MEMORANDUM

To: FY 2009 Safe Schools/Health Students (SS/HS) Grantees
From: SS/HS Federal Team
Subject: "Dear Colleague Memo": Performance Reporting Instructions and Guidance

The purpose of this memo is to explain the Safe Schools/Healthy Students (SS/HS) Initiative performance reporting requirements and provide specific instructions for development and submission of SS/HS performance reports. Please take time to review the instructions and contact your FPO if you have any questions.

This document *does not* include instructions for no-cost reporting or final performance reports and grant close-out. There are some important differences between reports required during a no cost extension year or to close out a SS/HS grant. Guidance for these reports and processes will be provided during grant year four.

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I. Performance Reporting Periods and Due Dates

All FY 2009 SS/HS grantees are required to submit two reports every grant year. Each report covers a specific period of time (the reporting period) and is due no later than thirty days after the end of each reporting period. Table 1 provides the report type, reporting period, and due date for all four grant years plus a no-cost extension year. The report types are discussed in further detail in Section II of this memo.

Table 1: Reports, Periods, and Due Dates

Grant Year	Type of Report	Reporting Period	Due Date
Year 1	Comprehensive Report	Comprehensive July 1, 2009 – December 31, 2009 Budget* July 1, 2009 – December 31, 2009	January 31, 2010
	GPRA and Budget Update Report	GPRA July 1, 2009 – June 30, 2010 Budget* January 1, 2010 – June 30, 2010	July 31, 2010
Year 2	Comprehensive Report	Comprehensive January 1, 2010 – December 31, 2010 Budget* July 1, 2010 – December 31, 2010	January 31, 2011
	GPRA and Budget Update Report	GPRA July 1, 2010 – June 30, 2011 Budget* January 1, 2011 – June 30, 2011	July 31, 2011
Year 3	Comprehensive Report	Comprehensive January 1, 2011 – December 31, 2011 Budget* July 1, 2011 – December 31, 2011	January 31, 2012

Grant Year	Type of Report	Reporting Period	Due Date
	GPRA and Budget Update Report	GPRA July 1, 2011 – June 30, 2012 Budget* January 1, 2012 – June 30, 2012	July 31, 2012
Year 4	Comprehensive Report	Comprehensive January 1, 2012 – December 31, 2012 Budget* July 1, 2012 – December 31, 2012	January 31, 2013
	GRPA and Budget Update Report	GPRA July 1, 2012 – June 30, 2012 Budget * January 1, 2013 – June 30, 2013	July 31, 2013
No-Cost Extension	No Cost Extension	January 1, 2013– December 31, 2013	January 31, 2014
	Final Report	July 1, 2009 – June 30, 2014	Within 90 days after the end of the NCE

***Please note:** You will be required to submit with every report a budget narrative and a budget and expenditures spreadsheet. The budget and expenditures spreadsheet is always cumulative, i.e., it documents all budgeted and expended funds from July 1, 2009 to the end of each designated reporting period. The budget narrative is not cumulative, and covers only the specific reporting periods included in the table above. Budget reporting is discussed in further detail in Section IV of this memo.

II. Types of Performance Reports

There are *two* performance report types required for each FY2009 SS/HS grantee during the four-year period of performance—the Comprehensive Report and the GPRA and Budget Update Report. Both performance report types utilize Department of Education reporting forms, identified as forms ED 524B. These forms and their instructions have been approved by the Office of Management and Budget and *must* be used to report performance of all SS/HS grants. A link to electronic versions of the ED 524B forms can be found in Section III of this memo. Section IV provides step by step instructions for using these forms.

A. The Comprehensive Report

The Comprehensive Report is just as it sounds – comprehensive. It must include a cover sheet, executive summary, budget narrative, budget and expenditures spreadsheet, program narrative, and a current Memorandum of Agreement and Logic Model. (See Table 2) The Comprehensive Report will take time to develop. You should take steps throughout the year to carefully document (both quantitatively and qualitatively) accomplishments, challenges, and resolutions so that an accurate account of all activities can be included in the report.

The budget information furnished as part of the comprehensive report is comprised of two parts: the ED form 524B Section B Narrative Report (labeled "Budget Information") and a budget and expenditures spreadsheet. The Narrative Report should address the fiscal status of the grant only for the most recent reporting period. The budget and expenditures spreadsheet, however, should account for all cumulative funds budgeted and expended from the initial grant award date (July 1, 2009) to the end of the most recent budget reporting period. More information about Budget Update reporting and budget and expenditure spreadsheets can be found in Section IV of this memo.

B. The GPRA and Budget Update Report

Under the Government Performance and Results Act of 1993 (GPRA), 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, and regularly report on achievement. ED and HHS collect GPRA performance measure 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. GPRA data may be used by Congress to determine future program funding and will be made available to the public on the Departments' Web sites. Therefore this report, though less broad than the Comprehensive Report, is equally important and requires careful calculation and reporting of your data. Your local evaluator may be able to assist in helping the project director complete this section, but the project director ensures the quality and accuracy of the data provided.

As in the Comprehensive Report, the budget information furnished as part of the GPRA and Budget Update Report is comprised of two parts: the ED form 524B Section B Narrative Report (labeled "Budget Information"), and a budget and expenditures spreadsheet. The Narrative Report should address the fiscal status of the grant only for the most recent reporting period. The budget and expenditures spreadsheet, however, should account for all cumulative funds budgeted and expended from the initial grant award date (July 1, 2009) to the end of the most recent budget reporting period. More information about Budget Update reporting and budget and expenditure spreadsheets can be found in Section IV of this memo.

III. Performance Report Forms

All performance reports utilize Department of Education reporting forms, identified as ED 524B forms. These forms have been approved by the Office of Management and Budget and must be used to report performance for all SS/HS grants. Links to electronic versions of these forms can be found on the U.S. Department of Education Web site: http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

If you are accessing these forms electronically, select Part 1 for the ED 524B Cover Sheet and Executive Summary and Part 2 for forms ED 524B Sections A, B, and C.

Additional report components, such as the budget spreadsheet are included as attachments. A list of all attachments can be found in Section VI of this memo.

IV. Report Instructions and Guidance

This section provides step by step directions and guidance for the Department of Education reporting forms (ED 524B) and the additional components required for SS/HS performance reporting. Table 2 includes a list of all of the ED 524B forms relevant to SS/HS performance reporting and identifies which forms (or report components) are required.

Table 2: Report Components

	Comprehensive Report (due on or before January 31)	GPRA and Budget Update Report (due on or before July 31)
ED 524 B Cover Sheet	Yes	Yes
Executive Summary	Yes	Optional
ED 524B Section A: GPRA Measures Data	Yes	Yes
ED 524B Section B Budget Information	Yes	Yes
Budget & Expenditures Spreadsheet	Yes	Yes
ED 524B Section C: Additional Information	Yes	No
MOA with Logic Model	Yes	No
Appendices (e.g. resumes of new staff, updated timeline, etc.)	If applicable	If applicable

The following instructions are meant to be reviewed in tandem with the ED 524B forms. Please download and print a copy of these forms at the Web site identified in Section III.

A. ED 524B Cover Sheet

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**Yes**

General Information

1. The PR/Number is the grant award number and can be found on the Grant Award Notification (GAN). This number begins as Q184L-XXXXXX.

2. The NCES ID# for the grantee can be found at http://nces.ed.gov/ccd/search.asp. When using this locator, it is best to include the city and state of the local education agency only, and then select the correct local educational agency. In cases where you are working with a consortium of grantees, you should select the NCES ID# of the lead school district (grantee).

3. Self-explanatory.

4. Self-explanatory.

5. Self-explanatory. [Note: Be sure to include the complete and current district mailing address on each cover sheet].

6. Self-explanatory

Reporting Period Information

7. Self-explanatory

Budget Expenditures

8. This section of the form should be completed by your Business Office.

   a. The amount reported in this box should be the *cumulative* amount of grant funds expended prior to the start of the current budget period [NOTE: Refer to page 2 of this Dear Colleague memo for the actual dates of each budget period.]

   b. The amount reported here should be the actual amount of grant funds expended for the current budget reporting period. For example, the Year 2 GPRA Report and Budget Update would report on funds expended during the period of January 1, 2011 – June 30, 2011.

   c. Leave blank - this box is only completed for the final performance report.

If you indicated in your original grant application that you were providing non-Federal funds (i.e., in-kind or match/cost share) to the SS/HS Initiative you will need to separate expenditures, using the two columns, into Federal grant funds expended and non-Federal funds expended for the grant for Sections 8a and 8b.

Indirect Cost Information

9. The section of the form should be completed by your Business Office.

    a. Please check "yes" or "no" to indicate whether or not you are claiming indirect costs under this grant.

    b. If you checked "yes" in item 9a, please indicate in 9b, whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal Government.

    c. If you checked "yes" in item 9b, please indicated in item 9c the beginning and end dates covered by the Indirect Cost Agreement. In addition, please indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other", please specify the name of the Federal agency that issued the approved agreement. Please submit a copy of the documentation of the approved indirect cost rate.

    d. Leave this blank – SS/HS is not a restricted rate program

Human Subjects

10. In the development of your SS/HS grant evaluation plan, you and your local evaluator should have determined if your local evaluation activities were subject to Institutional Review Board approval for human subjects' regulations.

    If your local evaluator determined that requirements related to human subjects regulations were not applicable to your local evaluation you should check "N/A". You should also include in Section C of the Comprehensive Report a brief discussion of the factors used to make this determination and the concurrence of ED's Human Subjects Office.

    If your local evaluator determined that your local evaluation did involve human subjects, you should check "yes" and include documentation of Institutional Review Board (IRB) review and approval from an IRB annually with every Comprehensive Report. Certification of IRB review must be submitted prior to using grant funds to support SS/HS activities.

Performance Measures Status and Certification

11. For all GPRA and Budget Update Reports, this section requires you to indicate whether complete data on the six GPRA measures have been included in Section A of the Project Status Chart. If you check "no", please indicate in item 11b the date when the information will be submitted. Complete GPRA data should be submitted by the date you indicate in item 11b (usually not later than the due date for the next performance report).

12. The Grant Performance Report Cover Sheet must be signed by the authorized representative of the school district. The authorized representative is the official within an organization with the legal authority to give assurances, make commitments, enter into contracts, and execute such documents on behalf of the organization as may be required by the Department of Education, including certification that commitments made in grant proposals have been honored and that the applicant continues to comply with the Department's regulations, guidelines, and policies. The authorized representative for most local educational agencies is the Superintendent. The Project Director cannot sign as the authorized representative.

B. ED 524B Executive Summary

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**Optional**

The Executive Summary should concisely address the overall progress towards meeting the project's goals and objectives included in the approved grant application. This summary should not exceed two single spaced pages.

C. ED 524B Section A – Government Performance Results Act (GPRA) Measures Data

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**Yes**

The ED 524B Section A is only used to report on the six GRPA performance measures. Data for the six GRPA performance measures should be submitted as part of both required reports. If any of the GPRA performance measure data is not available to be reported when the GPRA and Budget Update Report is due, it should be submitted by the date indicated in item 11b of the ED 524B Cover Sheet. This is usually not later than the due date for the next performance report.

You are required to report two sets of GPRA performance measure data in the Year 1 GPRA and Budget Update Report: baseline data and actual Year 1 performance data. Baseline data must be collected prior to implementing the project. If complete baseline data was included in the original application, it does not need to be recollected but must be recorded on the form.

In subsequent years for Section A, continue to include baseline data, the previous year's annual data, and current (new) data under "Explanation of Progress." This means that Section A will provide a cumulative report of your data collection. SS/HS grantees should work with their local evaluator to complete the Section A charts with GPRA data and information.

The original Section A forms were pre-populated with the six GPRA performance measures, but you will need to add the following to each measure:

- The specific student population the data represents;
- The specific change expected;
- Specific survey, data collection, or source from which the data will be collected; and
- The time period in which the change is expected (e.g., each year, by the end of the project, etc.).

The six GPRA measures included in Section A should match the GPRA measures identified in your final logic model.

Attachment 1 - Government Performance and Results Act (GPRA) Guidance provides additional information about how to report GPRA data and analyses of that data.

D. ED 524B Section B – Budget Information

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**Yes**

ED Form 524B, Section B Budget Information should be used to provide the budget narrative. It should include the following:

- A list of and explanation for obligated or encumbered funds that have not been drawn down from GAPS to pay for approved and budgeted expenses;
- An explanation if you did not expend funds at the expected rate during the reporting period;
- A description of any significant changes to your budget resulting from modification of project activities;
- A description of any changes to your budget that affected your ability to implement your approved project activities and/or achieve your approved project objectives;
- If applicable, a report on any non-Federal (e.g., in-kind) funds expended and any actual or anticipated changes.

E. Budget and Expenditures Spreadsheet

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**Yes**

The Budget and Expenditure Spreadsheet is not a part of the Department of Education 524B forms package. Instead, we have provided a Budget and Expenditure Spreadsheet Template as an attachment to this memo. Please review the template and the following instructions together and talk with your FPO if you have any questions.

The Budget and Expenditure Spreadsheet should show the cumulative amount budgeted as compared to the cumulative amount expended. It should be broken down first into the two separate Element budgets and then by cost categories (e.g., personnel, fringe, travel, etc.). The "budgeted" column for each of the two separate Element budgets should document the sum of the approved annual budget(s). The "expended" column for each of the two Element budgets should document the cumulative total of all expended funds.

Since budget information related to expenditures is always reported cumulatively, the time period for reporting financial information in the spreadsheet will always be from the initial award date (i.e., July 1, 2009) through the end date for that particular reporting period. As an example, the budget spreadsheet for the Year 3 Comprehensive Report would cover the time period of July 1, 2011 through December 31, 2011.

Obligated or encumbered funds should not be counted as expended funds and therefore should not be included in the spreadsheet. Also, please note that the amount reported as expended should match the draw downs recorded in G5 (the Department of Education's grants software).

F. ED 524B Section C – Additional Information

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**No**

Section C of the Comprehensive Report should not exceed 25 double spaced, sequentially numbered pages using a 12-point font. It is helpful to follow the organization of the logic model when reporting on performance indicators, approved activities, and process measures. The following information should be included:

- Data and an analysis of that data for all project indicators by each of the SS/HS elements. Include both a quantitative and qualitative analysis.
- Clear and specific evidence of progress towards meeting project objectives. Include examples of accomplishments as they relate to the process measures. Adequate justification must be provided if objectives and process measures have not been attained, if scheduled activities were not implemented, or if there has been less than substantial progress for any activity;
- A discussion of any unanticipated outcomes or benefits;
- Evidence of the integration of grant-funded activities between elements and partners, as well as integration with non-grant-funded activities, programs, and services in the schools and communities;
- Any relevant information demonstrating how activities funded under SS/HS are linked to interventions and strategies not funded but included as part of the overall comprehensive approach to violence prevention and healthy youth development;
- If applicable, an overview of changes made to the logic model and MOA and explanation of why the changes were necessary.
- Evidence of continued (and perhaps increased) collaboration between agencies included in the SS/HS application's signed agreements;
- As appropriate, demographic information on the population(s) served by SS/HS. FPOs will review this information in conjunction with the grant application to determine if populations identified in the application are being served.

- An update of local evaluation activities, including but not limited to the status of local evaluation data collection and its use in program management;
- An account of progress towards planning for sustainability at the end of Federal funding;
- A brief summary of the technical assistance services requested and provided by the National Center for Mental Health Promotion and Youth Violence Prevention and the SS/HS Communications Team staff; and
- As appropriate, information regarding any new staff hired for the SS/HS Initiative (i.e., their position or responsibility and their qualifications for the position). Resumes should be included as an Appendix.

G. SS/HS MOA and Logic Model

Report	Required (Y/N)
Comprehensive	**Yes**
GPRA and Budget Update	**No**

The most current logic model and MOA should be included as an attachment for the Comprehensive Report.

H. Appendices

Report	Required (Y/N)
Comprehensive	**If Applicable**
GPRA and Budget Update	**If Applicable**

Any relevant information not reported elsewhere and not included in a previous report should be included as an appendix. This could include updated timelines, resumes of newly hired staff, and local evaluation reports.

V. Report Submission Instructions

SS/HS grantees are *required* to submit **both hard copy and electronic versions** of all performance reports.

A. Hard Copy Submission

Grantees *must* prepare **two** (2) complete hard copies of each report.

The **first** hard copy must be delivered to:

Safe Schools/Healthy Students Initiative
Office of Safe and Drug Free Schools
U.S. Department of Education
Potomac Center Plaza
550 12th Street SW, Room 10065
Washington, DC 20202-6450

The **second** hard copy *must* be delivered to the grantee's designated Federal Project Officer (FPO). Mailing addresses and additional contact information for the SS/HS FPOs is included as an attachment to this memo.

B. Electronic Submission

An electronic copy of Sections A and C of each performance report *must* be sent via e-mail to SSHS@samhsa.hhs.gov.

VI. List of Enclosed Attachments

1. GPRA Guidance
2. Budget and Expenditure Spreadsheet Template (.xls)
3. List of Federal Project Officers

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

Introduction

This document is intended to assist Safe Schools/Healthy Students (SS/HS) grantees in providing data the Office of Safe and Drug-Free Schools requires in compliance with the Government Performance and Results Act of 1993 (the Act). These instructions provide guidance on the six GPRA performance measures for the U.S. Department of Education's reporting 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.

Under GPRA, 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 GPRA performance measure 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. GPRA data may be used by Congress to determine future program funding and will be made available to the public on the Departments' websites.

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. Grantees will provide student-level data for each of the measures listed below.

The six SS/HS GPRA 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.

Definitions

Table 1 contains definitions for terms important for reporting on SS/HS GPRA measures. These definitions should be used in 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 (or Outcome measure)	A measure used to track the results of a program or service.

Data Collection and Reporting

Reporting Data

All data for SS/HS grantees must be reported in a standardized way using the pre-populated Section A of the ED 524Bform.

Baseline Data

Performance outcomes will be compared to baseline data for the six GPRA measures. In Year 1 grantees are expected to include baseline data in the Comprehensive Report and Year 1 actual performance data in the GPRA and Budget Update. If no baseline data 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 affect those measures. Baseline data that became available after the application was submitted should be included in the first Comprehensive Report and the grantee does not need to re-collect the data.

Customizing Measures

Grantees have some flexibility to individualize the measure to their district by identifying the target population being measured, the data collection method used, the percent change expected, and the time period for the change. **However, the GPRA measure itself may not be changed and must remain consistent throughout the grant reporting period.** Grantees must add the specific survey, data collection, or source from which the data will be collected, the specific change expected [as compared to baseline data], and time period, be it annual or end of the project.

An example of a customized measure is: *The percentage of middle and high school students who report consuming alcohol on one or more occasions during the previous 30 days will decrease by 20% from baseline, as measured by YRBS, by the end of the project.*

While customization of measures is expected, the measure itself should not be changed or altered. 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."* In this example, the grantee must report on students missing school as a result of feeling unsafe for any reason, it cannot be limited to bullying.

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. If expected data were not attained, expected progress towards meeting the performance objective was not met or a planned activity was not conducted as scheduled, grantees must provide an explanation in this section. Additional data related to the specific group of students or the specific number of students being measured must be clearly identified for each GPRA measure in the explanation of progress section. The method of data collection should also be indicated in this section. A grantee may not change the specified group of students or method of data collection once the year 1 Comprehensive Report 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 Comprehensive Report they cannot submit data on the number of physical fights at elementary schools in subsequent Comprehensive Reports.*

This section should not be used to explain lack of progress, unexpected results or describe how data and information were used to make improvements; this information should be included in Section C of your Comprehensive Report.

Table 3 – Step-by-Step Instructions for Reporting SS/HS GPRA Outcomes

GPRA Performance Measure	**Step #1** **Customize the GPRA Performance Measure**	**Step #2** **Calculate the target from the baseline**	**Step #3** **Report actual performance data and calculate the actual performance change**	**Step #4** **Provide an Explanation of Progress that addresses the following: ---**
1. The percentage of _[a]___students who report missing one or more days of school during the previous 30 days because they felt unsafe at school or on the way to and from school will decrease by __[b]__% from baseline as measured by student responses to _ [c]__ for the time period ending __[d]__.	Identify: a. Targeted student population b. Percentage change c. Data collection instrument or survey d. Time period for the change *Enter the customized measure in the Performance Measures Box*	To calculate the baseline percentage, divide the number of students reporting missing school during the previous 30 days by the total # of students surveyed To calculate the target percentage, multiply the baseline percentage by the targeted percentage decrease and then subtract this from the baseline percentage *Enter the target percentage in the Target % Box*	The number of students who reported missing one or more days of school is the numerator and the number of students surveyed is the denominator *Enter **the ratio** in the Actual Performance Data Ratio Box* To calculate the actual performance data percentage, divide the numerator by the denominator *Enter the actual performance data percentage in the Actual Performance Data % Box*	Identify what data were collected, when they were collected, the evaluation methods that were used, and how the data were analyzed. Identify and explain any deviations from the approved evaluation plan, including changes in design or methodology, or the individual or organization
2. The percentage of _[a]_ students involved in a	Identify:	To calculate the baseline percentage,	The number of students involved in a	

GPRA Performance Measure	Step #1 Customize the GPRA Performance Measure	Step #2 Calculate the target from the baseline	Step #3 Report actual performance data and calculate the actual performance change	Step #4 Provide an Explanation of Progress that addresses the following: ---
physical fight on school property during the just completed school year will decrease by _[b]_% compared to baseline as measured by _[c]_ for the time period ending __[d]__.	a. Targeted student population b. Percentage change c. Data collection instrument or survey d. Time period for the change *<u>Enter</u> the customized measure in the Performance Measures Box*	divide the number of students involved in a physical fight by the total # of students surveyed To calculate the <u>target percentage,</u> multiply the baseline percentage by the targeted percentage decrease and then subtract this amount from the baseline percentage – *<u>Enter</u> the target percentage in the Target % Box*	physical fight is the numerator and the number of students surveyed is the denominator *<u>Enter</u> the ratio in the Actual Performance Data Ratio Box* To calculate the actual performance data percentage, divide the numerator by the denominator *<u>Enter</u> the actual performance data percentage in the Actual Performance Data % Box*	conducting the evaluation. Based on the data, provide a description of preliminary findings or outcomes, including information to show whether you are making progress towards meeting each GPRA measure. Indicate how you have met or are making progress towards meeting the stated GPRA measure Provide a brief description of the activities and accomplishments for the reporting period that are related to each GPRA measure. Provide an explanation if (1) expected data were not attained; (2) expected progress towards meeting the performance objective was
3. The percentage of __[a]__ students who report using marijuana on one or more occasions during the previous	<u>Identify:</u> a. Targeted student population	To calculate the <u>baseline percentage</u>, divide the number of students reporting	The number of students who report using marijuana on	

GPRA Performance Measure	**Step #1** **Customize the GPRA Performance Measure**	**Step #2** **Calculate the target from the baseline**	**Step #3** **Report actual performance data and calculate the actual performance change**	**Step #4** **Provide an Explanation of Progress that addresses the following: ---**
30 days will decrease _[b]_% from baseline as measured by student responses to _[c]__ by the time period ending __[d]__.	b. Percentage change c. Data collection instrument or survey d. Time period for the change *Enter the customized measure in the Performance Measures Box*	marijuana use by the total # of students surveyed To calculate the target percentage, multiply the baseline percentage by the expected percentage decrease and then subtract this number from the baseline percentage. *Enter the target percentage in the Target % Box*	one or more occasions during the previous 30 days actual performance data is the numerator and the number of students surveyed is the denominator *Enter the ratio in the Actual Performance Data Ratio Box* To calculate the actual performance data percentage, divide the numerator by the denominator *Enter the actual performance data percentage in the Actual Performance Data % Box*	not met; or (3) a planned activity was not conducted as scheduled. Include a description of the steps and schedules for addressing the problem or issue. Indicate how the data and information was used to monitor the progress of the grant, and if needed, to make improvements to the original project plan consistent with the approved objectives and scope of work.
4. The percentage of _[a]_	Identify:	To calculate the	The actual	

GPRA Performance Measure	Step #1 Customize the GPRA Performance Measure	Step #2 Calculate the target from the baseline	Step #3 Report actual performance data and calculate the actual performance change	Step #4 Provide an Explanation of Progress that addresses the following: ---
students who report consuming alcohol on one or more occasions during the previous 30 days will decrease _[b]_% from baseline by __[c]__ as measured by student responses to __[d]__.	a. Targeted student population b. Percentage change c. Time period for the change d. Data collection instrument or survey *Enter the customized measure in the Performance Measures Box*	baseline percentage, divide the number of students reporting marijuana use by the total # of students surveyed. To calculate the target percentage, multiply the baseline percentage by the expected percentage decrease and then subtract this number from the baseline percentage. *Enter the target percentage in the Target % Box*	performance data is the numerator and the number of students surveyed is the denominator *Enter the ratio in the Actual Performance Data Ratio Box* To calculate the actual performance data percentage, divide the numerator by the denominator *Enter the actual performance data percentage in the Actual Performance Data % Box*	
5. The number of __[a]__ students who receive school based mental health services as defined below will	Identify: a. Targeted student population	Identify the number of unduplicated	The actual performance data number is the number	

GPRA Performance Measure	**Step #1** **Customize the GPRA Performance Measure**	**Step #2** **Calculate the target from the baseline**	**Step #3** **Report actual performance data and calculate the actual performance change**	**Step #4** **Provide an Explanation of Progress that addresses the following: ---**
increase by _[b]_ from baseline as measured by_[c]__ by the time period ending _[d]__	b. Number OR Percentage change c. Data collection instrument or survey d. Time period for the change Need to also include a definition of "school based mental health services" *Enter the customized measure in the Performance Measures Box*	students that will receive school-based mental health services during the specified time period *Enter the target number in the Target Raw Number Box*	of students that received school-based mental health services for the reporting period – *Enter the actual performance data number in the Actual Performance Data Raw Number Box*	
6. The percentage of _[a]___ student referrals that result in mental health services being provided in the community will increase by __[b]__% from baseline as measured by _[c]__ by the time period ending __[d]___	Identify: a. Targeted student population b. Percentage change c. Data collection instrument or survey	To calculate the baseline percentage, divide the number of students whose referrals resulted in mental health services being provided in the community by the total # of students	The actual performance data is the numerator and the number of students surveyed is denominator *Enter the ratio in the Actual Performance Data Ratio Box*	

GPRA Performance Measure	**Step #1** **Customize the GPRA Performance Measure**	**Step #2** **Calculate the target from the baseline**	**Step #3** **Report actual performance data and calculate the actual performance change**	**Step #4** **Provide an Explanation of Progress that addresses the following: ---**
	d. Time period for the change *Enter the customized measure in the Performance Measures Box*	surveyed. To calculate the target percentage, multiply the baseline percentage by 1 plus the expected percentage increase *Enter the target percentage in the Target % Box*	To calculate the actual performance data percentage, divide the numerator by the denominator *Enter the actual performance data percentage in the Actual Performance Data % Box*	

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 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 reporting GPRA data to your Federal Project Officer in the GPRA/Budget Update, 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. Also, you should remember that the National Evaluation Team (NET) assists with GPRA data review and reporting and uses information reported by grantees for the SS/HS National Evaluation. As a result, the NET will need additional data and details beyond the one aggregate number. .

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 discussion in # 6 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 only occur in rare circumstances 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 SS/HS grantees use data that come from surveys or information that is already collected by the district such as the Youth Risk Behavior Survey (YRBS), 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.

#5 Q: What should I do if my district only administers surveys every two years?

#5 A: Some districts collect data or administer a survey every two years, for example the YRBS. 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.

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

#6 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 might cause significant changes among the intended group to become 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.

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

#7 A: SS/HS has not identified a specific minimal sample size for data collection. It is important to keep in mind that the data reported needs to be of high quality and the sample must be representative of the population identified in your objective/GPRA measure. 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.

#8 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"?

#8 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.

#9 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?

#9 A: No. As stated above the GPRA measures must de collected and reported exactly as indicated. Alcohol use and marijuana use should be assessed as separate behaviors.

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

#10 A: Unless your FPO or the Human Subjects coordinator for the US Department of Education concurs that your project is exempt from Human Subject Research review requirements, 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.

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

#11 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.

#12 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?

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

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

#13 A: Whether you included targets in the application or not, you should decide on target based on a combination of factors. These 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. The selected targets should be discussed with your FPO and included in your final logic model the first APR. 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.

#14Q: 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?

#14A: Grantees who 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 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.

	Budget Spreadsheet of Expenditures by Element and Line Item					
	Element 123		Element 45		Total Expended	
	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
A. Personnel						
B. Fringe benefits						
C. Travel						
D. Equipment						
E. Supplies						
F. Construction						
G. Consult/contracts						
H. Other						
Total direct costs (lines A-H)	0	0	0	0	0	0
I. Indirect costs						
TOTAL	0	0	0	0	0	0

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

OMB No. 1890 - 0004

Expiration: 10-31-2007

Check only one box per Program Office instructions.

☐ **Annual Performance Report** ☐ **Final Performance Report**

General Information

1. PR/Award #: | | | | | | | | | | | |
   (Block 5 of the Grant Award Notification.)

2. NCES ID #: | | | | | | | | | | | | |
   (See Instructions.)

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 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 Reporting 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 *(See instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? ___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.

Name of Authorized Representative:	Title:
Signature:	Date:

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

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:

(See Instructions.)

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

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:

SECTION A - Project 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)

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

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:

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

2. **Project Objective** ☐ Check if this is a status update for the previous budget period.

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

2.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)

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

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:

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

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