

**Government Performance and Results Act (GPRRA) Guidance:
Safe Schools/Healthy Students (SS/HS) Grants**

Introduction

This document is intended to assist the Safe Schools/Healthy Students (SS/HS) program grantees in providing data the program office requires in compliance with the Government Performance and Results Act of 1993 (the Act).

Under GPRRA, Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. The U.S. Departments of Education (ED) and Health and Human Services (HHS) collect GPRRA performance measures data from grantees to demonstrate program success to Congress. This information ensures that program implementation is focused on results and that success is measured by outcomes achieved. It also may be used by Congress to determine future program funding. GPRRA data from individual sites may also be made available to the public on the Departments' websites.

Because the timing of the Annual Performance Report (APR) may not coincide with school district data collection, for this reason SS/HS grantees will report GPRRA data in the GPRRA and Budget Update not the APR. This is a change for the SS/HS program and is applicable to FY 2008 SS/HS grantees. The APR and the GPRRA and Budget Update will be reviewed by both Federal staff and the SS/HS National Evaluation Team (NET). It is noted that while the NET assists with GPRRA data review and reporting, the NET also uses information from the APR and GPRRA and Budget Update for the SS/HS National Evaluation. As a result, the NET may need additional data and details beyond the one aggregate number provided for each of the six GPRRA measures. These instructions provide guidance on the six GPRRA performance measures for the U.S. Department of Education's reporting in response to the Act. The Department of Health and Human Services reports a subset of these measures, as well as additional measures collected through the SS/HS National Evaluation.

FY 2008 SS/HS grantees will report on overall grantee progress, including all goals, objectives, performance indicators and activities in the APR. The first APR's reporting period is July 1, 2008 – January 31, 2009 and should be submitted no later than February 27, 2009. All subsequent APRs will be submitted at the end February for the preceding 12-month period. For example the second APR's reporting period will be February 1, 2009 – January 31, 2010.

FY 2008 SS/HS grantees will report GPRRA data in the GPRRA and Budget Update. The GPRRA and Budget Update will be submitted at the end of July of each year of the grant. The first GPRRA and Budget Update will cover the period July 1, 2008 – June 30, 2009 and should be submitted no later than July 30, 2009.

SS/HS GPRA Performance Measures

The Department has established GPRA performance measures related to student victimization/perception of school safety, student substance use and abuse, and mental health service provisions for the SS/HS grant program. Specifically the six SS/HS performance measures are:

1. Percentage of grantees that experience a decrease in students who did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school.
2. Percentage of grantees that experience a decrease in students who have been in a physical fight on school property in the 12 months prior to the survey.
3. Percentage of grantees that report a decrease in students who report current (30-day) marijuana use.
4. Percentage of grantees that report a decrease in students who report current (30-day) alcohol use.
5. Percentage of grantees that report an increase in the number of students receiving school-based mental health services.
6. Percentage of grantees that report an increase in the percentage of mental health referrals for students that result in mental health services being provided in the community.

Calculation and Data To Be Reported on the APR

The program office will calculate the percentage of grantees that demonstrate an improvement in actual performance outcomes for the GPRA measures from one reporting period to the next. In year one, performance outcomes will be compared to baseline data for the six GPRA measures. Baseline data must be provided in the first APR, subsequent APRs do not include baseline data. If no baseline for the six GPRA measures was submitted with the application, baseline data must be collected in year 1 prior to implementing grant activities, curricula, programs, or services that effect those measures. If baseline data for the six GPRA measures became available after the application was submitted, it should be included in the first APR and the grantee does not need to re-collect data.

Depending on the grantee's data collection or survey instrument data, improvement may differ from grantee to grantee. For example, a grantee's data can indicate *a decrease* in the number of students who report they failed to attend school on 1 or more days during the past 30 days because they felt unsafe; while another grantee's data may indicate improvement by *an increase* in the number of students who report that they missed zero days because they felt unsafe [at school or on their way to and from school]. In this example, both grantees' data indicates an improvement.

All data are to be reported in a standardized way in the APR and the GPRA and Budget Update using the pre-populated Section A (of the ED 524B) for SS/HS grantees. Individual grantees have some flexibility to individualize the measure to their district, but the measure may not be changed. For example, a grantee cannot change measure #1

to “the number of students who report missing one or more days of school during the previous 30 days because of bullying.”

Since grantees are not required to provide data on specific group of students or a specific number of students, this information must be clearly identified for each GPRRA measure. Additionally, the method of data collection should be explained. This information should be provided under “Explanation of Progress.” A grantee may not change the specified group of students or method of data collection once the year 1 APR is submitted. For example, if a grantee submits baseline and Year 1 actual data on the number of physical fights at middle schools in the first APR they cannot submit data on the number of physical fights at elementary schools in subsequent APRs.

Definitions

Table 1 contains definitions for terms important for reporting on different SS/HS GPRRA measures. These definitions should be used when implementing data collection and reporting.

Table 1: Definitions

baseline data	Data gathered before beginning the project and used to assess later performance.
logic model	A graphic presentation of the SS/HS comprehensive plan that depicts the logical connections between its components, needs and gaps, goals, objectives, activities, partner’s roles, outcomes, and process measures.
mental health services	The definition of mental health services should be established by the grantee (in consultation with the local mental health authority). The established definition should be provided whenever data on mental health services is presented and should remain consistent throughout the course of the SS/HS project.
Performance measure	A measure used to track the results(s) of a program or service.

Overall Instructions

SS/HS grantees should work with their local evaluator to complete the pre-populated Section A of the ED 524B form. Performance measures must be reported in GPRRA and Budget Updates and in the final performance report.

1. **Reporting both baseline and actual data in the first APR.** In Year 1 grantees are expected to include baseline data in the APR and Year 1 actual performance data in the GPRRA and Budget Update. If complete baseline data was included in the grantee’s application or made available post award, it does not need to be re-collected. If baseline data was not included in the grantee’s application or is not

- available post award, it must be collected prior to implementing the grant project activities associated with those GPRA measures.
2. **Reporting actual data for performance measures each GPRA and Budget Update.** Grantees are expected to report performance data for their GPRA measures for the current 12-month reporting period in the GPRA and Budget Update. The first GPRA & Budget Update will include data related to and collected during the first reporting period, for FY 2008 grantees that period is July 1, 2008 through June 30, 2009. The second GPRA & Budget Update will include data related to and collected during the second reporting period, for FY 2008 grantees that period is July 1, 2009 through June 30, 2010.
 3. **Reporting all data consistent with previous APRs and logic model.** The same data collection methodology should be used for all APRs and/or GPRA & Budget Updates. For example, it is not acceptable to submit baseline and Year 1 data on 7th graders for a GPRA measure in the first GPRA & Budget Update and then submit data for all middle school students in the second GPRA & Budget Update for the same GPRA measure. Additionally, baseline, actual performance measure data, and target data included in the GPRA & Budget Update should be consistent with the approved, final logic model.
 4. **Reporting and including “Target” data.** Target goals included in the grantee’s application should be included here. Grantees should specify if goals are annual goals or end of project objectives.
 5. **Reporting information under “Explanation of Progress.”** In the “Explanation of Progress” section grantees should provide descriptive information about the data submitted or information related to the data collection itself. Information used to follow the step-by-step instructions noted in Table 2 should be included under “Explanation of Progress.” **This section should not be used to explain lack of progress or unexpected results or to describe how data and information were used to make improvements;** this information should be included in Section C of your APR. See Table 2.

Instructions for Completing Pre-Populated Section A Forms

There are six pre-populated Section A forms available for SS/HS grantees are to use. Each GPRA outcome is on a separate form.

For GPRA Measures 1, 2, 3, and 4:

Item #1 – If baseline data is not available for the APR leave this box blank. If data was not available for the APR and is being submitted with the GPRA & Budget Update (submitted July 31, 2008 for FY 2008 grantees) check this box.

“Performance Measure” box - The box has been pre-populated with one of the six SS/HS GPRA measures. Grantees should add the specific survey, data collection, or source from which the data will be collected, and the specific change expected [as compared to

baseline data], and time period to the end of the statement provided. See Step #1 in Table 2.

Measure Type box – The box has been pre-populated with “GPRA,” no additional information is needed.

Target Raw Number box – Leave this box blank.

Target Ratio box – Leave this box blank.

Target % box – State the percent you expect the specific measure to be at the end of the specified time period (each year or by the end of the project).

Actual Raw number box – Leave this box blank.

Actual Ratio box – Enter the denominator and numerator as instructed in Steps #2 and #3 from Table 2.

Actual % box – Divide the numerator by the denominator to obtain the percentage; enter that number in this box.

Explanation of Progress – Include information from Steps # 2, 3 and 4 from Table 2.

For GPRA Measures 5:

Item #1 – If baseline data is not available for the APR leave this box blank. If data was not available for the APR and is now being submitted with the GPRA & Budget Update (submitted July 31, 2008 for FY 2008 grantees) check this box.

“Performance Measure” box - The box has been pre-populated with SS/HS GPRA measures. Grantees are to add the specific data collection or source from which the data will be collected, the expected number of students to be served, and the expected time frame for when services will be delivered (by the end of the year or the end of the project) to the end of the statement provided. See Step #1 from Table 2.

Measure Type box – The box has been pre-populated with “GPRA,” no additional information is needed.

Target Raw Number box –Each grantee should determine an annual or project goal for the number of students (unduplicated) that will receive school-based or community-based mental health services during the period specified (by the end of the year or the end of the project).

Target Ratio box – Leave this box blank.

Target % box – Leave this box blank.

Actual Raw number box – Enter the number of students that received school-based or community based mental health services for the reporting period.

Actual Ratio box – Leave this box blank.

Actual % box – Leave this box blank.

Explanation of Progress – Include information from Steps # 2, 3 and 4 from Table 2.

For GPRA Measure 6:

Item #1 – If baseline data is not available for the APR leave this box blank. If data was not available for the APR and is now being submitted with the GPRA & Budget Update (submitted July 31, 2008 for FY 2008 grantees) check this box.

“Performance Measure” box - The box has been pre-populated with one of the six SS/HS GPRA measures. Grantees are to add the specific survey, data collection, or source from which the data will be collected, and the specific change expected [as compared to baseline data], and time period to the end of the statement provided. See Step #1 in Table 2.

Measure Type box – The box has been pre-populated with “GPRA,” no additional information is needed.

Target Raw Number box – Leave this box blank.

Target Ratio box – Leave this box blank.

Target % box – State the percentage of referral you expect to result in mental health services being delivered and time frame (end of project or end of year).

Actual Raw number box – Leave this box blank.

Actual Ratio box – Enter the denominator and numerator as instructed in Steps #2 and #3 from Table 2.

Actual % box – Divide the numerator by the denominator to obtain the percentage; enter that number in this box.

Explanation of Progress – Include information from Steps # 2, 3 and 4 from Table 2.

Table 2 – Step-by-Step Instructions for SS/HS GPRA Outcomes

GPRA Measure	Step #1	Step #2	Step #3	Step #4
1. Percentage of grantees that experience a decrease in students who did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school	Data collection instrument -- name survey. Example: <i>Question #11a (?) on the YRBS survey.</i>	Specify student population that the data represents, including a description of and number of students who answered the identified questions Example: <i>All 7th grade students in the district (n=300).</i> This number is the denominator in your ratio.	Response coding of variables and the number of students for the reported variable. Example: <i>Students who responded, “zero days missed” – n = 285.</i> This number is the numerator in your ratio.	Response rate. Example: Number of students surveyed = 325; number of students responding to this question = 300.
2. Percentage of grantees that experience a decrease in students who have been in a physical fight on school property in the 12 months prior to the survey.	Data collection instrument – name survey. Example: <i>Question # 4 on the YRBS survey.</i>	Specify student population that the data represents, including a description and number of the students and the number who answered the identified question Example: <i>All middle school students in the district (n=650)</i> This number is the denominator in your ratio.	Response coding of variables and the number of students for the reported variable. Example: <i>Students who responded “zero fights” – n= 635</i> This number is the numerator in your ratio.	Response rate. Example: <i>Number of students surveyed = 650; number of students responding to this question = 650.</i>
3. Percentage of grantees that report a decrease in students who report current (30-day) marijuana use.	Data collection instrument -- name survey. Example: <i>Question #11a (?) on the CHKS survey.</i>	Specify student population that the data represents, including a description and number of the students who answered the identified question Example: <i>All middle and high school</i>	Response coding of variables and the number of students for the reported variable. Example: <i>Students who responded no use in the past 30 days “zero days” – n = 1285.</i>	Response rate. Example: <i>Number of students surveyed =1365; number of students responding to this question = 1315.</i>

		<p><i>students in the district (n=1475)</i></p> <p>This number is the denominator in your ratio.</p>	<p>This number is the numerator in your ratio</p>	
<p>4. Percentage of grantees that report a decrease in students who report current (30-day) alcohol use.</p>	<p>Data collection instrument -- name survey. Example: <i>Annual District Survey on Student Behaviors.</i></p>	<p>Specify student population data represents – type and number who answered the identified question. Example: <i>All 9th grade students in the district (n=678).</i></p> <p>This number is the denominator in your ratio.</p>	<p>Response coding of variables and the number of students for the reported variable. Example: <i>Students who responded “no use” – n = 615</i></p> <p>This number is the denominator in your ratio.</p>	<p>Response rate.</p> <p>Example: <i>Number of students surveyed = 625; number of students responding to this question = 620.</i></p>
<p>5. Percentage of grantees that report an increase in the number of students receiving school-based mental health services.</p>	<p>Data collection instrument – specify data source used. Example: <i>School based mental health counselor’s log.</i></p>	<p>Specify student population data eligible for grant provided/related mental health services. Example: <i>All students in the district (n=1275).</i></p>	<p>Provide the data (this number is not a ratio).</p> <p>Example: <i>135 new cases recorded in logs.</i></p>	<p>Additional information to define or explain the data. Example: <i>New records opened (and included in the logs) for one-time assessment only and not scheduled for additional services are not included in the count.</i></p>
<p>6. Percentage of grantees that report an increase in the percentage of mental health referrals for students that result in mental health services being provided in the community.</p>	<p>Data collection instrument – specify data source used.</p> <p>Example: <i>Community Mental Health provider records.</i></p>	<p>Specify the total number of referrals made by school-based mental health counselors to the community mental health services provider. Example: <i>120 referrals made.</i></p> <p>This number is the</p>	<p>Specify the actual number of referrals that resulted in mental health services provided to students.</p> <p>Example: <i>82 new case records were created by Community Mental Health provider.</i></p>	<p>Additional information to define or explain the data. Example: <i>Number of students referred for mental health services by school-based mental health counselors to the Community Mental Health Providers for whom new case records are opened.</i></p>

		denominator in your ratio.	This number is the denominator in your ratio.	<i>New records opened (and included in the logs) for one-time assessment only and not scheduled for additional services are not included in the count.</i>
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Frequently Asked Questions

The questions below may further assist in understanding how to calculate and submit your GPRA data. These questions are just a sample and do not cover every scenario. Grantees are reminded to contact their Federal Project Officer with any questions related to the completing the forms and submitting GPRA data.

#1Q: How much disaggregation of data by grade or school should we do for submission of the performance report?

#1 A: For purposes of the performance report as well as for best use by the district the data should be disaggregated to the point that the information is useful in planning and decision making for your individual project. Your evaluator and perhaps your technical assistance specialist can help make decisions that are best for your project. For the performance report, in Section C as well as in the evaluation plan you should discuss the reason for your decisions regarding data collection and analysis and should present all relevant data collected. You should either choose one group or data point to designate as the GPRA measure OR provide an aggregated total for GPRA and then separate the data out for analysis afterwards.

#2 Q: Which of the disaggregated data should be reported as GPRA data?

#2 A: For purposes of the GPRA data you should choose either one data point to be designated as your GPRA measure throughout the length of the project or you should present data as a total aggregated figure for the entire project. There should never be more than one data point for any GPRA measure for your project. If there is a consortia made up of more than one district for your project the data should be combined into one project measure by using one weighted average from data from all districts. If this is not possible you should consult with your Federal Project Officer (FPO) to determine an acceptable alternative. Since one purpose of GPRA measures is to help determine if the project is making a difference, GPRA data should try to reflect the project as a whole rather than a small subpopulation of students served (see fuller discussion in #5 Q).

#3 Q: Under what circumstances may we change the designated GPRA performance measure for our project?

#3 A: You should not propose to change the designated GPRA measure unless there is some situation beyond your control that will affect the continued collection of data for the designated GPRA measure. This is a situation that should very rarely occur and then only after consultation with your FPO.

#4 Q: Is there a single required assessment tool or measure that we should plan to use in collected data for any of the GPRA measures?

#4 A: There is no single required assessment tool for any of the six GPRA measures. Many of the SSHS grantees use data that come from surveys or information that is already collected by the district such as the Youth Risk Behavior Survey (YRBS) or the California Healthy Kids Survey (CHKS) or mental health center patient logs. As long as the measure is one that is collected at least annually and directly addresses the GPRA measure as stated then you may choose what is best for your project. In some cases the survey, the YRBS for example, may only be administered every two years. The project may administer a

shortened survey with only the questions needed for GPRA during the years in which the YRBS is not administered. As long as the survey questions upon which the reported data is based are consistent from year to year, and the difference in administration is explained adequately in reporting the data, this would be acceptable.

#5 Q: Should district-wide data be reported whenever possible?

#5 A: In some cases, if your project has identified a specific intended audience for an intervention or activity such as “identified at-risk students” or “chronically truant students,” then reporting outcomes for this activity using district-wide data would likely so dilute even significant changes among the intended group that any change would be lost in the larger data pool. On the other hand if you are providing an intervention or activity that is intended for a larger group or for the entire student body then reporting only data from a sub-group would not provide the most accurate assessment of the outcomes. The decision regarding what data to collect and report should be made in consultation with your evaluator, your technical assistance specialist and your FPO as well as partners and district administration.

#6 Q: Is there a minimal sample size that can be used in collecting and reporting data.

#6 A: SS/HS has not identified a specific minimal sample size for data collection. For this and related data collection decisions it is important to keep in mind the guiding principle that the data you are reporting is of high quality. Data for a non-representative sample of students would not meet this standard. There are numerous resources to help address this issue. Grantees are encouraged to raise the issue of sample size, response rates, and others issues with their local evaluator to assure all reported data are of high quality.

#7 Q: Is it allowable to substitute data such as “arrests for marijuana use” for the GPRA measure of “use of marijuana during the last 30 days”?

#7 A: No. Data should be collected and reported specifically as indicated in the GPRA measure. Other data may be collected such as arrests for substance use and should be reported in Section C of the APR and other required reports, however the GPRA data must be collected and reported as stated.

#8 Q: Is it allowable to use a survey question about “the use of Alcohol, Tobacco and Other Drugs in the last 30 days” for measures on 30-day alcohol use and 30-day marijuana use?

#8 A: No. As stated above the GPRA measures must be collected and reported exactly as indicated. Alcohol use and marijuana use should be assessed as separate behaviors and not included in the same question with the use of other substances.

#9 Q: Do we have to wait until there has been a Human Subjects (IRB) review before we collect data?

#9 A: Unless it has been determined by your FPO and/or your proposed project design has been reviewed by the Human Subjects coordinator for the US Department of Education that your project is exempt from Human Subject Research review requirements, then you must wait until that determination

has been made or until an Institutional Review Board (IRB) has reviewed and approved the proposed activities and data collection procedures before implementing any activities or collecting any data.

#10 Q: Do we have to wait until baseline data on all measures has been collected before we begin implementation of our planned project activities?

#10 A: No. Once the baseline data related to a particular activity has been established you may begin implementation of that activity while you continue to gather or collect baseline data on other activities. It is important to remember that if implementation of an activity will likely affect the baseline data being collected for other activities you should not begin either activity. For example if you have collected relevant baseline to begin an anti-bullying activity for elementary school students you may begin that activity while you continue to collect baseline on high school students marijuana and alcohol use, but should not begin a drug prevention program in the high school until that data is completely collected.

#11 Q: Is it required that we re-collect baseline data that was presented in our application or that might already exist in school district records?

#11 A: If there are existing data that are comparable (see previous Q & As) to the GPRA measure and is no more than two years old, then it may be used as baseline and no further data collection need be done for that measure prior to implementation of your planned activity or intervention.

#12 Q: What factors should we consider in selecting targets for the GPRA performance outcomes and when do we report the targets?

#12 A: Whether you included targets in the application or not, you should decide on target based on a combination of factors. Those factors should include the population to be served, national data trends, local data trends, the expected effectiveness of the selected intervention, and other local issues (for example, xxx). The selected targets should be discussed with your FPO and included in your final logic model and included in the first APR (to be submitted February 27, 2009). If target selection is dependent on information or data that is not available for inclusion in the final logic model, this should be discussed with your FPO and noted under "Explanation of Progress." If this is the case the targets should be included in the GPRA and Budget Update (to be submitted June 30, 2009).

#13Q: What do we do about collecting data for GPRA#6 if our district does not make referrals to a single mental health provider but there are numerous providers available for students? How do we know if a referral resulted in services?

#13A: Grantees that experience difficulty tracking students receiving services from community-based providers after referral, may have the person(s) who make the referrals follow-up with a parent/guardian of the referred student to determine if the student received a service. For those sites with large populations where the number of referral follow-ups would be burdensome, sites may work with local evaluators to randomly select students from school referral logs for follow up.

