APR Informational Webinar

February 13, 2020
Jennifer Coffey, PhD
Program Lead

Today's Agenda

- What's New in APR Requirements?
- Opportunities for Feedback
- Program Measure considerations
- Completing your APR

What's New

- Section C changes
- Upcoming changes to Program Measure 1
- Upcoming changes to Program Measure 2 language (improving implementation) and requirements.
- New long-term measure
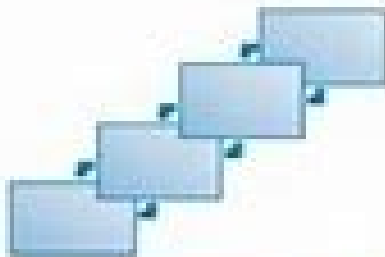- Submitting draft program measures

What's New

- APR Section C Instructions
  - In Section C, please provide information about how school, district, regional (as appropriate) and State **implementation teams** are used for your initiative(s).
  - Also in Section C, please provide a description of how you work with local entities (e.g., schools, districts) to **plan for sustainability**.

Implementation Teams

- Rationale
- Effective Implementation Teams
- Purposes of implementation Teams
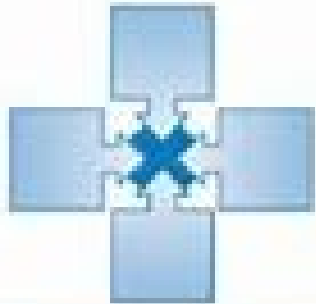- Supporting teams
- Resources
- Questions?

WHO — Implementation Teams

WHAT — Usable Interventions
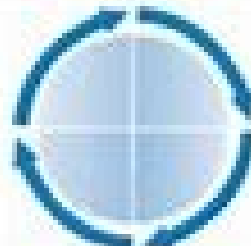
WHEN — Implementation Stages

HOW — Implementation Drivers

HOW — Improvement Cycles

Fixsen et al. (2005); National Implementation Research Network (2013)

How do you use implementation teams for your SPDG?

# Effective Implementation Teams (Aldridge et al., 2016)

- are comprised of **at least three to five individuals** with experience managing systems changes and data-based improvements to support the implementation of an innovation,

- incorporate **expertise in chosen** community prevention **strategies** as well as active **implementation science** and practice,

- are closely supported by and **linked to executive leaders** in the community prevention system, and

- are responsible for ensuring the cross-system and day-to-day **leadership and coordination functions** in Table 2 [15, 20].

Purposes (Rapp et al, 2008)

- **Monitoring implementation** through fidelity reviews.
- Making **decisions concerning training & coaching**.
- Ensuring the necessary EBP **structural features** were adopted such (e.g., changes regarding job duties, caseload size).
- Ensuring **adequate resources** are available for implementation.
- **Aligning other agency practices** to be consistent and supportive of the EBP.
- Formulating **solutions to obstacles** as they arise.

Linked Implementation Teams
(SISEP)
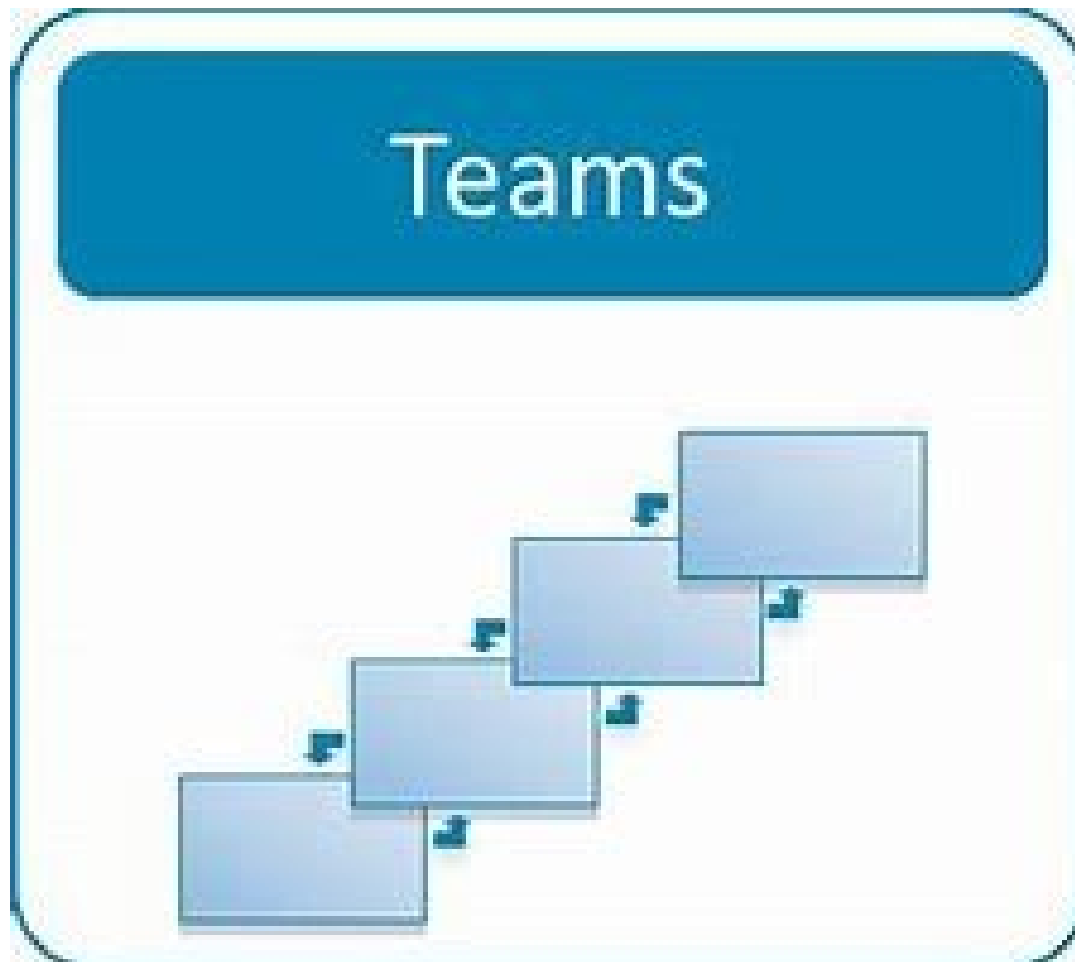
Rationale for Implementation Teams

- Teams support **full implementation and sustainability**(Barwick, Kimber, & Fearing, 2011; McIntosh, Mercer, Nese, Strickland-Cohen, & Hoselton. (2016).Rapp et al., 2008)
- Teams support consistent and meaningful **communication** related to the initiative (NIRN)
- Responds to common **challenges**
  - Turnover
  - Need for diffuse knowledge (esp for MTSS!)
  - Increased opportunities for collaboration
  - Connecting the initiative to leadership

Effective Use of Implementation Teams

- See Georgia [EB-PD Worksheet](#)
- Measuring team effectiveness:
  - *Six months after initial participation in the Tertiary Behavior Supports professional development, 80% of Tertiary Behavior Supports teams will be implementing evidence-based tertiary behavior practices as identified through coaches' document review.*
- Kentucky [example](#)

Supporting Teams

- Systems Coaching
- Supporting Team Effectiveness
  - Team Functioning Scale
  - Team-initiated Problem Solving (TiPS)
  - Implementation Team Look-fors
- Team fidelity measure used for action planning

Implementation Team Resources

Module 3
Implementation Teams

Implementation Teams support the implementation, sustainability, and scale-up of usable innovations by integrating the use of implementation stages, drivers and improvement cycles. This module is designed to assist new and existing Implementation Teams in actively building capacity and scaling-up programs and innovations.

View Module >

Module 5
Improvement Cycles

Improvement Cycles support the purposeful process of change. Implementation Teams use Improvement Cycles to change on purpose. In this module you will learn about Improvement Cycles and how to begin applying them in your setting.

View Module >

https://nirn.fpg.unc.edu/module-3

https://nirn.fpg.unc.edu/module-6

Other Resources

- Communication Protocols
https://nirn.fpg.unc.edu/resources/handout-8-communication-protocols-worksheet

- Building Implementation Team

  https://nirn.fpg.unc.edu/resources/handout-7-building-implementation-team-bit

- District Implementation Team

  https://nirn.fpg.unc.edu/resources/handout-6-district-implementation-team-dit

Do you think any of these resources *(including the team scales)* will be helpful for you?

Questions about Implementation Teams?

Most **school improvement** efforts don't have enough traction.

On average **70%** of new, large-scale initiatives fail.

Source: Forbes
http://onforb.es/1Go9FLZ

#1 REASON strategic efforts don't succeed is flawed execution.

Sustainability

"Also in Section C, please provide a description of how you work with local entities (e.g., schools, districts) to plan for sustainability."

Memo
To: School Administrators
From: District Administrators

In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The $500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!

Slides taken from McIntosh presentation (2015)

Planning for Sustainability

- What is meant by sustainability?
- Impact of planning for sustainability
- Sustainability considerations/components
- Mutual selection process
- Checklists/Measurement

Poll: What do you think sustainability is?

Please use the chat pod to respond.

What is meant by sustainability?

Sustainability

Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

What is…
fidelity of implementation?

- The extent to which the critical features of an innovation are implemented as intended

Why assess it?

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement

Slide from McIntosh presentation (2015)

Poll: What State level actions do you think lead to sustainability of your initiative?

Please use the chat pod.

States sustaining PBIS had:

- State PBIS leadership teams
- State-level trainers, trainings, and training curricula
- State recognition systems (for schools with strong implementation and/or outcomes)
- Regular use of the *SWPBIS Implementation Blueprint* (Sugai et al., 2010) to assess and inform implementation

McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2016). Predictors of sustained implementation of School-wide PBIS at 3 and 5 years after initial implementation. "Journal of Positive Behavior Interventions".

Grant funding as a **threat** to sustainability

- Singular focus on **training** school and district personnel
- Hiring (and firing) external support personnel
- "Project Mentality" (Adelman and Taylor, 2003)

Slide from McIntosh (2015)

Four Principles for Sustaining PBIS *(Slide from McIntosh, 2015)*

- Promote **PRIORITY**
- Ensure **EFFECTIVENESS**
- Increase **EFFICIENCY**
- Use data for **CONTINUOUS REGENERATION**
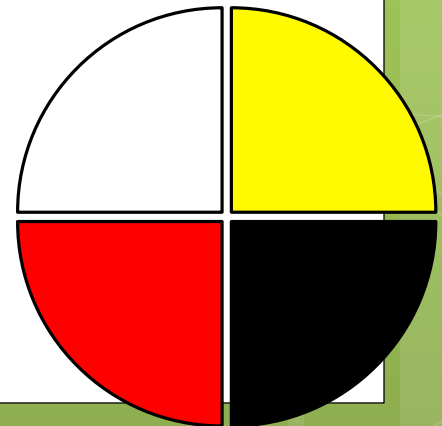
What is **PRIORITY?**

- Importance in comparison to other practices
- Incorporation into core system components
- Connection to other initiatives
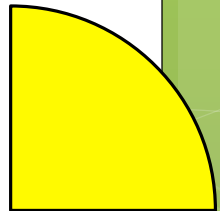
Promoting **PRIORITY**

- Maximize visibility
  - Present data to people with resources
  - Describe effects of abandoning support for the practice
- Get into written policy
- Braid project with other initiatives
  - Show how practice can lead to outcomes of new initiatives
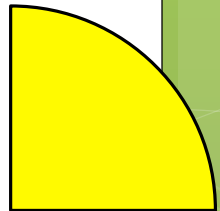
Strategies for Enhancing Principal Support

- **District Actions**
  - Provide "Principal PBIS Academies" for new administrators
    - Basics of PBIS
    - Role of administrators
  - Provide coaching to schools
- **Networking**
  - Arrange informal conversations with other principals supportive of PBIS
  - Arrange site visits at nearby PBIS schools
- **At the School**
  - Help school staff demonstrate support

Steps in Braiding Initiatives

1. Identify shared, valued outcomes
   - What are our overall goals?
2. Defend against activities that don't help us meet those goals
   - No free lunches
3. Find common structures (and language) that can be integrated
   - Teams, data, professional development

Make PBIS Efforts Public!

- Newsletters
  - To parents
- Monthly/quarterly reports
  - To school staff
- Formal presentations
  - To school board
  - To district administrators
  - To PTA
  - To community agencies and businesses
- Local news

What is **EFFECTIVENESS?**

- Extent to which the practice results in desired outcomes
- Effects must be attributed to the practice
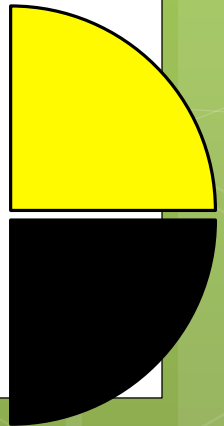
Ensuring **EFFECTIVENESS**

- Focus on FIDELITY OF IMPLEMENTATION
- Assess it regularly
- Use it to enhance what you already do
- Share data showing how fidelity is related to effects
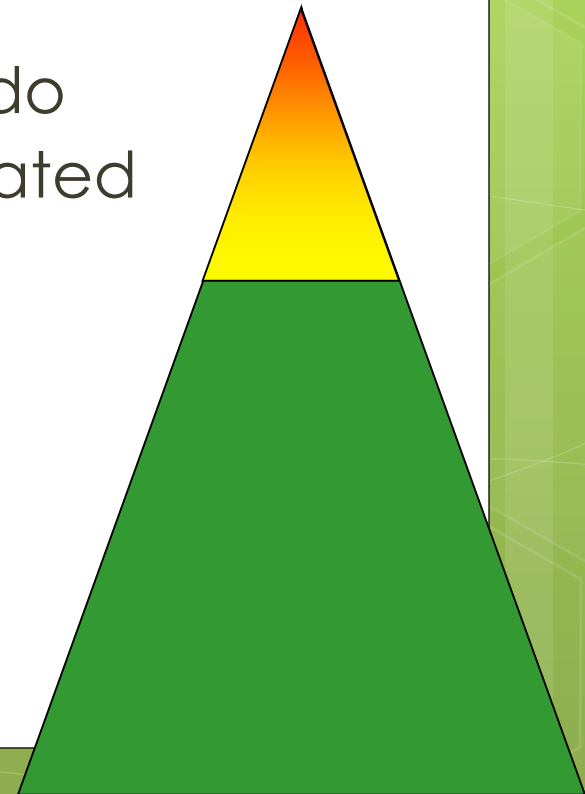
What is **EFFICIENCY?**

- Relationship between continued effort and continued effectiveness
- Weighed against other potential practices
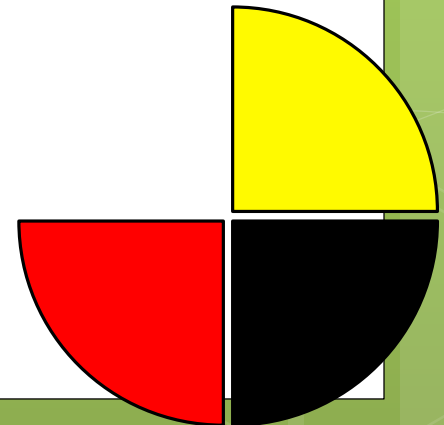
Increasing **EFFICIENCY**

- Get it down on paper
    - Lesson plans
    - Schedules
    - Agendas
- Focus on efficient team meetings
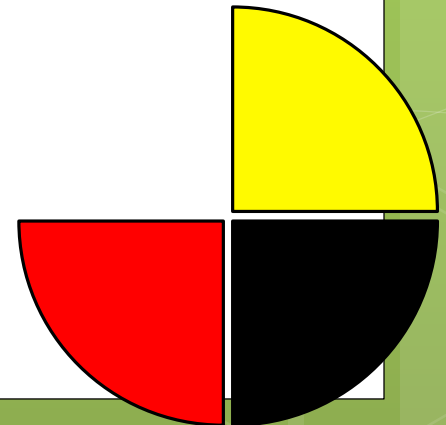
What is **CONTINUOUS REGENERATION?**

- Collection of data to monitor <u>fidelity</u>, <u>outcomes</u> and <u>context</u>
- Adaptation over time while keeping critical features intact
- Ongoing investment in building local capacity
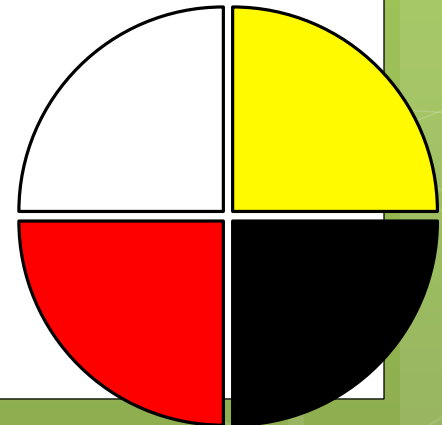
Using data for **CONTINUOUS REGENERATION**

- Adjust practices for a changing environment
  - Priority
  - Effectiveness
  - Efficiency
- Connect with a community of practice
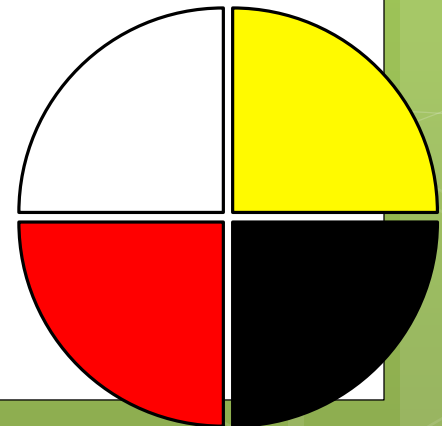
Create Communities of Practice

- Share fairs, networking sessions, district mini-conferences, web-based sharing
- Opportunities for school teams to:
    - Celebrate successes
    - Learn from peers
    - Steal ideas
    - Continue momentum
    - Invite important stakeholders
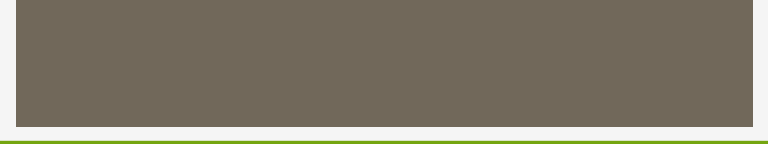
Poll: Do you currently use a measure of initiative sustainability?

If yes, what is it? Please add in the chat pod.

A School Team Planning Tool for Sustainability

- The SUBSIST Checklist
  - A research validated self-assessment and action planning tool for school teams and coaches
  - An integrated action plan for sustainability
  - Available for free at:

  https://kentmcintosh.files.wordpress.com/2011/04/subsist-checklist-1-1.pdf

Poll: Could you use a checklist like SUBSIST with your sites?

If no, please explain in the chat pod.

What is more important to sustainability?

- Having a supportive administrator

- Having a strong implementation team

Takeaways

- PBIS is most sustainable with a supportive administrator **and** a strong team
- If administrators take **too much of a lead**, sustainability can suffer
- School teams can benefit from training in **running meetings and using data**
- **District systems** (coaching, training, CoPs) enable both admins and teams

Takeaways

- PBIS is most sustainable with a supportive administrator **and** a strong team
- If administrators take **too much of a lead**, sustainability can suffer
- School teams can benefit from training in **running meetings and using data**
- **District systems** (coaching, training, CoPs) enable both admins and teams

Upcoming Changes

Changes to EB-PD Rubric

Program Measure 1

Five Elements of Fidelity

Student Engagement: How engaged and involved are the students in this intervention or activity?

Adherence: How well do we stick to the plan/curriculum/assessment?

Program specificity: How well is the intervention defined and different from other interventions?

Exposure/Duration: How often does a student receive an intervention? How long does an intervention last?

Quality of Delivery: How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

Changes to Program Measure 2

New Long-term Program Measure

Also new…

- Please submit your draft **Program Measures** to your Project Officer by April 15th, 2020 for review. You do **not** need to submit your Project Measures, only your Program Measures.

Other Opportunities for Feedback: EB-PD Worksheets

- If you would like another SPDG's feedback on your EB-PD worksheet...
    - Email me (jennifer.coffey@ed.gov) and I will connect you with another State.
    - You can decide timelines and how feedback is to be provided with each other.
    - We can determine best practices for next year.

Program Measure Overview

Watch the external reviewers' webinar: http://coe-signet.uoregon.edu:9002/Recordings/2019/11-01-2019_ImprovingMeasureSubmissions.mp4

Resources

NEW Evidence-based Professional Development Components Worksheet (Posted 1/26/16)

Worksheet Exemplar. GA SPDG (Posted 9/19/2018)

Rubric A: SPDG Evidence-based Professional Development Components Rubric (Posted 1/15/15)

Exemplar Continuation Reports

2016 Kansas Exemplar Annual Performance Report (posted 2/2018)

2016 Alabama Exemplar Annual Performance Report (posted 2/2018)

Exemplar Final Report

Alabama Exemplar Final Report (posted 2/2019)

Recent Program Measures Guidance (3/27/2014)

Guidance for Measure 1 (PDF)

Guidance for Measure 2 (PDF)

Guidance for Measure 3 (PDF)

Guidance for Measure 4 (PDF)

Rubric B (PDF)

Recent Program Measures Guidance, Event Recording

Recent Program Measures Guidance Presentation (PDF)

Rubric B

http://www.signetwork.org/content_pages/205

GPRA Measure – Evidence-based Professional Development

- **Measure 1.1 of 1:** Percentage of SPDG-funded initiatives that meet benchmarks for **use of evidence-based professional development practices** to support the attainment of identified competencies.

Components to Highlight

- <u>B(5) Training:</u> **Trainers** (the people who trained PD participants) are **trained, coached, and observed**.

- <u>C(2) Coaching:</u> **SPDG coaches use multiple sources of information** in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.

- <u>D(3) Performance Assessment:</u> Implementation fidelity and student outcome **data are shared regularly with stakeholders** at multiple levels (SEA, regional, local, individual, community, other agencies).

- <u>D(4):</u> **Goals are created with benchmarks** for implementation and student outcome data, and successes are shared and celebrated.

- <u>D(5):</u> **Participants are instructed in how to provide data** to the SPDG Project.

- <u>E(2):</u> **Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback** regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation

EB-PD Worksheet Findings

- Need **data submission** details.
- Describe **procedures for analyzing data** to recognize barriers.
- Describe data systems and the **alignment of data systems**.
- Need stronger **descriptions of roles**.
- Describe **changes to policies and procedures** to support a new way of work.
- *Note: Be careful about extraneous info.*

Recommendations

- Review exemplar worksheet from Georgia: http://www.signetwork.org/content_pages/205

- Use bullets in your EB-PD Worksheet

- Have a SPDG **"novice" review** your worksheet (*good use of interns/doc students*)
  - Or have another State review!

GPRA Measure – Improving Implementation

- **Measure 2.1 of 2:** The percentage of Special Education State Personnel Grant funded Initiatives that **meet benchmarks for improvement in implementation of SPDG-supported practices** over time.

Considerations

- Be clear about the fidelity measure you used.
    - How will the reviewers know it's a fidelity measure?
- If your fidelity measure is a self-assessment, please describe 20% external observation reliability check.
    - If it's not a self-assessment make that very clear in your description.
- **Setting next year's targets**… are your targets appropriate? Discuss with your Project Officer if your answer is "no".

Setting Targets

- Challenging but achievable
- Analyzing your history and the outcomes other initiatives are experiencing.
- Set the target for your out-years
  - Work with your Project Officer
  - Targets can be changed

GPRA Measure – Sustaining Implementation

- **Measure 2.2 of 2:** The percentage of Special Education State Personnel Grant-funded initiatives that meet targets for the **use of funds to sustain SPDG-supported practices**.

Overall APR Considerations

Large Available Balances (LAB)

- You will receive an email if you have a LAB.

- You will need to complete the SF-424 financial form and attach it to your APR in G5.

- Note that the financial form is shown for every grantee, but only those who are notified must include it with their APR.

Outcome Measures

- Congressional Justification
- Telling your story
- There is no downside for setting outcome targets.

Planning for the Future

- Child outcome measures
- "Fidelity" terminology
  - Implementation fidelity
  - Intervention fidelity
  - Implementation strategies
- Program Measure 2 fidelity measure:
  - Closest to child outcome
- **What do you think?**

APR Overview

GRANTEE REPORTING REQUIREMENTS

- Annual Performance Report

- Final Performance Report

COMPLETING THE ED 524B

The ED 524B is a required annual and final performance reporting form with specific instructions.

- The form is used by all ED grants and has been approved by the Office of Management and Budget (OMB). **Project Directors must follow the directions** listed in the Dear Colleague letter and ED 524B Instructions provided by OSEP

- Word or PDF versions of the forms are available at http://www2.ed.gov/fund/grant/apply/appforms/appforms.html

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.
❌ Annual Performance Report [ ] Final Performance Report

OMB No. 1894-0003
Exp. 04/30/2014

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 *(See instructions.)*

6. Project Director *(See instructions.)* Name:_____ Title: _____

   Ph #: (   ) _____ - _____   Ext: (   )   Fax #: (   ) _____ - _____

   Email Address: _____

Reporting Period Information *(See instructions.)*

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

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

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

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

9. Indirect Costs

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

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

   c. If yes, provide the following information:

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

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

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

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

      ___ Is included in your approved Indirect Cost Rate Agreement?

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

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

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___No ___N/A

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

11. Performance Measures Status

   a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___Yes ___No

   b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

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:

ED 524B   Page 1 of 5

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ANNUAL PERFORMANCE REPORTS

Reporting Period:

For first year grants, the date is the beginning (i.e., start date) of the project though February 28th.

For grants in years 2-5, it is the date from the end of the previous reporting period (March 1st, 20--) through February 28th, 20--.

Reporting Period Information *(See instructions.)*

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

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

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

ANNUAL PERFORMANCE REPORTS

Budget Expenditures:

Must be data or information from the business or grants office.

Report expenditures through the end of the "Reporting Period".

Reporting Period Information *(See instructions.)*

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

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

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

ANNUAL PERFORMANCE REPORTS

Performance Measure Status:
- This will be checked "**No**" for all performance reports. The APR contains data for **the reporting period**.
- The date entered here will be the due date for your Final Performance Report, which is 90 days after the end of the grant.
- Signatory must have authority to sign on behalf of the institution since the grant is from the Department to the institution and not to an individual. (This person is typically not the Project Director).

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

11. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___Yes ___ No

    b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

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:

ED 524B   Page 1 of 5

EXECUTIVE SUMMARY SHEET

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): **H325 - - - - -** _____

(See Instructions)

*** Provide highlights of the project's activities and the extent to which the expected outcomes and performance measures were achieved during the reporting period. Do NOT include the project abstract.

PROJECT STATUS CHART

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): **H325 - - - - -**

SECTION A - **Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

1. Project Objective   [ ] Check if this is a status update for the previous budget period.

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 STATUS CHART

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): **H325 - - - - - -**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective [ ] Check if this is a status update for the previous budget period.
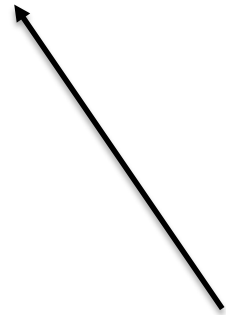
Enter one of the project's objectives; on subsequent pages, you will enter additional project objectives as submitted in your grant application.

PROJECT STATUS CHART

Enter the **PROGRAM** performance measure(s) that align with the objective immediately followed by any **PROJECT** measure(s) developed to address that program measure.

Enter any additional **PROJECT** performance measures that show you are measuring progress toward meeting the objective (e.g., 1c., 1d.,).

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	%
			/			/	

PROJECT STATUS CHART

Here you identify if the performance measure is a PROGRAM measure, "PRGM," or a PROJECT measure, "PROJ."

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

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

Note: **Program** measure refers to one of the SPDG shared performance measures for the Professional Development Program. **Project** measures are unique to your grant.

PROJECT STATUS CHART

Quantitative data:
Depending on your measure, enter either a raw number **or** a ratio and percentage. Enter the target number identified in the performance measure and then the actual data for this year. If complete data are not available for the measure, enter actual data for the reporting period and provide an explanation at the bottom of the page.

1.a. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/		6	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			10 / 10			5 / 10	50

INFORMATION TO INCLUDE IN THE EXPLANATION OF PROGRESS SECTION

- Describe the data provided (e.g., what data collection methods were used, when were the data collected, how was a sample drawn, are there missing/incomplete data, what was the response rate, was a reliability measure taken). **Your Project Officer should be able to understand and interpret the numbers in the chart from your description in this section.**

- What changes in the data occurred since last APR (i.e., trend)?

- What activities were undertaken to achieve the targets?

- If targets were not met, what are possible reasons?

- How will activities that failed to meet targets be improved?

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): **H325** - - - - - - -

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective   [ ] Check if this is a status update for the previous budget period.

Provide learning opportunities that allow scholars to succeed as faculty in higher education.

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

				/				/	

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)

FINAL PAGE OF THE REPORT

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Project Status Chart

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): **H325** - - - - - -

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Section B: Refer to the instructions for Section B with the ED 524B

Section C: Refer to the instructions for Section C with the ED 524B—put attachments here (e.g., recruitment material, evaluation instruments, journal articles)

SECTION B – BUDGET INFORMATION

THIS SECTION IS NEVER BLANK!

A. Actual expenditures for reporting period.

B. Provide an explanation if you did not expend funds at the expected rate.

C. Describe any significant changes to your budget resulting from modifications to project activities.

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

E. Do you expect to have any unexpended funds at the end of the current budget period? (Explain why, provide an estimate, and indicate how you plan to use the unexpended funds [carryover] in the next budget period.)

F. Describe any anticipated changes in your budget for the next budget period that require prior approval from the Department.

SECTION C – ADDITIONAL INFORMATION

- 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 influenced your ability to achieve your approved project objectives and/or project activities.

- Describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope and objectives of your approved application.

SUBMITTING THE ED 524B

☐ Submit the ED 524B at http://www.g5.gov/ (there are instructions for using G5 in the continuation packet)

☐ A signed ED 524B Cover Sheet must be uploaded in G5.

☐ Refer to the Final Performance Report sections in the Grant Performance Report Instructions if you are submitting your final report.

☐ Contact your project officer for reporting requirements during a no-cost extension period.

Contact your OSEP Project Officer with any questions!

OVERVIEW

Project Objectives

Recognize strong **project objectives** that can be associated with high-quality performance measures

Performance Measures

Develop relevant, measurable, outcome-oriented **performance measures** that maximize the potential for meaningful data

WHY IS THIS IMPORTANT?

HIGH-QUALITY OBJECTIVES & MEASURES:

Make it easier for you to measure your progress

Allow you to report progress easily and quantitatively

Establish targets (both short-term/annual and long-term)

Allow OSEP staff to gather evidence of program effectiveness

GOAL - OBJECTIVES - MEASURES

Program Goal

Project Objectives: What your project is doing to support the overall program goal (Found in your application)

Performance Measures: How you measure your progress toward meeting your objectives (Program/ GPRA, Project)

PROJECT OBJECTIVES

WHAT ARE YOU TRYING TO ACCOMPLISH?

Preferred format for objectives:
Begin the objective with a verb and define
a desired outcome or condition

HIGH QUALITY PROJECT OBJECTIVES

RELEVANCE

How relevant is the project objective to the overall goal of the program and/or the goal of your project?

APPLICABILITY

How applicable is the project objective to the specific activities that are being conducted through your particular project?

FOCUS

How focused is the project objective?

MEASURABILITY

Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

PERFORMANCE MEASURES

How are you measuring your progress in meeting your objectives?

PERFORMANCE MEASURES ARE:

Measurable indicators used to determine how well objectives are being met.
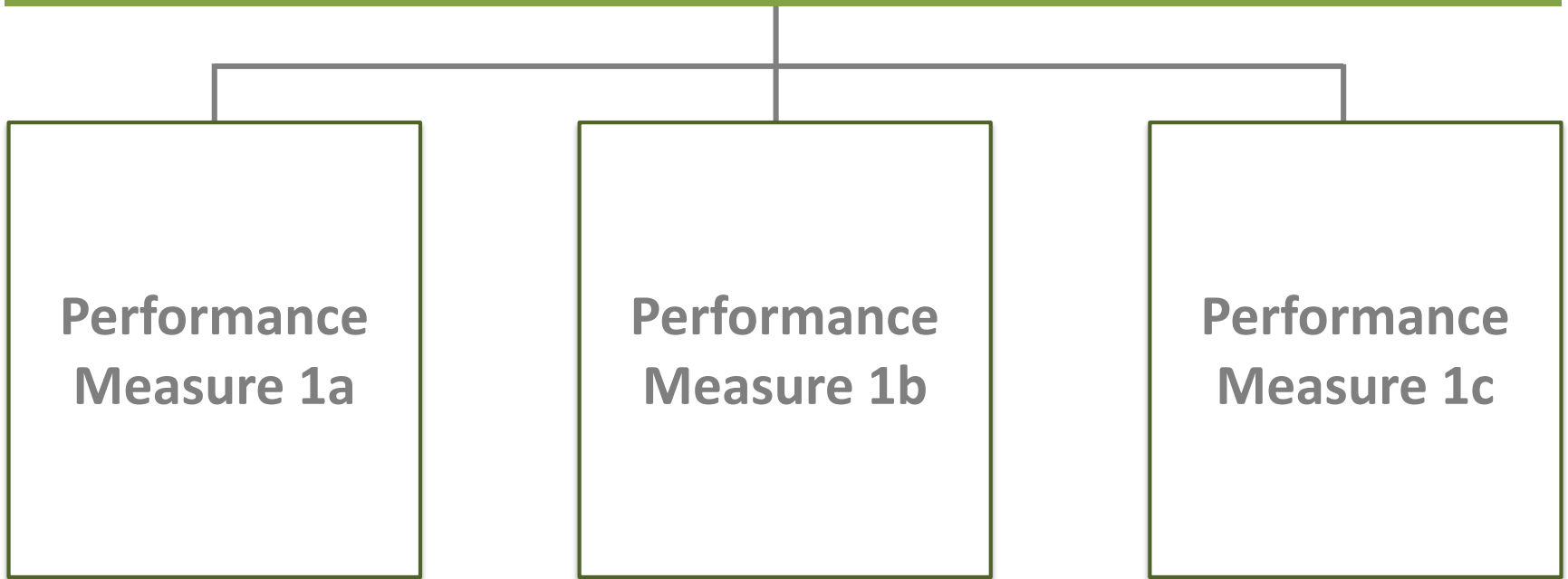
How will progress be assessed?

How much progress will constitute success?

How will it be known if an objective or part of an objective has been achieved?

Taken from the Center for Evaluation and Education Policy (CEEP) presentation

PERFORMANCE MEASURES

Project Objective 1

Performance Measure 1a

Performance Measure 1b

Performance Measure 1c

TYPES OF PERFORMANCE MEASURES

Program

Measures established by OSEP for the Personnel Development program. These include measures established for reporting to Congress under the Government Performance and Results Act of 1993.

TYPES OF PERFORMANCE MEASURES

Project Measures

□ Measures that the grantee establishes to meet their project objectives
  □ Project performance measures can address both the **process** of working towards an objective and the **outcome** related to meeting the objective
  □ Ensure a mix of both process and **outcome** measures

HIGH-QUALITY PERFORMANCE MEASURES

High-quality performance measures show:

- **What** will change.

- **How much** change you expect.

- **Who** will achieve the change.

- **When** the change will take place.

PROJECT PERFORMANCE MEASURE EXAMPLES

| Process Measure (e.g.,) | Project staff (who) will implement 4 (how much) targeted recruitment activities (what) during the first year of the grant (when). |

| Outcome measure (e.g.,) | At the end of Year 2 (when), inquiries about the program (what) from potential candidates from underrepresented groups (who) will increase 20% (how much) from previous recruitment efforts during the first year of the grant. |

| Outcome measure (e.g.,) | At the end of each semester (when), 100% of scholars (who) will rate their mentoring support (what) as 5 or higher on a 7-point scale (how much) using a survey developed for the project. |

| Process Measure (e.g.,) | At the end of the project (when), 100% of students (who) will produce at minimum of 3 scholarly products (e.g., manuscripts, presentations, preliminary exams) (what) that are rated by a panel of 3 faculty as showing "strong and substantial application" (how much) of evidence based practice in language and literacy. |

COMMON PROBLEMS

- ☐ Activities are **NOT** performance measures

- ☐ If the best response is "Yes, we did that," it is likely an activity (not a performance measure)

- ☐ Examples of activities:
  - ☐ Training a certain number of sites
  - ☐ Hold an Advisory Board meeting quarterly
  - ☐ Establish a mentoring program
  - ☐ Evaluate the project

- ☐ Performance measures need to be measurable

Need additional information on writing performance measures?

Please contact your project officer for additional resources on developing performance measures and logic models

SUMMARY

☐ Projects should have a few clear objectives that explain what the project is doing to support their overall goal(s)

☐ Each objective should have a few, specific performance measures to demonstrate how progress toward meeting the objective is being measured