



SPDG GPRA Results Webinar

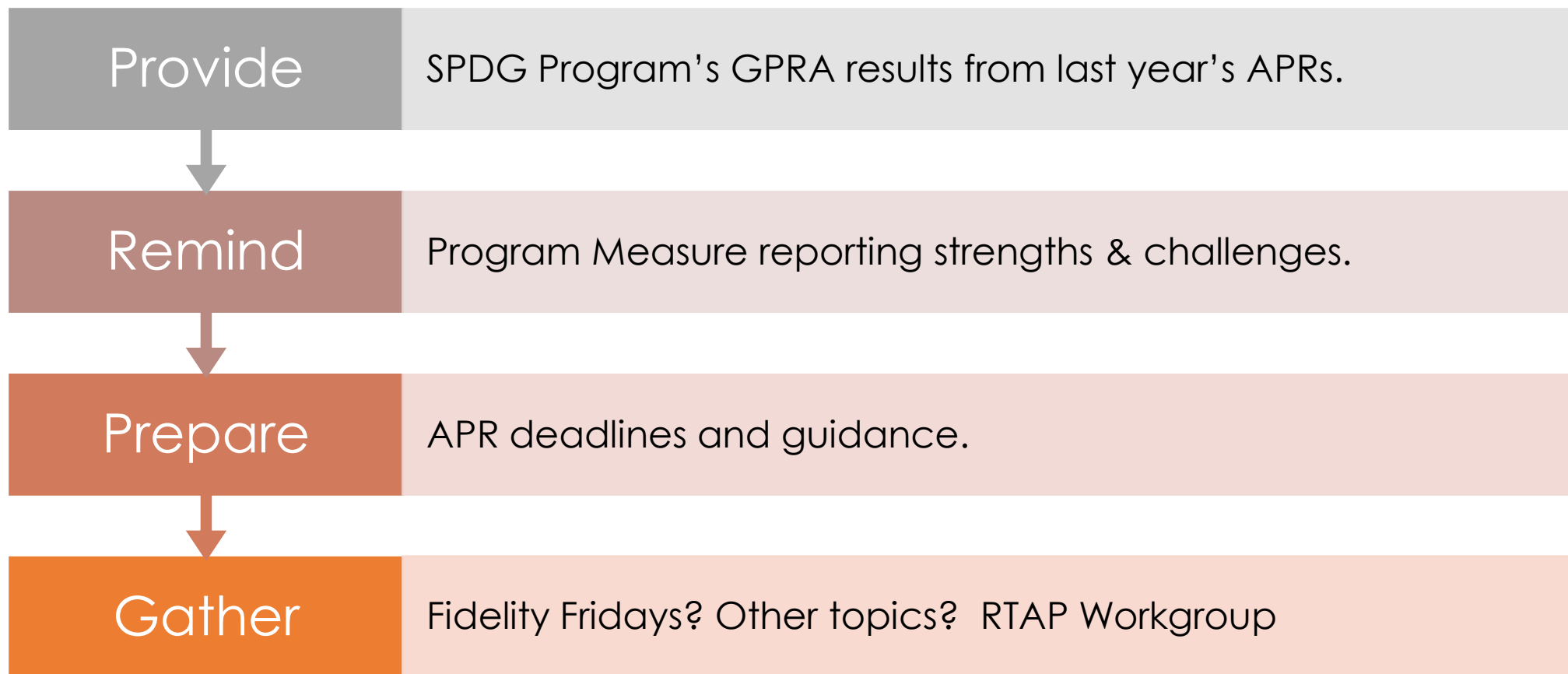
Jennifer Coffey, PhD

October 20, 2026

SPDG National Meeting Follow-up

Community Needs

- ▶ Accessibility
- ▶ Integrating Family Engagement into Registered Teacher Apprenticeship Programs



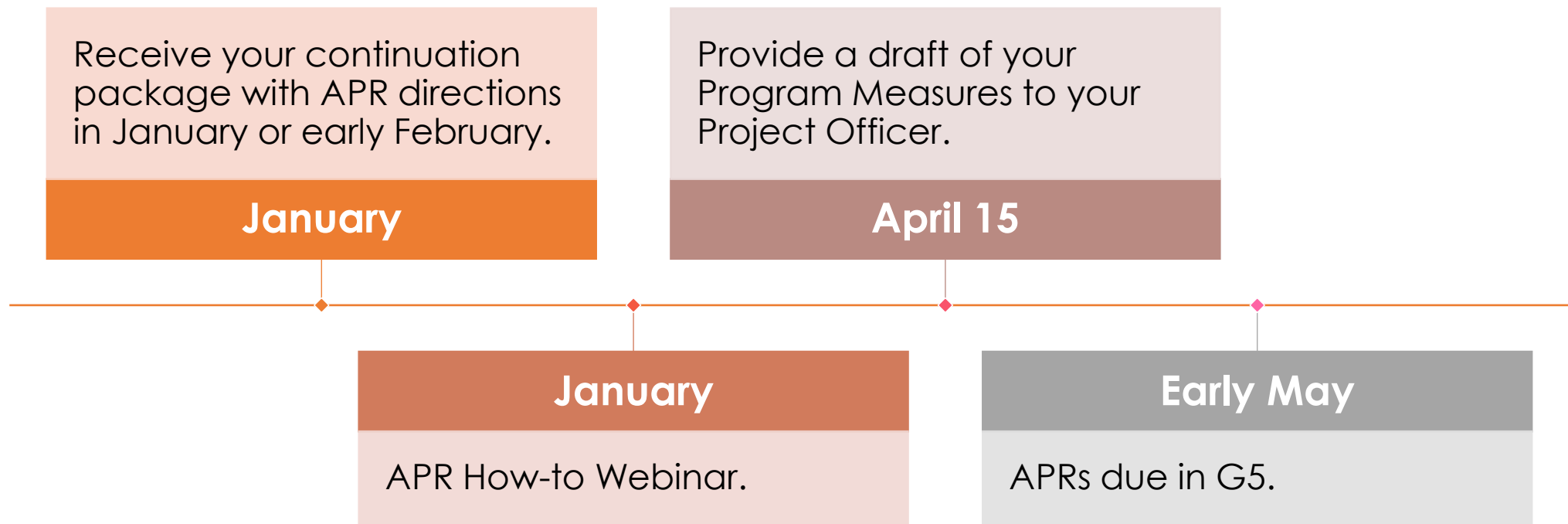
Learning Targets



Participants will be able to describe changes coming to Program Measure 4 (Long-term Measure)



Participants will be able to navigate to the Program Measures page to review the APR resources.

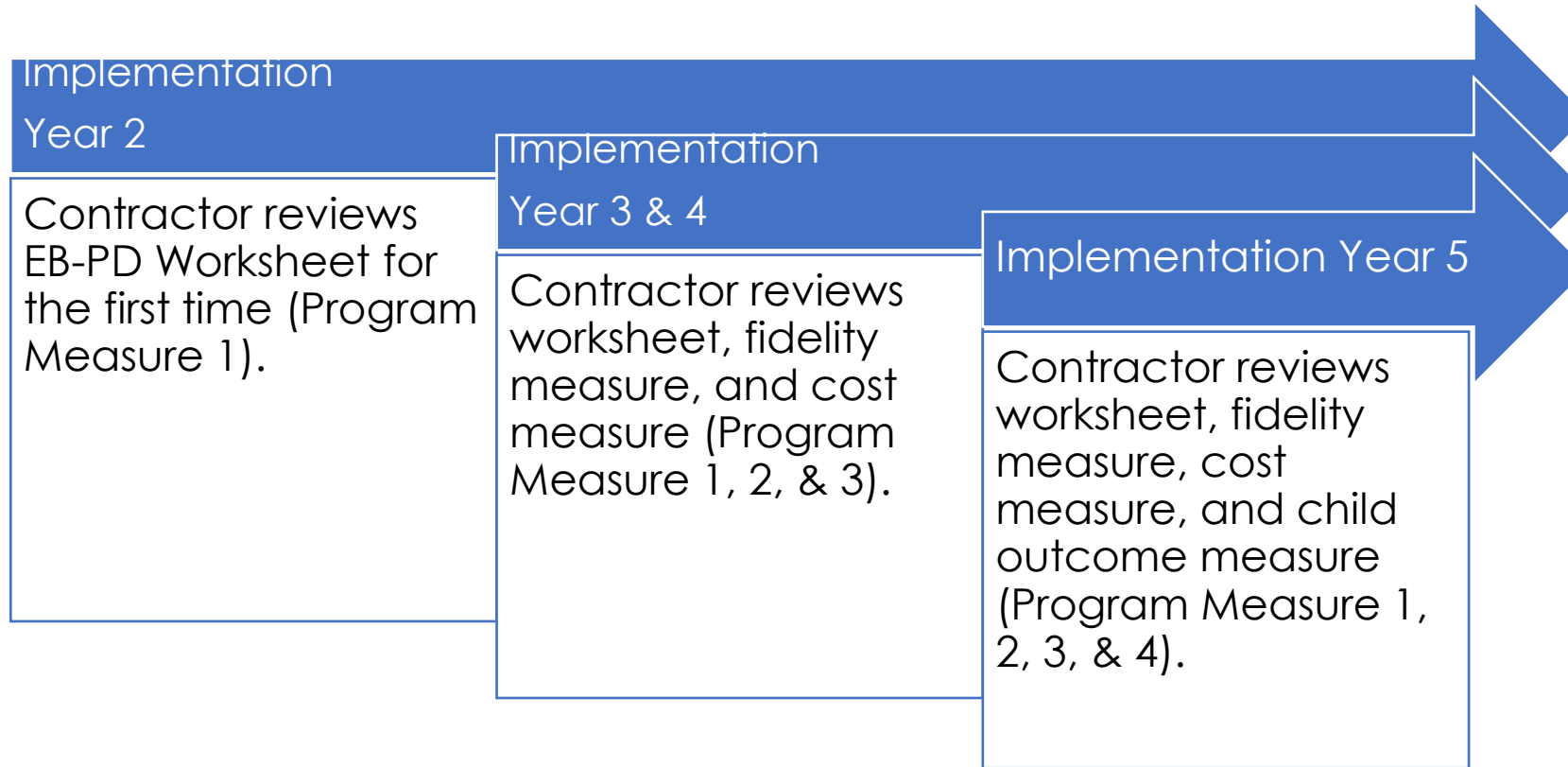


New Grants

- ▶ New grantees provide all draft measures to your Project Officer **BEFORE** the April 15th program measure submission.
- ▶ Please determine the due date of your first draft with your Project Officer.
- ▶ Keep in mind this is an iterative process



GPRA Review Progression



Overview of GPRA Results

Measure 1				Measure 2.1					
Completed worksheet for all 16 components (Y/N)	Identify missing worksheet components (if applicable)	Percentage of worksheet components scoring 3 or 4	Meets target (Y/N)	Has fidelity measure (Y/N/NS)	Set target (Y/N)	Reported actual performance data (Y/N)	Meets target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)	20% observed by outsiders (Y/N, N/A)
0			18	21	20	16	13	4	10
0%			78%	100%	95%	76%	62%	50%	48%
23				Initiative years 3-final		21		Yes+No	21
		4000%	100%	100%	100%	100%	100%	100%	100%

Measure 2.2					Measure 4.1					
Set target (Y/N)	Reported actual performance data (Y/N)	Correct equation (Y/N)	Within 5 points of target or exceeded target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)	Identified a measure (Y/N)	Measured child-level outcome (Y/N)	Set target (Y/N)	Reported actual performance data (Y/N)	Meets target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)
24	24	24	22	0	6	6	6	3	3	2
100%	100%	100%	92%	0%	100%	100%	100%	50%	50.0%	16.7%
Initiative years 2-final			24		Number reporting data				6	

Individual Program Measures



Program Measure 1

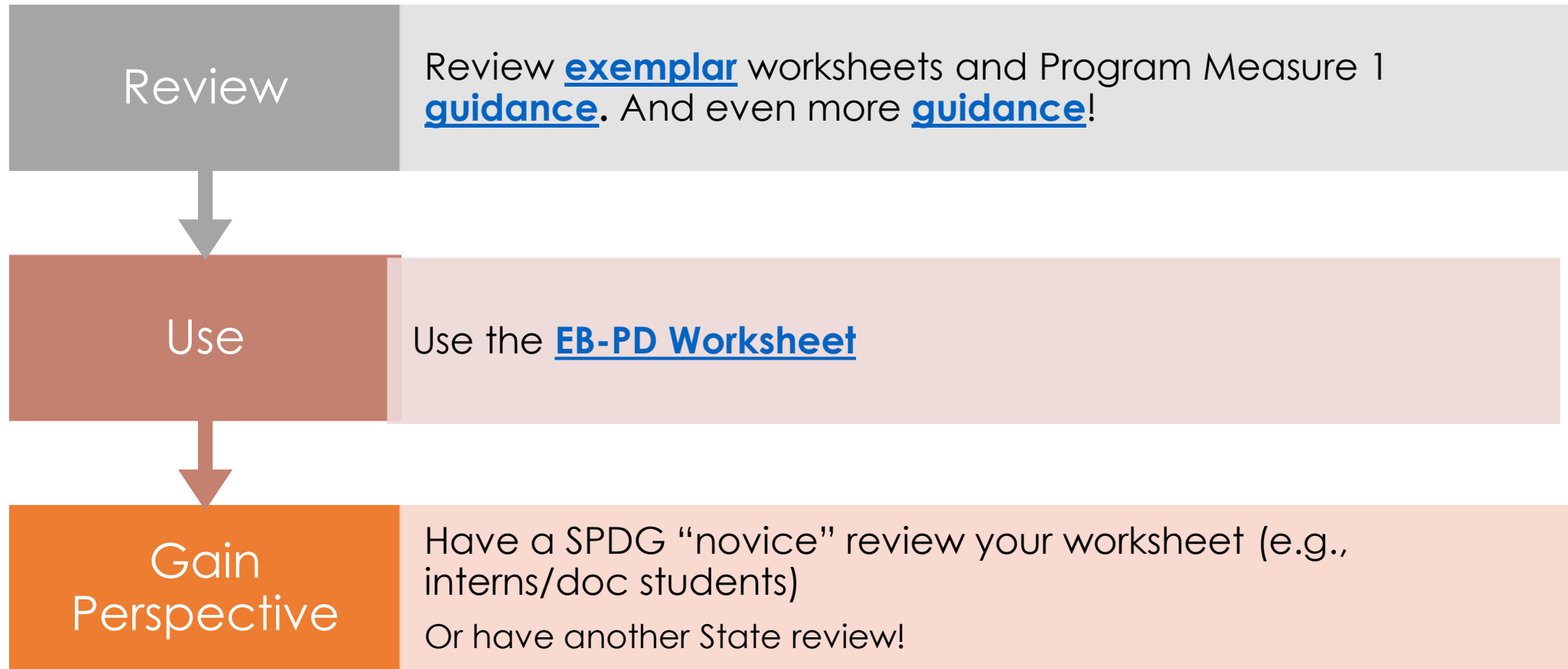
The percentage of SPDG-funded initiatives that meet the benchmarks for use of evidence-based professional development practices over time.

Year	Target	Actual (or date expected)	Status
2020	85.0	81.3	Target Not Met, but Improved
2021	85.0	81.5	Target Not Met, but Slightly Improved
2022	82.0	88.5	Target Exceeded
2023	82.0	88.0	Target Exceeded
2024	82.0	84.4	Target Exceeded
2025	82.0	95.8	Target Exceeded
2026	82.0	90.0	Target Exceeded

Initiative	Met Target	
	Yes	No
Implementation Year 2 (3 initiatives)	3	0
Implementation Year 3 (7 initiatives)	6	1
Implementation Year 4 (4 initiatives)	4	0
Implementation Year 5 (6 initiatives)	5	1
Total (20 initiatives)	18	2
%	90.0%	10.0%

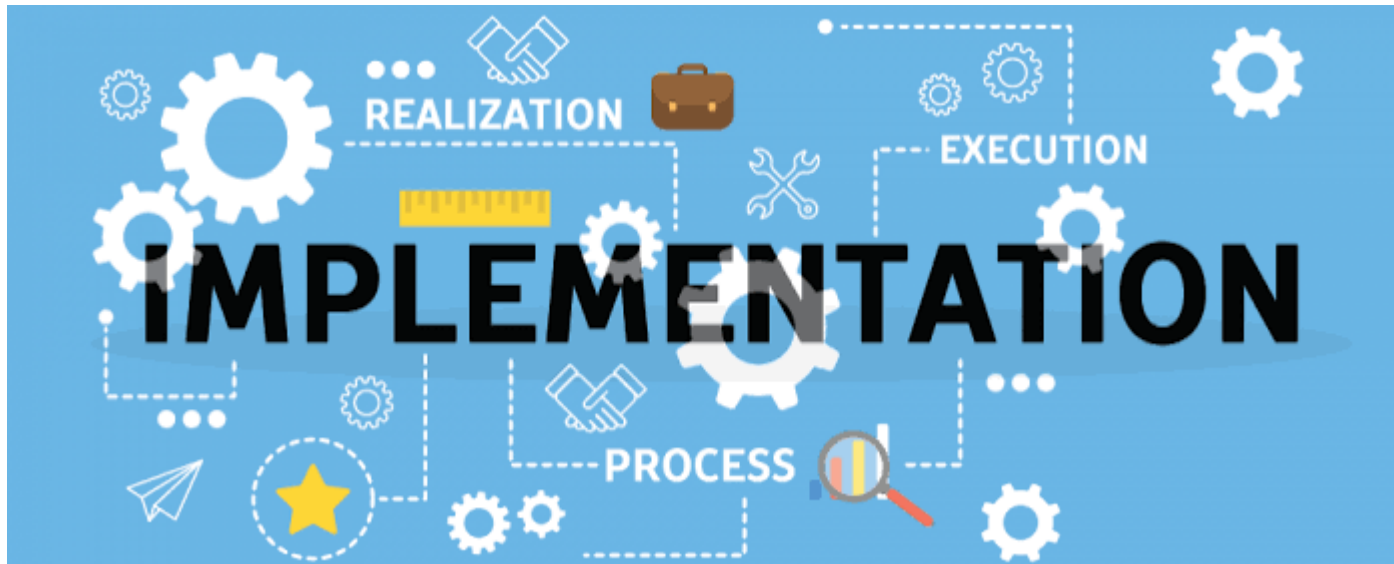
Rubric A Results

Initiative	Selection		Training						Coaching			Performance assessment					Support	
Year	A1	A2	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2
Count of 1:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Count of 2:	0	2	0	1	0	1	0	1	0	1	2	2	2	2	0	0	1	1
Count of 3:	13	12	6	11	14	14	17	15	7	13	13	8	12	15	1	1	15	14
Count of 4:	7	6	14	8	6	5	3	3	13	6	4	10	6	3	0	0	4	5





Questions about Program Measure 1?



Program Measure 2: Improving Implementation

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

Year	Target	Actual (or date expected)	Status
2020	70.0	60.0	Target Not Met, but Improved
2021	70.0	59.3	Target Not Met
2022	60.0	48.0	Target Not Met
2023	60.0	70.6	Target Exceeded
2024	60.0	50.0	Target Not Met
2025	60.0	64.7	Target Exceeded
2026	60.0	61.9	Target Exceeded

Initiative	Met Target	
	Yes	No
Implementation Year 3 (7 initiatives)	5	2
Implementation Year 4 (8 initiatives)	5	3
Implementation Year 5 (6 initiatives)	3	3
Implementation Year 6 (0 initiatives)	0	0
Implementation Year 7 (0 initiatives)	0	0
Total (21 initiatives)	13	8
%	61.9%	38.1%

Fidelity Requirements & Strategies

- ▶ Implementation fidelity should be considered “intervention fidelity.”
- ▶ You must provide a numerator and denominator, not just a percentage.
- ▶ Strategies for data collection:
 - Sampling
 - Determine common essential features across different interventions
 - Determine benchmarks across different types of measures and reporting the percentage of sites that met their benchmarks.

Reliability Check

Only for fidelity measures that are “self-assessments”



20% reliability check conducted by someone not involved in the day-to-day of the work



Be clear regarding:

- Is it a self-assessment?
- If yes, who did the reliability check and what are they considered and “outside observer”

Setting Targets

- ▶ Challenging yet achievable
- ▶ Analyze your history and the outcomes other initiatives are experiencing.
- ▶ Set targets for the out-years
 - Work with your Project Officer
 - Targets can be changed





Questions about Program Measure 2?



Program Measure 3

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

YEAR	TARGET	ACTUAL	STATUS
2020	85.0	93.8	Target Exceeded
2021	85.0	81.5	Target Not Met
2022	85.0	88.5	Target Exceeded
2023	85.0	84.0	Target Not Met
2024	85.0	87.5	Target Exceeded
2025	85.0	80.0	Target Not Met
2026	85.0	91.7	Target Exceeded



Initiative	Met Target	
	Yes	No
Implementation Year 2 (3 initiatives)	3	0
Implementation Year 3 (7 initiatives)	7	0
Implementation Year 4 (8 initiatives)	8	0
Implementation Year 5 (6 initiatives)	4	2
Implementation Year 6 (0 initiatives)	0	0
Implementation Year 7 (0 initiatives)	0	0
Total (24 initiatives)	22	2
%	91.7%	8.3%



Program Measure 4 – Long-term Measure

The percentage of State
Personnel Development Grant-
funded initiatives that meet their
child outcome targets.

Year	Target	Actual (or date expected)	Status
2025	Not available.	0.0	Target Not in Place
2026	Not available.	50.0	Target Not in Place
2027			

Initiative	Met Target	
	Yes	No
Implementation Year 5 (6 initiatives)	3	3
Implementation Year 6 (0 initiatives)	0	0
Implementation Year 7 (0 initiatives)	0	0
Total (6 initiatives)	3	3
	50.0%	50.0%

Steps for Program Measure 4

- ▶ If you have not already, determine a child outcome measure that is a direct result of your intervention.
- ▶ Collect baseline/ongoing data.
 - Set initial targets for each year.
 - Each year, determine if the targets still seem reasonable.
- ▶ CIPP, our GPRA contractor, will collect your Program Measure 4 data in Year 5 of your initiative.

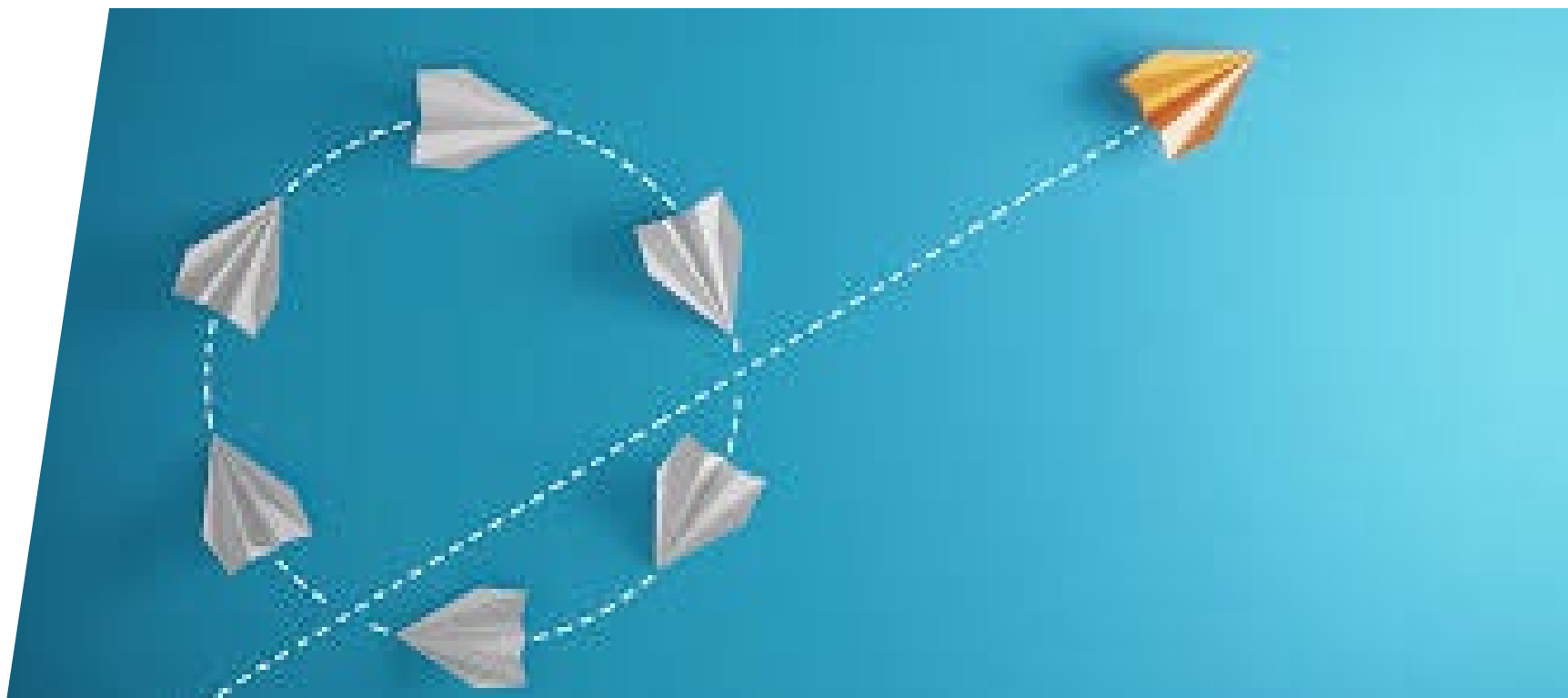
Grants focused on apprenticeship

- ▶ Will have another option for Program Measure 4.
- ▶ OSEP is currently working to have the new measure approved.



Short-time Working Group

Discuss RTAP-related
measures



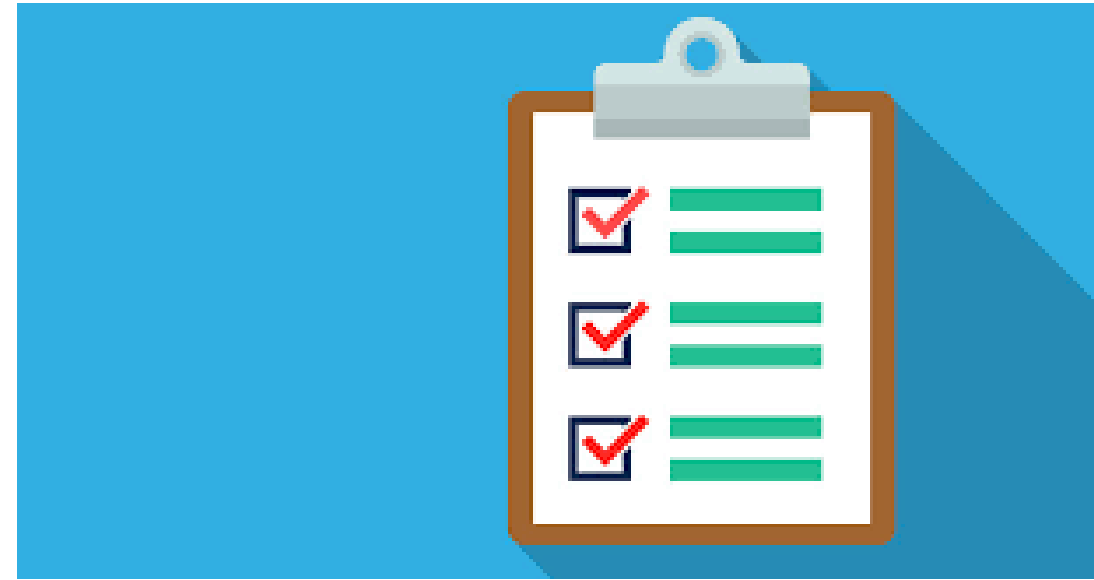
Next Steps

Resources, Considerations & Questions

Resources

APR & Program Measures [Page](#)

- ▶ Exemplar APRs
- ▶ Exemplar Measures
- ▶ Rubric B
- ▶ Guidance
- ▶ & More!





Overall APR Considerations

Large Available Balances (LAB)



You will receive an email if you have a large available balance ($LAB = >70\%$ of your annual budget)



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



Consider using the [Grant Expenditure Template](#).



In APR Section B, provide reasons you have not spent all funds **AND** plans to do so going forward.



Consider joining GrantWISE!

For all your Grants Management needs. Email
SIGnetwork@uoregon.edu to sign up.

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 <i>(Match/Cost Share)</i>
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

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.

Name of Authorized Representative: _____

Title: _____

Signature: _____

Date: ____/____/____

ED 524B

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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): _____

(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): _____

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

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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

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					
	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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

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



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?

FINAL PAGE OF THE REPORT



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): _____

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

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

H325 - - - - -

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



SECTION B – BUDGET INFORMATION

Your Project Officer will use this Information

- 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!

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

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?

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.

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

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

Thank you for your good work!



OSEP

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education