document, "budget period" and "performance period" are used interchangeably. Both "budget period" and "performance period" refer to a reporting period from July 1 to June 30.

## Organization and Data Utilization

The HEP performance report is divided into a **Cover Sheet** and the following five sections in a MS Excel file:

**Section A – HEP Project Statistics and Reporting for Program Performance Measures**
**Section B – HEP Project Services Information**
**Section C – HEP Project Model Characteristics**
**Section D – HEP Project Goals and Objectives**
**Section E and F – HEP Project Budget Information and Additional Information**

The Cover Sheet must be converted to the Portable Document Format (.PDF) before submission.

**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)
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.

# Instructions for the Cover Sheet Form

Instructions for items 1, 3, and 4 are included on the Cover Sheet itself. Instructions for items 2 and 5 through 12 are included below.

**Item 2. Grantee NCES ID Number**

**-- Annual (for Years 1-4) and Final Performance Reports (for Year 5):**

Item 2 only applies to HEP grantees that are Institutions of Higher Education (IHE). Grantees that are nonprofit organizations should leave Item 2 blank.

A grantee that is an IHE should write its IPEDS identification number rather than an NCES ID number. This number can be found at the following link: NCES Global Locator.

**Item 5. Grantee Address**

**Instructions for Submitting Address Changes:**

**-- Annual (for Years 1-4) and Final Performance Reports (for Year 5):**

If the grantee address that is listed in Block 1 of your GAN has changed, submit the new address information to your program officer immediately.

**Item 6. Project Director**

**-- Annual (for Years 1-4) and Final Performance Reports (for Year 5):**

Please enter the name, title, phone number, fax number and email address of your approved Project Director listed in Block 3 of your GAN.

Note: Changing the approved Project Director requires prior approval from ED and may only be requested for a grant whose performance period has not ended. If you wish to change your Project Director, notify your program officer immediately.

**Item 7. Reporting Period(s)**

**-- Annual Performance Reports (for Years 1-4):**

**Due Date: Your final version of APR will be due in the fall of each year, with the exact date to be provided by the program office.**
The first, (a) ***Reporting Period***, is aligned with the 12-month budget period you are reporting. Please enter the start date and end date of the budget period you are reporting, which may be found in Block 6 of the GAN. Complete data on all measures are due with this performance report.

**-- Final Performance Reports (for Year 5):**

**Due Date: The Final Performance Report must be submitted 120 days after the end of the grant performance period**. If you receive a no-cost time extension from ED for the fifth year of this grant, the Final Performance Report is due 120 days after the revised project period end date.

The **Cover Sheet** of the Final Performance Report requires two time periods to be reported.

The first, (a) ***Reporting Period***, is the 12-month budget period for Year 5 of your project**. Please enter the start and end dates for the Year 5 budget period from Block 6 of the GAN.**

The second, (b) ***Performance Period***, covers the entire grant's five-year period of performance (project period), which is also found in Block 6 of the GAN.

**Item 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 34 CFR 75.703 and 2 CFR 200.8, 200.34 and Subpart A 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 G5 System to pay for these budget expenditures.

**--Annual Performance Reports (For Years 1-4):**

Report your actual budget expenditures for the entire previous budget period in item 8a. If you are reporting on the first budget period of the project, leave item 8a blank. 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 performance period you are reporting in item 8b. Some expenditures that were encumbered during the performance period you are reporting may have cleared after the close of the reporting 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 performance period you are reporting.

**--Final Performance Reports (for Year 5):**

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 final budget period (Year 5) in item 8b. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the final budget period.

Separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the final budget period.

Report your actual budget expenditures for the entire project period (i.e., the 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.

**Item 9. Indirect Costs**

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

**--Annual (for Years 1-4) and Final Performance Reports (for Year 5):**

Item 9a -- Please check “yes” or “no” in item 9a to indicate whether you are claiming indirect costs under this grant.

Item 9b -- If you checked “yes” in item 9a, please indicate in item 9b whether your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less (34 CFR 75.562)

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 –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.

**Item 10. Annual Institutional Review Board (IRB) Certification**

**--Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

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 to the performance report.

Check “yes” if annual IRB certification is required by Attachment HS1 and attached to the performance report. Check “no” if annual IRB certification is required by Attachment HS1 but is not attached to the performance report. Check “N/A” if annual IRB certification does not apply to your grant.

**Item 11. Performance Measures Status**

**--Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

You must check "yes" in item 11a. Complete data on performance measures for the performance period you are reporting must be submitted with your APR, and complete data on performance measures for your final budget period must be submitted with your Final Performance Report. Leave item 11b blank.

**Item 12. Certification**

**-- Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

The authorized representative is the person who signed the grant application or has been officially designated to sign the performance report. The signature of the grantee's authorized representative is required.

If the person who serves as the authorized representative for your grant has changed, submit the name and contact information for this new authorized representative to your program officer immediately.

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 the Performance Report Data Form

- If the value to be reported is zero for numerical data (blue cells), then enter a “0” in the cell; do not leave the cell blank.

- Fill in the blue cells with the numerical value corresponding to the performance period you are reporting.

***Example:***

| | | Reporting Block A1 Response |
|---|---|---|
| a. | Number funded to be served | 100 |

## Instructions for Section A – HEP Project Statistics and Reporting Program Performance Measures

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 by the program office to calculate program performance and efficiency measures.

**Item A1**

Item A1 requests information on the number of students served during the reporting 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 HSE instruction, which is further disaggregated in items A1b1 and A1b2 into the number of students served in HSE instruction who were new participants and returning participants, respectively.

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period 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 HSE instruction in your HEP project during this reporting period. This number must match the number funded to be served in your approved application.

***Number served in HEP HSE instruction***: The number of HEP HSE eligible students who completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours of instructional services in this reporting period or who were enrolled for the sole purpose of taking the HSE assessment in the reporting period.

***New participants:*** HEP students who completed intake, were enrolled, and received at least 12 hours of HSE instruction in the reporting period who were **new** to the project (i.e., not enrolled in HEP HSE instruction in the immediately previous budget period). This is a subset of the number served.

**Notes:**
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 performance period you are reporting until after the previous APR was submitted.

***Returning participants:*** HEP students who met the following criteria:

- completed intake in the budget period immediately previous to the one being reported,
- did not attain a HSE in the budget period immediately previous to the one being reported, but either
  - were enrolled and attending HEP HSE instruction for at least 12 hours of instructional services in the performance period you are reporting or were enrolled for the sole purpose of taking the HSE assessment in the performance period you are reporting. (This is a subset of the number served.)

**Note:**

1. This count should equal the number of persisters (including persisters from the fifth year of the grant) from the budget period **immediately previous to the one being reported.** In other words, the previous reporting period’s *persisters* are *returning participants* in the performance period you are reporting. This count includes students who participated in project services in the current reporting period but did not complete intake in this reporting period.
2. Students from the immediately previous budget period who returned to the project during the current reporting period **after the due date for the APR** must be reported as “New Participants” in the current reporting period.
3. Similarly, students who return to HEP in the current reporting period from any budget period other than the immediately previous budget period are to be reported as “New Participants” in the current reporting period.

**Note: The previous reporting period’s *persisters* are *returning participants* in the performance period you are reporting.**

***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 MS Excel Form is formulated to perform the calculation.)***

- The number of returning students (item A1b2) should equal the number of persisters reported in Item A2c in the previous year’s APR.

**Note: Item A1b does not address the total number of participants recruited to be served. Each grantee may have served fewer students than it recruited. Grantees are required to report the number they actually served (not the number they recruited).**

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

| A1. Number of students served during reporting period. | **Reporting Block A1 Response** |
|---|---|
| a. Number funded to be served | |
| *b.* Number served in HEP HSE instruction (*note: A1b1 + A1b2 should sum to equal A1b)* | |
| b.1. Number served who were **new participants** (first year in HEP) (subset of A1b) | |
| b.2. Number served who were **returning participants** (subset of A1b) | |

**Item A2 (Performance Measure 1)**

Item A2 collects data on the status of student participants at the end of the performance period you are reporting. Item A2a requests data on the total number of students who attained their HSE during the performance period you are reporting (Performance Measure 1) while item A2b requests data on the total number of students who withdrew from the project during the performance period you are reporting. Item A2c requests data on the number of persisters who will be returning for services in the subsequent year. Note that students may be **classified into one status group only** (i.e., provide an unduplicated count of students).

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***HSE attainers:*** HEP students who took the last HSE sub-test during the reporting period and received a HSE certificate by the end of the reporting period. To best capture this data, the grantee should maintain a database of the students enrolled in the project, identifying those students who attain an HSE, the date of HSE attainment, the name of HSE test that each student took, and the HSE Credential Number or Identification Number (ID). Further, grantees should keep a copy of the HSE credential or transcript. This procedure should apply to all counts for which **actual** (as opposed to projected) attainment or placement data is necessary. Returning students who do not complete coursework, but do attain an HSE, should be counted as "HSE attainers."

***Withdrawals:*** The number of HEP students who:

- completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours of instructional services in the performance period you are reporting and
- left the HEP project with or without completing coursework, but without attaining an HSE, or did not return for instruction in the subsequent budget period prior to the APR due date.

If a student who is in "withdrawn" status for the performance period you are reporting returns to project services after the APR is submitted, the student should complete the intake process again and be counted as a "new" student in that subsequent budget period.

***Persisters:*** The number of HEP students who:

- completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours of instructional services in the performance period you are reporting and did not attain a HSE, but either
  - re-enrolled for continuing instructional services in support of a HSE in the **subsequent** budget period prior to the APR submission date, or
  - re-enrolled for the sole purpose of taking the HSE assessment in the subsequent budget period prior to the APR submission due date.

**Note:** Persisters can be counted in all years of the 5-year grant cycle (i.e., Y1-Y5). Those students who are counted as persisters in the 5th year's performance report will be counted as ***"returning participants" in the Year 1 APR of the next grant.*** Since the students are persisters from the previous grant's Year 5, you will not need to re-establish eligibility for those students. (See question H3 in the HEP/CAMP Eligibility Guidance.)

***Data quality check (the MS Excel Form is formulated to perform the calculation).***

- The sum of items A2a-c should equal the count reported in item A1b (no. served). The MS Excel Form is formulated to comply with this rule and displays a feedback message titled "Your data input accuracy result." "Pls Check" implies an error, and "Good Job" implies correct calculation.

- The number of persisters reported here will be equal to the returning participants in the subsequent budget period's APR.

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

| A2. Status at the end of the reporting period**.** (*Note: A2a-c should sum to equal the number reported in A1b (no. served)).* | **A2 Response** |
|---|---|
| a. Number of HSE attainers **(Obj. 1 National Target: 69%) (Program Performance Measure 1).** | |
| a.1. Number of HSE attainers who were new participants. | |
| a.2. Number of HSE attainers who were returning participants. | |
| a.3. Number of HSE attainers who passed the HSE assessment in the English Language. | |
| a.4. Number of HSE attainers who passed the HSE assessment in the Spanish Language. | |
| a.5. Number of HSE attainers who passed the HSE assessment in a language other than English or Spanish. | |
| b. Number of withdrawals | |
| b.1. Number of withdrawals who were new participants. | |
| b.2. Number of withdrawals who were returning participants. | |
| c. Number of persisters (persisters were enrolled in instructional services in the performance period you are reporting but did not attain an HSE and reenrolled in instructional services for the subsequent performance period by the APR due date). | |

**Item A3 (Performance Measure 2)**

Item A3 collects data on the post-HSE placement of HSE attainers during this reporting period. The counts reported in items for A3a are subsets of the total number of HSE attainers who received follow-up (reported in Item A4). This count is a subset or equal to the count reported in A2a (no. of HSE attainers). As a subset, the count reported in item A3a should be equal to or less than the count reported in Item A4a (no. of HSE attainers you were able to track for follow-up data), 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 HSE 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,[4] provided that the reporting is not duplicative, and each student is only counted once. Grantees should also ensure that they are consistent in their approach within the project from year to year, such as considering placement in order of completion or consistently counting one placement over the other if multiple placements are achieved.

Completion of Item A3 requires follow-up with HSE attainers; data regarding follow-up is described in Item A4.

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***Placement of HSE attainers***: Of those students who attained a HSE in the performance period you are reporting, 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 HSE is attained but before the performance report is due for that same reporting period 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.,
2. B.S. or other degree. **OR**
3. 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.

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

***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 provides more hours (and, as a result, increased pay) compared to the 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, or a higher salary, compared to the hourly wages, or salary, at the 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.

***Data quality check***

- Items A3a 1-3 should sum to the count reported in Item A3a. ***(The MS Excel Form is formulated to perform this calculation.)***
- The count reported in Item A3a cannot be greater than the count reported in Item A2a. ***(The MS Excel Form is formulated to perform this calculation.)***
- The count reported in Item A3a should be equal to or less than the count reported in Item A4.

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

| A3. Placement of HSE **attainers** (from question A2a above) from the performance period you are reporting by APR due date. | **A3 Response** |
|---|---|
| a. Unduplicated number of HSE 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%) (Program Performance Measure 2) | |
|---|---|
| a.1. Number of HSE attainers who entered postsecondary education or training programs. | |
| a.2. Number of HSE attainers who obtained upgraded employment. | |
| a.3. Number of HSE attainers who entered the military. | |

**Item A4**

Item A4 collects data on the number of HSE 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 A4a is the number of HSE attainers from the performance period you are reporting with whom the grantee was able to collect follow-up data. Follow- up must be attempted with every HSE attainer.

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***Data quality check:***

The count reported in Item A4a should be less than or equal to the count reported in Item A2a.

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

| A4. Follow-up on HSE attainers from the reporting period. | **A4 Response** |
|---|---|
| a. Number of HSE attainers you were able to track for follow-up data | |

**Item A5**

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

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***Data quality check (the MS Excel Form is formulated to perform this calculation).*** The counts reported in Items A5a-c should sum to the count reported in Item A2a. The MS Excel Form is formulated to comply with this rule and will display a feedback message. “Pls Check” will display in case of an error. “Good Job” will display if the calculation is correct.

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

| A5. Time to completion for HSE attainers from question A2a above. *(Note: A5a-c should sum to equal the number reported in A2a.)* | **A5 Response** |
|---|---|
| a. Number of HSE attainers who got their HSE within one reporting period of your project | |
| b. Number of HSE attainers who got their HSE after more than one, but within two reporting periods of your project | |
| c. Number of HSE attainers who got their HSE after more than two reporting periods of your project | |

**Item A6. Performance Calculation Table**

For your convenience, this table calculates project performance on Performance Measures 1 and 2, as well as the Efficiency Ratio. See definitions above. To properly calculate the performance and efficiency measures, in Item “Annual Award Amount” you must enter the amount from the annual Grant Award Notification (GAN) for the corresponding year, **<u>not</u>** including carryover. Ensure that the Performance Calculation Table is complete before calculating Block E, as the data check in “Proposed Expenditures” is dependent upon the accuracy in the A6 Performance Calculation Table. Please note, these are ***<u>preliminary</u>*** performance and efficiency results based on data reported; should data be revised during the APR review process, the results will be affected.

## Instructions for Section B – HEP Project Services Information

### Item B1

Item B1 collects data on the nature and amount of educational and supportive services received by students enrolled in project services in the performance period you are reporting. Items B1a-c request data on:

- Total instructional hours received by students,
- Total number of students receiving varied educational and supportive services and financial support.

Students may appear in more than one row if they received more than one service.

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***HSE instruction hours:*** Educational services that provide instruction designed to help students pass an examination and obtain a certificate that meets the guidelines for high school equivalency (HSE) established by the State in which the project is located. HEP projects are not required to provide the instructional services for students directly. Calculate the number of hours of instruction each student received during the performance period you are reporting and add those numbers together to obtain the total hours of HSE instruction received by all students (Item B1a) and all HSE attainers (Item B1b).

***Tutoring:*** Additional instructional services provided by HEP in support of a specific curriculum, course, or course of study. Report the number of students who received tutoring.

***Counseling or guidance services:*** Services provided by HEP in support of work-life balance and other psycho-social aspects of HSE attainment and post-HSE placement and persistence in higher education, military, or a vocational/training program. Report the number of students who received counseling or guidance services.

***Other Educational or Supportive Services:***

- ***Other (non-instructional) Educational services:*** Services **provided by HEP staff** in support of attainment of a HSE 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 as mentoring or coaching. This item requires a count of the ***total number of students*** who received educational services during the performance period you are reporting, not the total number of educational services received.
- ***Other Supportive services:*** Other project or related non-instructional services, including essential supportive services such as transportation, childcare, and job placement services, **provided by HEP staff** in support of attainment of a HSE 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, not the total number of other support services received.

***Room and Board:*** Generally, includes a place to live and the amenities that come with that (bed, electricity, water, etc.) and food. Report the number of students who received room and board.

***Stipend:*** An allocation of project financial resources made directly to students to offset living or educational expenses. Report the number of students who received a stipend.

***Other Financial support:*** Financial support includes information concerning and assistance in obtaining available student financial aid. Report the number of students receiving other financial support.

***Data quality check***

- 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 1-4 may be duplicated, as some students may receive multiple Educational, Supportive Services, or Financial Support. However, the value of any individual count cannot exceed the count reported in Item A1b (total number served).

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

| B1. Educational and supportive services, and financial support received by HEP HSE enrolled students during the reporting period. | **B1 Response** |
|---|---|
| a. Total HSE instruction **hours** received by all HEP HSE enrolled students. | |
| b. Total HSE instruction **hours** received by HSE attainers. | |
| ***B1.c. Educational and Supportive Services*** Please indicate the total number of students receiving the following instructional and supportive support services. Students may appear in more than one row if they received more than one service. | [No data] |
| 1. Tutoring | |
| 2. Counseling or guidance services | |
| 3. Other Educational or Supportive Services, including mentoring or coaching, college transition services, work training services, transportation, childcare, and job placement services. | |
| ***B1.d. Financial Support*** Please indicate the number of students receiving the following financial supports: | [No data] |
| 1. Room and Board | |
| 2. Stipends | |
| 3. Other Financial Support | |

# Instructions for Section C– HEP Project Model Characteristics

- If the value to be reported is zero for numerical data (blue cells), 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.

**Item C1**

Item C1 collects data on the project model used during the reporting period. Items C1 a-g request data on the commuter or residential status of the project, the location or mode of receiving instruction or services (in-person, distance/remote, and hybrid distance/remote), the language in which project services are provided, and whether the project is at a two-year or four-year institution, or a non-profit organization.

Please note that for location or mode of instruction, a one-off or limited virtual engagement within an in-person program design does not constitute hybrid design.

***Definitions***

***Reporting Period:*** The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

***Commuter student:*** The student lives at home and commutes to the site of the project. **Please note, "Commuter student" is not the same as "Distance/remote" as referenced in the modes of instruction below**. A Commuter student may receive **any** of the three modes of instruction.

***Residential student:*** The student lives away from home at the site of the project.

***In-person instruction and services:***[5]
Programs with students receiving all instruction (e.g. all HSE instructional hours) and services (e.g. mentoring, tutoring, counseling, etc.) in person in the educational setting. This includes full-time and part-time students that receive all instruction in person in the educational setting.

***Distance/remote instruction and services:***
Distance/remote programs:

- use one or more technologies to deliver instruction and services to students who are separated from the staff member and to support regular and substantive interaction between the students and the staff member;
- can occur synchronously or asynchronously; and
- involve communication through video, audio, or computer technologies, or by correspondence.

Programs are considered distance/remote programs if **ALL** of their programmatic portions (e.g. instruction, services) are completed remotely. Non-instructional in-person requirements (e.g., determining eligibility, enrollment) do not exclude a course or program from being classified as exclusively distance/remote. This definition

[5] Adapted from: "Distance Education in IPEDS." *National Center for Education Statistics,* Accessed 27 June 2023. https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds
Parsad, B., Lewis, L. and Tice, P. "Distance Education at Degree-Granting Postsecondary Institutions: 2006–07." *National Center for Education Statistics*, Dec. 2008, Accessed 27 June 2023. https://nces.ed.gov/pubs2009/2009044.pdf
"School Pulse Panel, December Survey, Learning Mode." *National Center for Education Statistics,* Dec. 2022, Accessed 27 June 2023. https://ies.ed.gov/schoolsurvey/spp/

also includes students who take distance/remote classes accessed in the educational setting (for example, a Residential student may take distance/remote classes in the educational setting).

***Hybrid distance/remote and in-person instruction and services***:
Hybrid/blended online programs refer to a combination of distance/remote and in-person instruction or services. Programs may vary in the proportion of online instruction required for a course or program to be considered an online course or a hybrid/blended online course or program.

***Data quality check (the MS Excel Form is formulated to perform the calculations)***

- The number of students reported in items C1a and C1b must sum exactly to the number of students reported in item A1b (no. served).
- The number of students reported in items C1d – C1f must sum exactly to the number of students reported in item A1b (no. served).

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

| C1. Project Model Characteristics | |
|---|---|
| a. Report the number of commuter students. (A commuter student is a student who does not live in IHE-funded housing.) | |
| b. Report the number of residential students. (A residential student is a student who lives in IHE-funded housing.) | |
| c. Does the project offer in person only, distance/remote, or hybrid distance/remote and in-person participation to students? | In person only<br>Distance/remote only<br>Hybrid only<br>All of the above<br>In person and distance/remote<br>In person and hybrid<br>Distance/remote and hybrid |
| d. Report the number of students who received in-person only instruction and services. | |
| e. Report the number of students who received distance/remote instruction and services (note: this may or may not include Commuter students. Commuter students may receive any of the three modes of instruction). | |
| f. Report the number of students who received hybrid distance/remote and in-person instruction and services. | |
| g. In what languages are project services provided? | English<br>Spanish<br>Other<br>English and Spanish<br>English and Other<br>Spanish and Other<br>English Spanish and Other |
| h. Is this project in a four-year or two-year institution, or in a non-profit organization? | Four Year<br>Two Year<br>Two Year and Four Year<br>Non-Profit |

## Item C2

Item C2 collects data on student assessments. Item C2a requests data on the assessments your students take to attain high school equivalency. Item C2a contains a checkbox for the allowable response. There should be no other written response to item C2a.

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

| C2. Project Student Assessment Information Related to this Reporting Period | |
|---|---|
| a. Which HSE assessment(s) does your project use? | GED® 2014 Series<br>HiSET®<br>Other<br>GED and HiSET |

## 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 for this reporting period. You also must explain how the data on your performance measure(s) demonstrates whether you have met or are making progress towards meeting each project objective.

**Note:** Complete data *must* be submitted for any project-specific performance measures relevant to the performance period you are reporting 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 table. Project objectives should be numbered sequentially (i.e., 1., 2., 3., etc.)

**Performance Measure, Actual Performance Data, Target, and Outcome:**

For each project objective, enter the associated performance measure(s). There may be multiple performance measures associated with each project objective. 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 "1.1," the second performance measure for project objective "1" should be labeled "1.2," etc. The grantee must also provide the target that was established for each performance measure in the approved grant application, as well as the outcome for each performance measure.

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, and not a percentage.

**Section 2) Final Performance Report <u>ONLY</u>:**

This information covers the entire project report period (five years) (maximum 2500 words per question).

Grantees must answer each of the questions below:

For grantees in the final year, **attach** the final project evaluation that was proposed in the approved grant application. Include the attachment in the APR submission email to the Department.

1. Is the final project evaluation report attached? [Yes/No]
    a. If no, when will the project evaluation be available and submitted to the Department? [Enter date]

2. 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 been encountered.

3. 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?

4. 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

Report in column (a) carryover funds in their correct category amounts from the previous budget period. Report in column (b) the recommended funds, by budget category, for the performance period you are reporting. Report in column (c), the total revised budget amounts (using your approved, revised budget as in your ED524B Form). Report in column (d), your project's actual expenditures for this reporting period.

Note: Remember to keep budget line items consistent. For example, if you categorized student textbooks in the Stipend line item in your revised budget, payments for student textbooks must be categorized in the Stipend line item in the Actual Expenditures column.

- 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.

**-- Annual Performance Reports (for Years 1 – 4):**

**Section E.1** – Provide an explanation if you did not expend funds at the expected rate during the reporting period.

## Instructions for Section F –Additional Information

**-- Annual and Final Performance Reports:**

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.

Note: Do not submit requests in this report for supplemental funds, any changes that you wish to make in the grant's activities for the next budget period, or key personnel changes. Requests for these actions must be made separately to the program office for review and approval decisions.

Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.