

Presentation on Preparing Annual Reports for OSEP

Wednesday, January 27, 2016

Outcomes of Presentation

- Grantees will have greater awareness of the purpose of annual performance reports
“Annual performance reports are required in order to continue a grant into a new budget period in compliance with ED policies.”
- Grantees will have a greater understanding of what is expected of them in the annual reports
- Grantees will feel more confident in completing and submitting their annual reports

Reporting Requirements (annual and no-cost)

- Annual reporting of project performance measures
 - EDGAR (§75.253)
 - “The Secretary may make a continuation award for a budget period after the first budget period of an approved multi-year project if the grantee has made substantial progress in achieving the goals and objectives of the project”
 - ED Handbook for the Discretionary Grant Process (Section 5.4.8)
 - “The determining factor in awarding a continuation grant is whether the recipient has made substantial progress within the scope of the approved application in attaining the objectives of the grant as evidenced by meeting the grant's performance measures.”

Grant Performance Report for Continuation Funding

- Dear Colleague Letter (also known as the Larry letter)
- Instructions for Submitting e-Reports
- ED 524B Instructions
- ED 524B Form

APR Review

Consideration is given to the grantees' performance in terms of both --

- Substantial progress toward achieving project outcomes
- Fiscal responsibility in use of federal funds.

Project Objectives

- The Project Objectives are what you are trying to accomplish and come from your grant application or subsequent revisions
(May be called goals in your application)
- Project Objectives should be relevant, applicable, focused, and measureable

Types of Performance Measures

- Program Measures
 - Measures determined by the Parent Program in order to meet GPRA measures
 - Quality
 - Relevance
 - Usefulness
 - All must be mentioned at least once
 - At least one Project Measure must be aligned with each Program Measure

Types of Performance Measures

- Project Measures
 - What you said you would do in your application or subsequent approved revisions.
 - Some are measures of process (e.g., number of workshops, number of attendees)
 - Some are measures of outcomes (e.g. number of attendees with increased knowledge)
 - Must be clear and measureable

The Basics on Data

- Do you have numbers?
- Do you know how to collect data?
- Are you collecting it?
- How do you report it?
- How do you use data you already have?
(e.g. surveys, evaluation, and demographic data)

Reporting Data

- Be as specific as possible about what you are counting (e.g., individual parents vs. families; all attendees vs. parent attendees; contacts vs. individuals served)
- Specify the source of your data (e.g., surveys, sign-in sheets, contact logs)
- If you are counting individuals, specify if the number is duplicative (i.e., you count each time a person calls as a separate contact).

Sections B & C

- Include information in Section B if there has been a **change** in your budget, and as appropriate, when the changes were approved by project officer.
- **All** reports must contain information about organization eligibility
(Information on Board membership)

Complete the Report Online

- Sign into G-5 to report
 - Check access to G-5 a week or more before report due date
- Download Word version of 524-B Grant Performance Report
 - Part 1 – Cover Sheet and Summary
 - Part 2 – Project Status
 - Part 3 – Instructions

Grant Application and Other Forms

http://www.ed.gov/fund/grant/apply/appforms/appforms.html

File Edit View Favorites Tools

Grant Application and Other Forms

ED.gov U.S. Department of Education

Students Parents Teachers Administrators

Grants & Contracts

- Grants
 - Orientation
 - Find
 - Apply
- Contracts
- Awards, Accounts & Reporting

- About ED
- Budget & Performance
- Press Room
- Publications
- Teaching Resources

- FAQs
- Contact
- Help
- Jobs at ED
- Online Services
- Recursos en español
- Web Survey

GRANTS

Grant Application and Other Forms

Form Number and Title	PDF Form Version	PDF Version	MS Word Version
SF 424 Form - Application Form for Federal Assistance (Core Form)			MS Word (230K)
ED Supplemental Form for SF 424		PDF (28K)	MS Word (20K)
Instructions to ED Supplemental Form for SF 424		PDF (422K)	MS Word (58K)
ED 524 Form and Instructions - Budget Information, Non - Construction Programs		PDF (48K)	MS Word (134K)
ED 524 Example for Training Grants: Additional Indirect Cost Information		PDF (52K)	MS Word (45K)
ED 524 Example for Grants under Restricted Rate Programs: Additional Indirect Cost Information		PDF (52K)	MS Word (41K)
ED 524-B Form - Grant Performance Report (Part 1 - Cover Sheet and Summary)		PDF (70K)	MS Word (220K)
ED 524-B Form - Grant Performance Report (Part 2 - Project Status)		PDF (74K)	MS Word (246K)
ED 524-B Form - Grant Performance Report (Part 3 - Instructions)		PDF (61K)	MS Word (88K)
General Education Provisions Act (GEPA) Requirements - Section 427		PDF (97K)	MS Word (24K)
Grants.Gov - Certification Regarding Lobbying		PDF (24K)	MS Word (36K)

ED Recovery Act

LEARN MORE

How Do I Find...?

- Grant opportunities
- Money for college
- Research, best practices
- Facts and figures
- Accreditation
- More

Related Topics

- Budget
- Policy & Guidance
- Programs

Done, but with errors on page.

Local intranet | Protected Mode: Off

100%

5 Microsoft Office... Grant Application a... Microsoft PowerPoi...

EN 4:20 PM

Cover Sheet – top



U.S. Department of Education Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instruction.

☒ Annual Performance Report ☐ Final Performance Report

OMB No. 1890-0004
Exp. 10-31-2007

General Information

1. PR/ Number #: **H328M140099**

(Block 5 of the Grant Award Notification - 11 Characters.)

2. NCES ID#: **N/A**

(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.)* **Only need to enter if address has changed.**

6. Project Director Name: _____

Title: _____

Ph #: () ____ - ____ Ext: ()

Fax #: () ____ - ____

Email Address: _____

Reporting Period Information (See Instructions.)

7. Reporting Period: From: **03/01/15** To: **02/29/16**(CONTINUING)

7. Reporting Period: From: **10/01/15** To: **02/29/16**(NEW)

Cover Sheet - middle

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	\$265,239 (\$0 NEW)	
b. Current Budget Period	\$272.523	
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 **(IF NO, DO NOT FILL OUT B-D)**
- 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: 06/01/2014 To: 05/31/2016 (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: **(DOES NOT APPLY)**
☐ Is included in your approved Indirect Cost Rate Agreement?
☐ Complies with 34 CFR 76.564(c)(2)?

Human Subjects *(See Instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? ☐ Yes ☐ No ☒ N/A

Cover Sheet - signature

Human Subjects (See Instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? ____ Yes ____ No X N/A

Performance Measures Status and Certification (See Instructions.)

11. Performance Measures Status *(Only check "Yes" if Final Performance Report)*

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

b. If no, when will the data be available and submitted to the Department? 12/31/2018 (GRANT END DATE)

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.

Joan Board-President

Title: Board Chair

Name of Authorized Representative: (board chair)

Joan Board-President

Date: 04/11/2016

Signature

Executive Summary



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

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) H328M090054

(See Instructions)

Here you summarize our accomplishments for the reporting period (one year for continuing grants, roughly 5 months for new grants). You can organize it any way you wish, but most people find it useful to organize according to the major project objectives. You may also include anecdotes or testimonies to highlight your accomplishments. Be honest about where you fell short, not just where you were wildly successful.

SAMPLE

State X's Parent Training Project serves parents of infants, children, and youth with all types of disabilities, as well as related professionals. *Parent Center* was awarded the parent training grant on October 1, 2009. The overall goal of the *Parent Training Project* is to improve outcomes of children with disabilities by providing information and training to parents and professionals on special education law and evidence-based research.

Parent Training Project has five major goals. This report summarizes the project's activities and accomplishments under each goal for the period of March 10, 2010 to February 28, 2011.

Sample Executive Summary

Goal 1: Workshops

Parent Training Project presented twelve workshops this reporting period, exceeding the goal of 10 workshops. A total of 325 parents and professionals attended these trainings. Workshop topics included “Introduction to the IEP,” “Positive Behavior Interventions,” and “Transition to Adulthood.” Workshop evaluations were very high, with an average rating of 3.7 out of a possible 4 points.

Goal 2: Individual Assistance

The goal of providing 1,000 parents and professionals with individual assistance via phone, email, and in-person consultations was exceeded. *Parent Training Project* assisted 1,628 individuals during the last year. Parent advocates also attended 10 facilitated IEP meetings and 5 mediation sessions. *Parent Training Project* strives to resolve disagreements at the lowest level possible. Parent advocates assist parents to understand their rights and responsibilities under the law so they can more effectively participate in their children’s education. An emphasis is placed on parent-professional partnerships.

Goal 3: Outreach to Underserved Parents

Parent Training Project is committed to reaching underserved populations through trainings and individual assistance. Three of the 12 trainings presented during this reporting period were in languages other than English- 2 in Spanish and 1 in Vietnamese. A Spanish-speaking parent advocate works at *Parent Center* 3 days a week and is available to provide individual assistance via phone or in person at the center or parent’s home.

Goal 4: Parent-Professional Partnerships

Parent Training Project provides workshops for parents and professionals on how to communicate more effectively and better understand the other’s perspective. *Parent Center* staff participate on 5 state and local boards and committees.

Goal 5: Information Dissemination

Parent Center maintains a Web site to keep parents and professionals up-to-date on special education news and research. The Web site received over 10,000 visits this reporting period, which is a 25% increase over last year. *Parent Training*

Status Chart



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

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): **H328M140099**

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.

Increase parents' knowledge of IDEA, early intervention, response to intervention, and transition from early intervention to preschool.

1.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of materials used by Parent Training and Information Centers projects deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products or services.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			93/100	93		99 / 100	99

1.b. Performance Measure	Measure Type	Quantitative Data					
X% of families who respond to the Program Measure Survey would recommend the parent center to friends and family. (N is number of respondents answering affirmatively and Y is number of responses. Z is the actual percentage.)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			X /100	X		N /Y	Z

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

Status Chart Narrative

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

1a.-1e. – The numbers reported are tallies of our sign-in sheets for each training. Attendees were asked to identify themselves as parents, professionals, or community members. In addition to the number of parents reported here, 102 professionals attended the trainings, and 31 community members. Parents attending more than one training were counted for each training that they attended.

1c. – We added this performance measure in the fall of 2015, after our state began a concerted effort to introduce response to intervention in all schools. In an e-mail dated October 27, 2015, our project officer approved the addition of this performance measure. However, we did not meet this project measure primarily because the state contracted with another group to provide parent trainings in each district. While we were sometimes asked to partner in the trainings, we were often not involved. The number reflects two trainings held in the spring of 2015, in two sites in the state, but we did not feel our expertise was best used in providing this training, and we got approval from our project officer in an e-mail dated August 11, 2015, to drop the project measure.

1e. – 40 culturally and linguistically diverse parents attended the training on IDEA, 12 on early intervention, 4 on response to intervention, and 10 on transition to preschool, representing 23%, 27%, 20%, and 23% respectively. We attribute our success to the work of our diverse staff, who personally invited many parents to attend, and the availability of both interpretation and childcare at our evening trainings in those communities. One parent who attended with the help of an interpreter said, “I never knew that I could ask for an IEP meeting at any time. Thank you for getting the information to me in a language I could understand.”

1f. – We provided evaluation sheets at all trainings, and received 190 back. The target and actual figures represent responses to the question, “How useful was the information you received at today’s training?” Participants responded using a 1-5 point Likert scale, where 5 represents “very useful.” We accepted all responses of 4 or higher as indicating that the respondents believed that that information was useful.

1g. Target and actual numbers were based on our parents’ response to the National PTAC’s telephone survey of 25 random workshop participants, 24 of who indicated that our products and services provided them with the relevant information they needed to work more effectively with schools, an indication that the trainings are highly relevant to families.

Section B – Budget Information



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

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): H328M140099

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

(If applicable, describe any significant changes to your budget resulting from modification of project activities.)

(If applicable, describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.)

(If applicable, describe any changes in the budget that was approved by the project officer and date of approval.)

Leave blank if none of the previous are applicable.)

We moved in May, 2012, and we are paying higher rent because of the change. In addition, our contractual costs have decreased because we hired a bookkeeper to take over the major functions of our external accounting firm. We requested a budget modification and our project officer approved the modification in an email dated June 16, 2012.

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

(Use this section to describe any relevant aspect of your project not covered elsewhere in the report, such as unanticipated outcomes or benefits from the project.)

Although our plan to provide trainings on response to intervention did not materialize, as a consequence of our first presentation in a school district in the southern part of the state, we have begun work with the school district to do a series of presentations on family involvement in the fall of 2013.

Our language access plan was developed over the summer of 2012 and finalized at the October 3, 2013 meeting of our Board of Directors. Staff training on the language access plan occurred during the month of November 2012.

The mission of our parent center is "to empower families and youth to individually and collectively advocate for improved functional and educational outcomes for children with disabilities."

Section C – Other Information

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The mission of our parent center is "to empower families and youth to individually and collectively advocate for improved functional and educational outcomes for children with disabilities."

Our Board is comprised of 10 members, 7 of whom are parents of children with disabilities under the age of 26 years. Each is appointed to serve a three-year term; a second term is allowed. After two consecutive terms, a Board member must vacate the position for one year. Officers are elected by Board members from the membership. Current members of the Board of Directors include --

Name	Role(s)	Parent of a CWD	Representing	Board role(s)	Board Term
Jane Smith	Parent, Gen Educator teacher (Secondary, Math)	7 year old child with CP	Western part of state	*President	1 st term; ends 9/30/18
Ann Doe	School administrator		Central part of state	*Vice President	1 st term; ends 9/30/16
Jim Jones	Parent, Attorney	21 year old child w ID	Northern region of state	*Secretary	2 nd term; ends 9/30/18
Junior Dunlap	Parent, Vocational Rehab Specialist	3 year old child with DD	Eastern region of state	*Chair of Finance	1 st term; ends 9/30/16
Cindy Sunshine	Parent	13 year old with Autism	State capital region Major city	Chair of Admin and Bylaws	1 st term; ends 9/30/18
Cathy Jones	Parent, Individual with a Disability	20 year child with LD	Eastern region of State; military families	Chair of Communications	1 st term; ends 9/30/18
Sally Mane	Former State Director of SPED		Major cities	Member at large	2 nd term; ends 9/30/16
Joe Schmo	Fund raiser	30-year old child w Autism	Southwestern region	Member at large	2 nd term; ends 9/30/16
Barbara Holt	Gen education teacher; bilingual	15 year old with Autism	BIA School; Native American families	Member at large	1 st term; ends 9/30/18
Laura Homes	Parent, Real Estate agent, bilingual	10 year old with LD (dyslexia)	Southern region of State	Member at large	1 st term; ends 9/30/16

NOTE: (*) Executive Committee member

ED 524B

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Sending in the Report

- Use G-5 to submit report online.
- **A signed signature page (Board Chair) must accompany the final report.** Upload and attach the scanned signed coversheet into G5.
- You cannot make late submission without OSEP approval.

Resources

- Documents
 - Sample Project Measures Corresponding to Program Measures for Annual Reports
 - Dear Colleague Letter
- People!
 - TA
 - OSEP

Keep In Mind

- Asking questions can be more important than having answers
- Struggling with questions is the only way to get to answers
- Families are helped best when parent programs work on continuous improvement

Questions???

Thank you for all you
do for children and
families!