

2023-2024 Annual Performance Report Webinar

High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)

Presenters:

Katrina Ballard, Data and Evaluation Subject Matter Expert

Jessica Stein, Program Officer

The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

Office of Migrant Education
U.S. Department of Education



Webinar Goals


- Grantees are equipped to create and submit a high-quality report.
- Grantees will understand...
 - How to complete the Annual Performance Report (APR) for the 2023-2024 reporting period,
 - New APR data elements that are optional for 2023-2024,
 - Basic information regarding the APR submission process, and
 - How to avoid common errors in completing the report and submitting data.

Please Note: *If you are part of a new project (FY24 cohort), you will not complete the APR this year, but you will be required to submit the Interim Performance Report (IPR) in February 2025.*

Welcome and Reminders

- Please bring questions to APR Office Hours on **September 12** at 12:30 pm ET or email hepcampAPR@ed.gov.
- OME recommends viewing the entire webinar, but if you need to review certain sections, check the listserv message for the timestamps.
- Feel free to share this recording and slides with your staff who work on the APR (ex. budget office staff)!

Agenda

Part 1 (Video 1)	Part 2 (Video 2)
<ol style="list-style-type: none">1. 2023-2024 Annual Performance Report (APR) Overview and New Resource2.  New! APR Cover Sheet Updates3. 2023-2024 HEP and CAMP APR Updates: Blocks B, C, and D	<ol style="list-style-type: none">1. APR Block A Definitions2. Tips for Completing the APR3. Interim Performance Report (IPR) Preview4. Submission Process and Next Steps


2023-2024 APR Overview and Resources

Annual Performance Report (APR)


- The APR is a report a grantee must submit to receive continued funding under a multi-year award.
- The report provides the most current performance and financial information about a discretionary grant or cooperative agreement.

Authorities

Higher Education Act of 1965 – Section 418A as amended by Section 408 of the Higher Education Opportunity Act (HEOA), P.L. 110-315

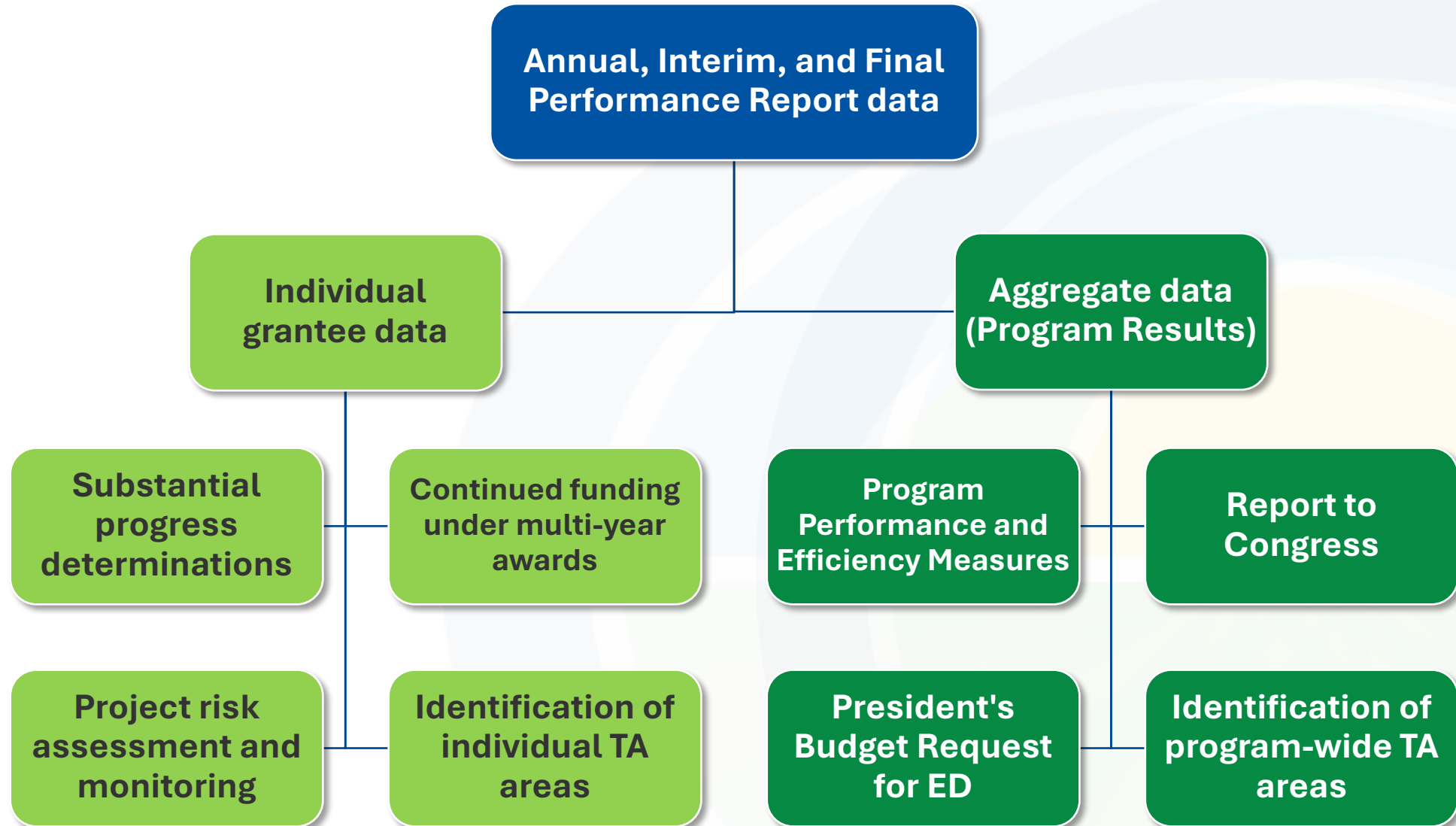


Education Department General Administrative Regulations (EDGAR), 34 CFR 75.118



College Assistance Migrant Program and High School Equivalency Program Annual Performance Report and Final Report Instructions (OMB No. 1810-0727)

How does OME use APR, IPR and FPR Data?



Annual Performance Report (APR) Due Dates

- **APR Reporting Period:** July 1, 2023 – June 30, 2024
- **APR Due Date:** Your final version of the APR must be submitted by **Thursday, October 17, 2024.**
- **FPR Due Dates:** For grantees that did not request a no-cost extension, the Final Performance Report must be submitted by **Monday, October 28, 2024.** If you received a no-cost time extension from the U.S. Department of Education for the fifth year of this grant, the Final Performance Report is due **120 days** after the revised project period end date.
- **Note:** Throughout the presentation, we use reporting period/budget period interchangeably. Previous budget period refers to 2022-2023.

2023-24 APR Files

- OME sent a message on Wednesday, July 24, 2024 on the HEP/CAMP listserv and a G5 blast on Monday, July 29, 2024 with **corrected** forms.

Please email Katrina Ballard or Jessica Stein at
hepcampAPR@ed.gov
if you did not receive the following:

1. Cover Sheet (MS Word)
 2. Performance Report Data Form (MS Excel)
 3. Optional Grantee Student Workbook (MS Excel)
 4. Instructions (PDF).
- Materials are also posted on the OME website for [HEP](#) and [CAMP](#).

Organization of the APR

The APR is organized into two (2) reporting files:

- Cover Sheet. (MS Word)
- Performance Report Data Form: Blocks A-F. (MS Excel)

<u>Sections</u>	<u>Type</u>	<u>Reporting File</u>	<u>Submitted As</u>
Cover Sheet	Text/Signature	MS Word	PDF
Block A	Numerical	MS Excel	MS Excel
Block B	Numerical	MS Excel	MS Excel
Block C	Numerical	MS Excel	MS Excel
Block D	Text	MS Excel	MS Excel
Blocks E and F	Text and Numerical	MS Excel	MS Excel

Documents to Reference While Completing the APR

1. Most recent APR Instructions
2. Your approved application
3. Your Grant Award Notification (GAN)
4. Last year's APR for total persisters
5. Grantee workbooks (optional, please do not submit to OME)
6. New Resource: Pre-Submission Checklist (optional)

Resource: Optional Grantee Student Workbook

[illegible]

Resource: Optional Grantee Student Workbook

1	CAMP Grant Project Worksheet		
2	Note: This sheet is locked - make edits on the "Student Data" Tab.		
3	APR #	Data Theme	
4	Block A	<i>Project Statistics and Reporting for Performance Measures</i>	
5	A.1.b	Total Enrollment	0
6	A.1.b.1	# of New Students	0
7	A.1.b.2	# Returning Students	0
8	A.2.a	# of Completers	0
9	A.2.b	# of Withdrawals	0
10	A.2.c	# of Persisters	0
11		<i>Postsecondary Status</i>	
12	A.3.a	# Continued in Postsecondary education	0
13	A.4	# Tracked for Follow-up Data after completing 1st year of college	0
14	A.5.a	# Graduated - Bachelors (For 2-Year IHEs)	0
15	A.5.b	# Graduated - Bachelors (For 4-Year IHEs)	0
16	A.6	# Graduated - AA	0
17	A.7	# Transferred to another IHE	0
18	A.8.a	# First Academic Year Completed within one calendar year in your project.	0
19	A.8.b	# First Academic Year Completed after more than one year, but within two calendar years in your project	0
20	A.8.c	# First Academic Year Completed after more than two calendar years in your project	0
21	Block B	<i>Project Services Information</i>	
22	B.1.a.1	# Counseling or guidance services	0
23	B.1.a.2	# Tutoring (additional instructional services provided in support of a specific curriculum, course, or course of study).	0

NEW Resource: Optional Pre-Submission Checklist - Cover Sheet

Cover Sheet: Verify that the following items are complete and accurate.	Response	Notes (for errors only)
Annual Performance Report or Final Performance Report Checkbox (one must be checked)		
Item 1: PR/Award #		
Item 2: NCES ID # (Please note that this only applies to IHEs. Non-profits do not have this number.)		
Item 3: Project Title		
Item 4: Grantee Name		
Item 6: Project Director's Name, Title, Phone Number, and Email Address		
Item 7a: 12-Month Budget Period (Grantees with no-cost extensions must enter the end date of the no-cost extension.)		
Item 7b: 5-Year Project Period (Grantees with no-cost extensions must enter the end date of the no-cost extension.)		
Item 8a: Previous Budget Period Expenditure (Federal and Non-Federal Funds)		
Item 8b: Current Budget Period Expenditure (Federal and Non-Federal Funds): This should match the the total amount under (d) actual expenditure amounts in Block E of the APR Data Form.		
Item 8c: Entire Project Period Expenditure (Federal and Non-Federal Funds)		
Item 9a: Indirect Costs Indicator (Yes/No)		
Item 9b: (if applicable) Indicator of Indirect Cost Rate Agreement Approval by the Federal Government (Yes/No) and Period Covered by the Indirect Cost Rate Agreement, Approving Federal Agency, Indirect Cost Rate, and Type of Rate		

NEW Resource: Optional Pre-Submission Checklist - Data Form

	Items: Verify that the following items are complete and accurate. No fields should be left blank.	Response	Notes (for errors only)
BLOCK A	A1.a. Number funded to be served matches number found in the original application.		
	A1.b. Number served equals the sum of the total new participants (A1.b.1.) and the total returning participants (A1.b.2.).		
	A1.b.2. Number of returning participants matches number of persisters reported in the 2022-2023 APR. Check the 2022-2023 APR.		
	A2.a., A2.b., and A2.c. Number served (A1.b) equals the sum of the number of attainers, withdrawals, and persisters. Check "Good Job/Please Check" indicator.		
	A3.a. Number of attainers equals the sum of the number of attainers who entered postsecondary education or training programs, obtained upgraded employment, and entered the military. Check "Good Job/Please Check" indicator.		
	A3.a. Number of attainers who entered postsecondary education or training programs, obtained upgraded employment, and entered the military does not exceed the number of attainers reported in A2.a.		
	A4.a. Number of HSE attainers who are being tracked for follow-up data does not exceed the number of HSE attainers in A2.a.		
	A4.a. Number of HSE attainers who are being tracked for follow-up data is greater		

APR Cover Sheet Updates

Cover Sheet: Items 1 - 7



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

OMB No. 1894-0003
Exp. 5/31/2027

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 - 11 characters.)
2. Grantee NCES ID#: _____
(See instructions. Up to 12 characters.)
3. Project Title: _____
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification.)*: _____
5. Grantee Address *(See instructions.)*: _____
6. Project Director *(See instructions.)* Name: _____ Title: _____
Ph #: () _____ - _____ Ext: () _____ Fax #: () _____ - _____
Email Address: _____

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: __07__ / __01__ / 2023__ To: __06__ / __30__ / 2024__ (mm/dd/yyyy)

Cover Sheet: Item 8

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

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period (previous 12-month Reporting Period)		
b. Current Budget Period (12-month Reporting Period)	[Must match total actual expenditures in Block E of APR Data Form]	
c. Entire Project Period (5-year) <i>(For Final Performance Reports only)</i>		

Cover Sheet: Item 9, Indirect Cost Information Updates

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 yes, please indicate which of the following applies to your grant?

b. ☐ The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:

The period covered by the Indirect Cost Rate Agreement is from: / / to: / / (mm/dd/yyyy)

The approving Federal agency is: ☒ ED ☒ Other (Please specify): Name of agency

The Indirect Cost Rate is %

The Type of Rate (For Final Performance Reports Only) is: ☐ Provisional ☐ Final ☐ Other (Please specify i.e., Fixed or Predetermined):

Check
one

c. ☐ The grantee is not a State, local government, local education agency, training program (34 CFR 75.562) recipient, or restricted program (34 CFR 75.563 and 34 CFR 76.563) recipient and is eligible to elect the de minimis rate 10% modified total direct costs in compliance with 2 CFR 200.414. **Training programs should not check 9c.**

d. ☐ The grantee is funded under a Restricted Rate Program and is using a restricted indirect cost rate that either:

☐ Is included in its approved Indirect Cost Rate Agreement (34 CFR 75.563 and 34 CFR 76.563); or

☐ Is not a State, local government, or local education agency that is eligible to use 34 CFR 76.564(c)(2).

e. ☐ The grantee is funded under a Training Rate Program and:

☐ Is eligible to use 8 percent of MTDC in compliance with 34 CFR 75.562(c); or

☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

NEW

NEW

Cover Sheet: Indirect Costs, Item 9e

- If you are claiming indirect cost under a training grant using the rate specified in item 9(b), you must also complete item 9(e).
- Item 9e: Please indicate whether you are using 8 percent of Modified Total Direct Cost (MTDC) in compliance with 34 CFR 75.562(c)(2), or your negotiated rate in your approved Indirect Cost Rate Agreement. Note: ED regulations limit the recovery of indirect costs under training grants to the grantee's actual indirect costs, as determined by its negotiated rate agreement, or 8 percent of a MTDC, whichever is lower (34 CFR 75.562(e)(4). Check only one response.

Cover Sheet: Items 10, 12 and 13

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

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___ Yes ___ No ___ N/A

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

12. 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)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Title: _____

Signature: Date: ____/____/____

Updates to the HEP and CAMP Annual Performance Reports Blocks B, C and D

CAMP Updates to the Annual Performance Report



Removed Item C2, which collects data on student assessments that determine IHE enrollment (SAT, ACT)



Referred (Item B2): Added definition

The CAMP project recruited and/or enrolled the CAMP student using information from another federal migrant program. For example, this could include receiving a student's name, contact information, or information regarding participation in MEP, HEP, or NFJP from one of these programs. Although participation in MEP, HEP, or NFJP is one of the possible avenues of eligibility for CAMP, "referred" does not pertain to eligibility for any of these programs and is solely a measure of communication between programs.

HEP Updates to Annual Performance Report



Instructional Hours (Item B1): Added definition

Educational services that provide instruction designed to help students pass an examination and obtain a certificate that meets the guidelines for high school equivalency (HSE) established by the State in which the project is located. HEP projects are not required to provide the instructional services for students directly.

HEP and CAMP: Block C, Instructional Mode

C1.c.	Does the project offer in person only, distance/remote, or hybrid distance/remote and in-person participation to students?	Choose one:
C1.d.	Report the number of students who received in-person only programming.	
C1.e.	Report the number of students who received distance/remote programming.	
C1.f.	Report the number of students who received hybrid distance/remote and in-person programming.	
	Your data input accuracy result	Good Job
C1.g.	Is this project in a four-year or two-year educational institution?	Choose one:
C1.h.	Is the project in an institution that uses a semester, quarter, or trimester academic calendar?	Choose one:
End of Spreadsheet	No Data	No Data

Data Quality Check: The number of students reported in items C1d – C1f must sum exactly to the number of students reported in item A1b (number served).

HEP and CAMP: Block C, Instructional Mode, In-Person



- Programs with students receiving all instruction (e.g. all college courses/HSE instructional hours) and services (e.g. mentoring, tutoring, counseling, etc.) in person on campus or at a designated campus location/in the educational setting.



- This includes full-time and part-time students that receive all instruction in person on campus/in the educational setting.



- Please note that for location or mode of instruction, a one-off or limited virtual engagement within an in-person program design does not constitute hybrid design.

Block C, Instructional Mode, Distance/Remote



- Use one or more technologies to deliver instruction and services to students who are separated from the staff member and to support regular and substantive interaction between the students and the staff member;



- Can occur synchronously or asynchronously; and

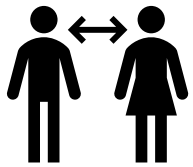


- Involve communication through video, audio, or computer technologies, or by correspondence.

Block C, Instructional Mode, Hybrid/blended online



- A combination of distance/remote and in-person instruction or services.



- Programs may vary in the proportion of online instruction required for a course or program to be considered an online course or a hybrid/blended online course or program.

Block C Instructional Mode: Q and A

Q: Should services be included in the instructional mode?

- Yes. For example, if a student receives instruction remotely but receives services in person, report that student as hybrid.

Q: What if my institution (e.g. college or university), not my project, determines the mode of instruction?

- Please report the instructional mode accounting for all instruction and services, whether they are provided by the project or your institution.

Block C Instructional Mode: Exceptions/special circumstances

Q: What if my project is all in person, but students have the option for remote counseling sessions if they are sick?

- You can report the students as receiving in-person instruction and services if they join a session or a class remotely due to special circumstance. A limited/one-off engagement does not determine the mode of instruction and services.

Q: What if my institution offers some courses online only, and a student has to take an online course but would otherwise be considered an “in-person” student?

- If an in-person student takes only one online course within the reporting period, and all other instruction/services are in person, report as in-person. However, if a student takes more than one online course, in addition to in-person courses, report as hybrid.

Block C Instructional Mode: Exceptions/special circumstances - Example

Q: What if my institution offers some courses online only, and a student has to take an online course but would otherwise be considered an “in-person” student?

Reporting Period 23-24	In person student	Online student	Hybrid student
Semester 1	In person courses and services only	Online courses and services only	In person courses and services + one online course
Semester 2	In person courses and services + <u>one</u> online course	Online courses and services only	In person courses and services + one online course

Block C Instructional Mode: Exceptions/special circumstances- Examples

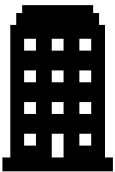
Q: What if a student changes instructional modes throughout a reporting period?

	In person student	Online student	Hybrid student
Week 1	Online only	Online only	Mix of in person + online instruction/services
Week 2	Online only	In person only	Mix of in person + online instruction/services
Week 3	In person only	In person only	Mix of in person + online instruction/services
Week 4	In person only	Online only	Mix of in person + online instruction/services
Week 5	In person only	Online only	Online only
Week 6	In person only	Online only	Online only

HEP and CAMP: Block C, Residential and Commuter



- **Commuter student:** The student lives at home and commutes to the site of the project. Please note, “Commuter student” is not the same as “Distance/remote” as referenced in the modes of instruction.
 - A Commuter student may receive any of the three modes of instruction.



- **Residential student:** The student lives away from home at the site of the project.
 - A residential student may receive any mode of instruction (e.g. they may make take distance/remote classes in the educational setting/on campus).



- Distinguish between the modes of instruction, which is about where the student takes classes and receives services, and residential or commuter, which refers to whether the student lives on campus/in the educational setting.

Check for understanding 1: Instructional Mode

- Alex is a Commuter student who attends courses for their first academic year of college in person. Alex also attends CAMP advising sessions in person.
- During the reporting period, Alex had to take **one** course online because the college did not offer an in-person version of the course.
- How should Alex's instructional mode be reported in the 2023-2024 budget period? Is Alex in person, remote, or hybrid?

Check for understanding

Alex

In person

Check for understanding 2: Instructional Mode

- Sofia is a HEP student who attends counseling sessions online. She also attends all HEP instruction online.
- During the reporting period, Sofia had to meet with a recruiter in person to establish eligibility and enroll for HEP.
- How should Sofia's instructional mode be reported in the 2023-2024 budget period? Is Sofia in person, remote, or hybrid?

Check for understanding

Sofia



Online

Check for understanding 3: Instructional Mode

- Eduardo is a CAMP student who regularly attends all college courses in person. His institution does not offer online instruction. He also attends CAMP study sessions in person.
- He regularly joins CAMP tutoring sessions online.
- How should Eduardo's instructional mode be reported in the 2023-2024 budget period? Is Eduardo in person, remote, or hybrid?

Check for understanding

Eduardo

Hybrid

HEP and CAMP: Block D, Final Performance Report

Final Project Evaluation: For grantees in the final year, attach the final project evaluation that was proposed in the approved grant application.

*(iii) The extent to which the methods of evaluation will, if well implemented, **produce promising evidence** (as defined in this notice) about the project's effectiveness. (Up to 5 points)*

What's the difference?

Final Project Evaluation	Other evaluations (e.g. performance evaluations)	Final Performance Report
<i>What was the effect of a specific intervention?</i>	<i>How did the project perform overall?</i>	<i>How did the project perform overall?</i>
<ul style="list-style-type: none">• Aims to produce promising evidence (correlational design with statistical controls for selection bias)• Outlined in original application• “Research” or a “study”• Evaluates the effects of a project component• Helps us understand which strategies “work”• Required in Year 5	<ul style="list-style-type: none">• What were the program’s results?• What are the program’s strengths and areas for improvement?• Observations, interviews, surveys, and summaries of descriptive data	<ul style="list-style-type: none">• Annual Performance Report data + additional questions + final evaluation attachment• Program data OME uses for various purposes• Doesn’t tell us what might have caused the results• Required in Year 5

Definition of promising evidence

Promising evidence means that there is evidence of the **effectiveness of a key project component** in improving a relevant outcome...

(iii) A single study assessed by the Department, as appropriate, that—

(A) Is an **experimental** study, a **quasi-experimental design** study, or a well-designed and well-implemented **correlational study** with **statistical controls for selection bias** ... and

(B) Includes at least one statistically significant and positive (*i.e.*, favorable) effect on a relevant outcome.



Make sure to review the evaluation section of your approved grant application.

HEP Notice Inviting Applications, [88 FR 78002](#)
CAMP Notice Inviting Applications, [88 FR 77996](#)

Why does the OME need to collect required evaluations?

Continuous improvement of the HEP and CAMP program overall:

- Better understand potential factors contributing to national program trends;
- Better understand the elements that support project success to inform technical assistance and peer learning; and
- Identify grantees' strengths and areas of growth in data and evaluation to provide the most relevant technical assistance for conducting high-quality evaluations.

Implementation of new requirements

- Reporting period 2023-2024 (APRs due October 17, 2024)
 - New data elements (instructional mode, final project evaluation for Final Performance Report) are ***optional***.
- Reporting period 2024-2025
 - New data elements will be required.
- OME recommends beginning to prepare for the final project evaluation (creating an evaluation project plan, identifying data sources, collecting data, etc.) as soon as possible, ideally in year one.

Break:

How will you collect new data elements?

What type of evaluation did your project propose in the grant application?

2023-2024 Annual Performance Report Webinar Part 2

High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)

Presenters:

Katrina Ballard, Data and Evaluation Subject Matter Expert


Jessica Stein, Program Officer

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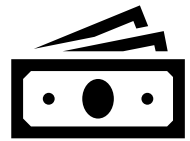


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Block A Definitions

Block A Terms: Number funded vs. number served



Number funded

- Number of students funded to be served by the HEP or CAMP grant in the approved application.
- If grantee serves fewer students than the number funded, Performance Measure 1 is calculated using the number funded to be served.
- Generally cannot be amended or changed (should **match application**).



Number served

- Number of students actually served in the HEP or CAMP project.
- If grantees serve more students than the number funded to be served, Performance Measure 1 is calculated using the number served.

Block A: Number Served (HEP)

- The number of HEP High School Equivalency (HSE) eligible students who completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours of instructional services in this reporting period or who were enrolled for the sole purpose of taking the HSE assessment in the reporting period.

Block A: Number Served (CAMP)

- The number of CAMP students who completed intake and were enrolled and attending college courses past the date when students can no longer add/drop courses, or a census date (whichever is the point when a student's official enrollment status for the academic term is evaluated).

Block A Terms: Student status

A1. Student status when they start the reporting period

- New participant
- Returning participant

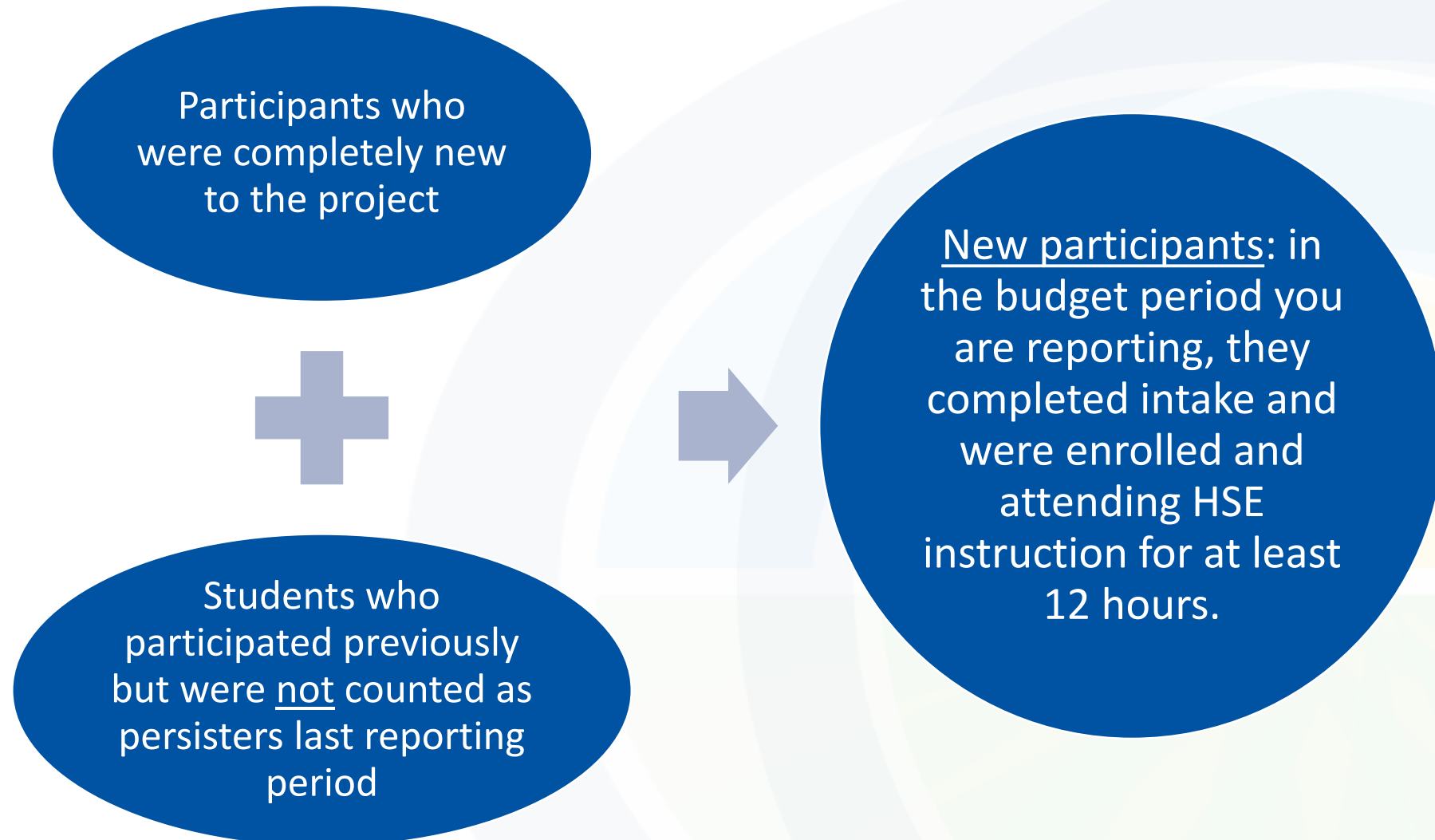
A2. Student status at the end of reporting period

- HEP: Attainer/Placed
- CAMP: Completer/Continuing
- Persister
- Withdrawal

HEP Block A Terms

**A1. Student status at the start of the
budget period you are reporting
(2023-24)**

New Participants (HEP)



Returning Participants (HEP)

2022-23

- Completed intake in the budget period immediately previous to the one being reported,
- Did not attain an HSE,

Before
Nov. 9,
2023

- Re-enrolled for HEP before last year's APR due date and were reported as **persisters** in the last budget period, and

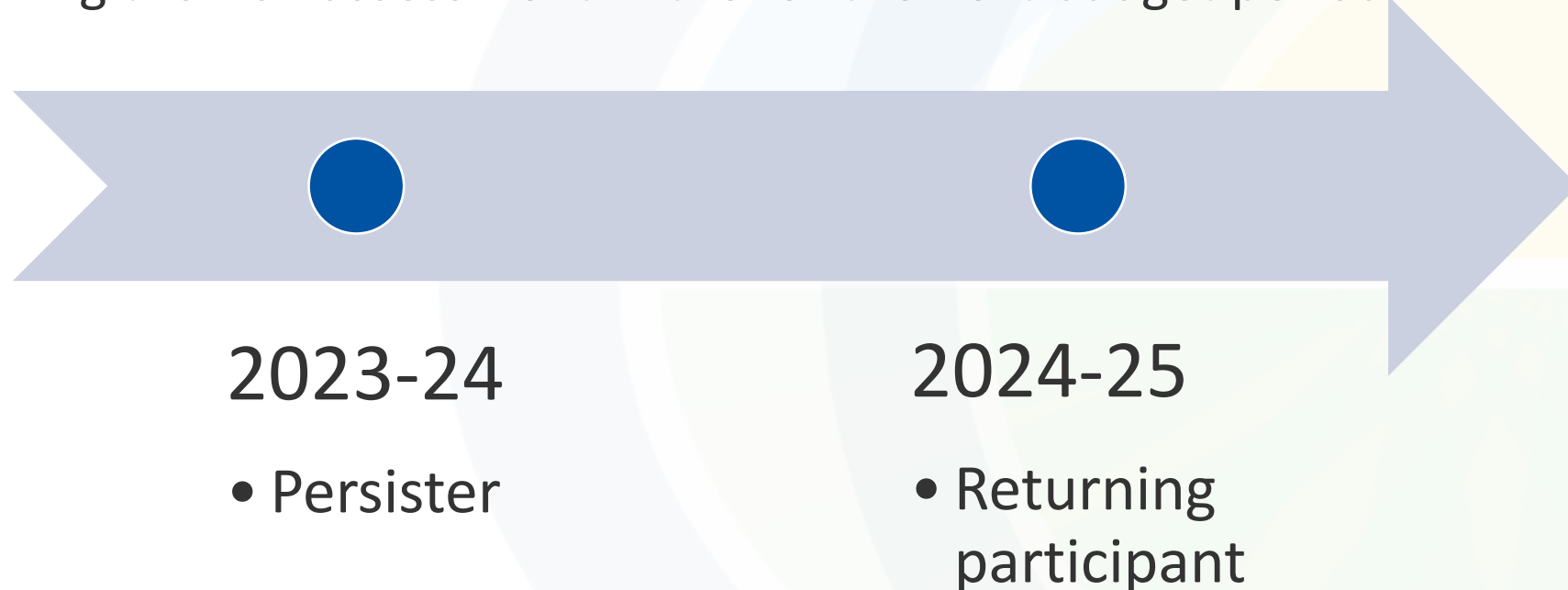
2023-24

- Attending HSE instruction for at least 12 hours in current budget period.

**A2. Student status at the end of the
budget period you are reporting
(2023-24)**

Persisters (HEP)

- Completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours in the current budget period but did not attain an HSE, but either:
 - Re-enrolled prior to this year's APR due date (10/17/24) for continuing instructional services in support of a HSE for the next budget period,
 - **Or** re-enrolled prior to this year's APR due date (10/17/24) for the sole purpose of taking the HSE assessment in the for the next budget period.



Attainers (HEP)

- HEP students who received an HSE certificate by the end of the reporting period.
- Projects maintain a database of the students enrolled:
 - Identifying those students who attain an HSE
 - The date of HSE attainment (the actual date that the student took the last HSE exam), and
 - The HSE Credential or Identification Number.
- Returning students who do not complete HSE coursework, but do attain an HSE, are counted as attainers.

Placed (HEP)

- Of those who attained a HSE in the current reporting period, the number who entered:
 - postsecondary education or training programs,
 - upgraded employment,
 - or the military.
- **Note:** Count each student only **once**.
- Captured any time after the HSE is attained but before the APR due date for that reporting period.
- Actual placement, not anticipated.

Withdrawals (HEP)

- Number of served HEP students who completed intake and were enrolled and attending HEP HSE instruction for at least 12 hours in the current reporting period and:
 - Left the HEP project without attaining an HSE or
 - Did not re-enroll before the APR due date (10/17/24) for the next budget period.

Check for understanding 4: Status at the start of the reporting period

- Ana completed intake for HEP and attended 50 hours of instruction in 2022-2023 (the budget period immediately before the one being reported). She did not attain her HSE.
- In December 2023 (during the budget period you are reporting), she re-enrolled in and attended 20 hours of HEP instruction. This was after the APR due date of 11/9/23, so Ana was **not** reported as a persister in 2022-2023.
- How should Ana be reported in the 2023-2024 budget period? Is she a new or returning participant?

Check for understanding

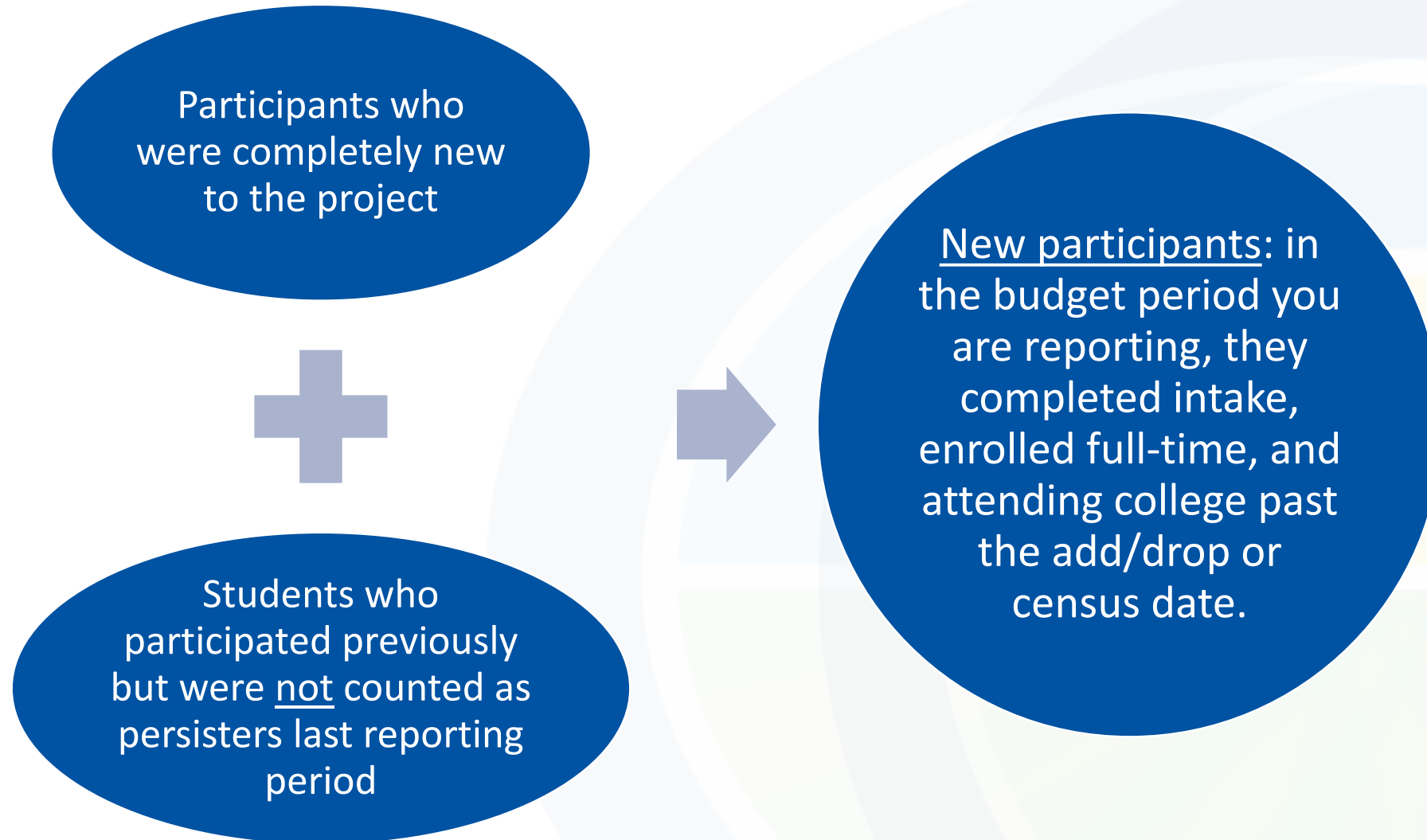
Ana

New
participant

CAMP Block A Terms

**A1. Student status at the start of the
budget period you are reporting
(2023-24)**

New Participants (CAMP)



Returning Participants (CAMP)

2022-23

- Completed intake in the budget period immediately previous to the one being reported but did not complete the first academic year of college,

Before
Nov. 9,
2023

- Re-enrolled for CAMP before last year's APR due date and were reported as **persisters** in the last budget period, and

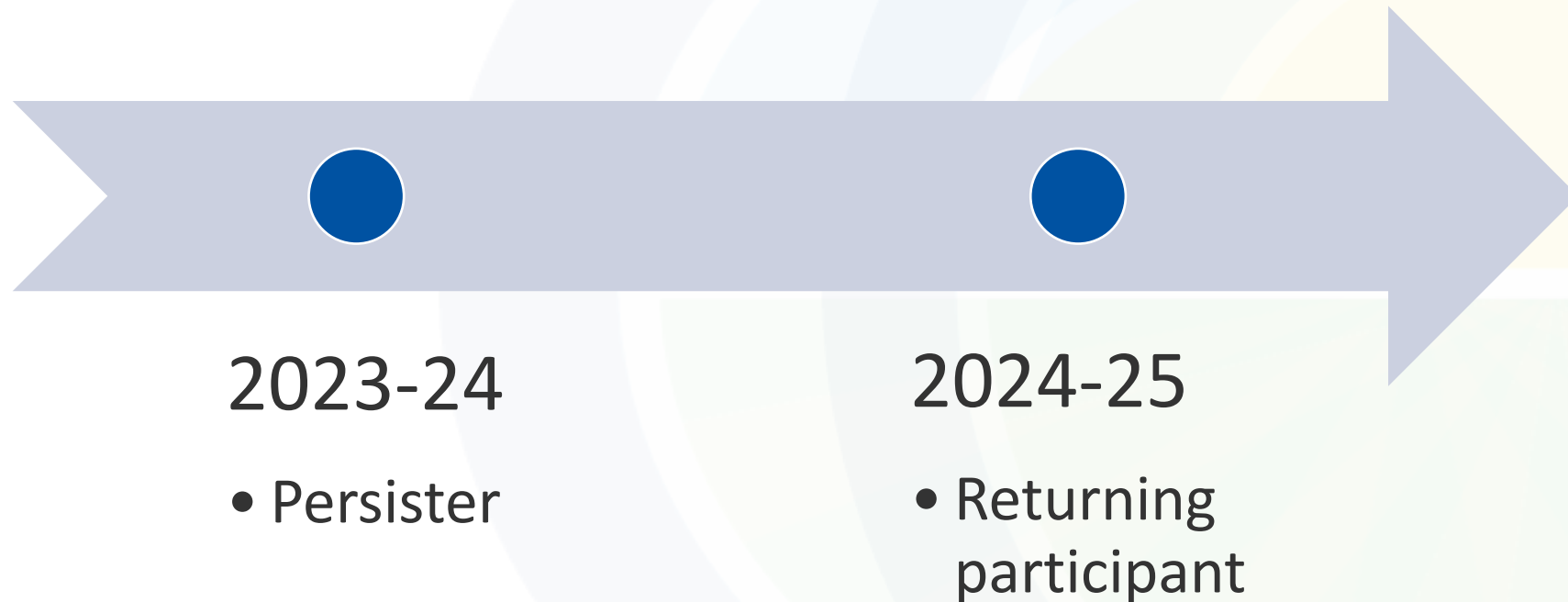
2023-24

- Attending CAMP instruction full-time past the add/drop date during the current budget period.

**A2. Student status at the end of the
budget period you are reporting
(2023-24)**

Persisters (CAMP)

- Re-enrolled before this year's APR due date (10/17/24) to complete their first academic year of postsecondary education in the subsequent budget period.
- They must remain enrolled past the date after which they can no longer add/drop courses, or a census date.



First Year Completers (CAMP)

- Must be enrolled at the institution of higher education in CAMP with **full-time** status during all academic terms of the regular academic year.
- Successfully completed their **first academic year** in good standing.
 - First academic year: among other things, completes a minimum of 24 semester or trimester credit-hours or 36 quarter credit-hours or 900 clock-hours for a program measured in clock-hours.
 - Successfully completed: if the IHE considers student to have passed coursework associated with those hours.
- Please consult instructions regarding credits earned in high school and remedial coursework.

Continuing Students (CAMP)

- First academic year completers, the number of students who continued in postsecondary education programs.
 - To be counted as continuing in postsecondary education, students must re-enroll at an IHE in the academic year immediately following the one in which they are reported as a completer, and
 - Students must **remain enrolled past the date** when students can no longer add/drop courses, or census date.
- Measured any time after the first academic year of college is completed and before the performance report is due, and it should be based on actual enrollment and not on anticipated enrollment.

Withdrawals (CAMP)

- Number of served CAMP students who completed intake and were enrolled in and attending college courses past the IHE's add/drop date or census date, but:
 - Left the CAMP project without completing the first academic year of college and
 - Did not reenroll for instruction in the CAMP project by the APR due date (10/17/24) of the subsequent budget period.

Check for understanding 5: Status at the end of the reporting period

- Jaime completed intake for CAMP and was enrolled in and attending college courses past the add/drop date during Spring 2024 (in the reporting period you are reporting).
- He did not complete his first academic year of college during the 2023-2024 reporting period. He did not re-enroll in CAMP before the APR due date of October 17, 2024.
- How should Jaime be counted? Is he a completer, a persister, or a withdrawal?

Check for understanding

Jaime

Withdrawal

Tips for Completing the APR

Performance Report Data Form

- On Blocks A, C, and E, you will see a data input accuracy result of either “Good Job” or “Pls check” in a green box.
- “Good Job” indicates that the totals appear to be accurate because they match other totals found in the file. Hidden formulas are making these calculations.
- If you receive a “Pls check” error, please check your data for accuracy.
- Lastly, please do not alter any sections of the data form. The formatting and formulas must remain consistent for all data submissions.

Your data input accuracy result	Pls check
Your data input accuracy result	Good Job

Performance Report Data Form, Block A

Grantee Name:		No Data
PR Number:		No Data
Grant Year:	Choose from the Drop-Down List	No Data
Reporting Period	2023-2024	No Data
No Data	High School Equivalency Program U.S. Department of Education Annual Performance Report Data Form	No Data
A. HEP Project Statistics and Performance Reporting	No Data	No Data
Reporting Block, Item A1	Reporting Block A1 Item	Reporting Block A1 Response
A1.	Number of students served during the reporting period.	
A1.a.	Number funded to be served.	
A1.b.	Number served in HEP HSE instruction (note: A1b1 + A1b2 should sum to equal A1b).	
A1.b.1.	Number served who were new participants (first year in HEP) (subset of A1b).	0
A1.b.2.	Number served who were returning participants (subset of A1b).	
Reporting Block, Item A2	Reporting Block A2 Item	Reporting Block A2 Response
A2.	Status at the end of the reporting period. (Note: A2a-c should sum to equal the number reported in A1b(no. served)).	
A2.a.	Number of HSE attainers . (Obj. 1 National Target: 69%) (Program Performance Measure 1)	0
A2.a.1.	Number of HSE attainers who were new participants.	
A2.a.2.	Number of HSE attainers who were returning participants.	
A2.a.3.	Number of HSE attainers who passed the HSE assessment in the English Language.	
A2.a.4.	Number of HSE attainers who passed the HSE assessment in the Spanish Language.	
A2.a.5.	Number of HSE attainers who passed the HSE assessment in a language other than English or Spanish.	
A2.b.	Number of withdrawals	0

Performance Report Data Form, Block A

34	Reporting Block, Item A8	Reporting Block A8 Item	Reporting Block A8 Response
35	A8.	Time to completion for CAMP first academic year completers from question A2a above. (Note: A8a-c should sum to equal the number reported in A2a).	
36	A8.a.	Number of CAMP first academic year completers during the performance period you are reporting who completed their first academic year of college within one reporting period of your project.	
37	A8.b.	Number of CAMP first academic year completers during the performance period you are reporting who completed one year of college after more than one reporting period, but within two reporting periods of your project.	
38	A8.c.	Number of CAMP first academic year completers during the performance period you are reporting who completed one year of college after more than two reporting periods of your project.	
39		Your data input accuracy result	Good Job
40	Reporting Block, Item A9	Performance Calculation Table	No Data
41	Annual Award Amount		No Data
42	Program Performance Measure 1	0.00%	No Data
43	Program Performance Measure 2	0.00%	No Data
44	Success efficiency ratio	\$0	No Data
45	End of Spreadsheet	No Data	No Data
46			

Performance Report Data Form, Block B

1	Grantee Name:	0	No Data
2	PR Number:	0	No Data
3	B. CAMP Project Student Participant Information	No Data	No Data
4	Reporting Block, Item B1	Reporting Block B1 Item	Reporting Block B1 Response
5	B1	Supportive & instructional Services and Financial Services provided only by CAMP funds and received by CAMP-enrolled students during the reporting period. This count does not include any other services provided to CAMP students by the university or another entity.	
6	B1.a.	Report the number of CAMP students served with the following types of supportive and instructional services. Students may appear in more than one row if they received more than one service. (Do not report hours of services received.)	
7	B1.a.1.	Counseling or guidance services to CAMP students (personal, academic, and career services provided in support of school-life balance and other psycho-social aspects of college completion).	
8	B1.a.2.	Tutoring (additional instructional services provided in support of a specific curriculum, course, or course of study).	
9	B1.a.3.	Other (supportive or instructional services, including health services, assistance with special admissions, or other services as necessary to assist students in completing program requirements).	
10	B1.b.	Report the number of CAMP students receiving the following financial support services. Students may appear in more than one row if they received more than one service.	
11	B1.b.1.	Stipends.	
12	B1.b.2.	Room and Board.	
13	B1.b.3.	Other "Financial Services" (including scholarships, transportation, career-oriented work study, books and supplies, and tuition and fees).	
14	Reporting Block, Item B2	Reporting Block B2 Item	Reporting Block B2 Response
		Characteristics of the CAMP enrolled students during this reporting period. (Note: The counts reported in each of Items B2a, B2b, B2c, and B2d cannot exceed the total number of students served (Item A1b) for the	

Performance Report Data Form, Block C (HEP)

1	Grantee Name:	0	No Data
2	PR Number:	0	No Data
3	C. HEP Project Services Information	No Data	No Data
4	Reporting Block, Item C1	Reporting Block C1 Item	Reporting Block C1 Response
5	C1.	Project Model Characteristics during the Reporting Period.	
6	a.	Report the number of commuter students.	
7	b.	Report the number of residential students.	
8		Your data input accuracy result	Good Job
9	c.	Does the project offer in person only, distance/remote, or hybrid distance/remote and in-person participation to students?	Choose one:
10	d.	Report the number of students who received in-person only instruction and services.	
11	e.	Report the number of students who received distance/remote instruction and services (note: this may or may not include Commuter students. Commuter students may receive any of the three modes of instruction).	
12	f.	Report the number of students who received hybrid distance/remote and in-person instruction and services.	
13		Your data input accuracy result	Good Job
14	g.	In what languages are project services provided?	Choose one:
15	h.	Is this project in a four-year or two-year educational institution, or in a non-profit organization?	Choose one:
16	Reporting Block, Item C2	Reporting Block C2 Item	Reporting Block C2 Response
17	C2.	Project Student Assessment Information Related to this Reporting Period.	
18	a.	Which HSE assessment(s) does your project use?	Choose one:
19	End of Spreadsheet	No Data	No Data
20			

Performance Report Data Form, Block C (CAMP)

	A	B	C
1	Grantee Name:	0	No Data
2	PR Number:	0	No Data
3	C. CAMP Project Services Information	No Data	No Data
4	Reporting Block, Item C1	Reporting Block C1 Item	Reporting Block C1 Response
5	C1.	Project Model Characteristics during the Reporting Period	
6	C1.a.	Report the number of commuter students.	
7	C1.b.	Report the number of residential students.	
8		Your data input accuracy result	Good Job
9	C1.c.	Does the project offer in person only, distance/remote, or hybrid distance/remote and in-person participation to students?	Choose one:
10	C1.d.	Report the number of students who received in-person only programming.	
11	C1.e.	Report the number of students who received distance/remote programming.	
12	C1.f.	Report the number of students who received hybrid distance/remote and in-person programming.	
13		Your data input accuracy result	Good Job
14	C1.g.	Is this project in a four-year or two-year educational institution?	Choose one:
15	C1.h.	Is the project in an institution that uses a semester, quarter, or trimester academic calendar?	Choose one:
16	End of Spreadsheet	No Data	No Data
17			

Performance Report Data Form, Block D

A		B
1	Grantee Name:	0
2	PR Number:	0
3	D. HEP Project Goals and Objectives	Project Performance Objective Information
4	Section 1.	Provide each project objective listed in the approved application, performance measure target, actual performance outcome, and explain the outcome (maximum 2500 words).
5		Please insert a after green box if you need to enter more objectives.
6	Objective 1	<p>Example:</p> <p>Objective 1: To provide academic and instructional support for students to successfully attain a high school equivalency (HSE).</p> <p>1.1. Performance Measure: XX% of participants attained their HSE. Actual Performance Data : XXX Target: XXX</p> <p>1.1 Outcome: HEP exceeded objective 1 with a completion rate of XX%. XXX of the XXX students served during the project year attained HSE. HEP students received educational support throughout the reporting period.</p> <p>1.2. Performance Measure: HEP participants will be computer literate and use computers. Target: XXX Actual Performance Data: XXX</p> <p>1.2 Outcome: 100% of participants pass a computer literacy test and apply knowledge of computers. All students demonstrated the ability to use computers to complete class assignments.</p>
7	Objective 2	<p>Objective 2:</p> <p>2.1. Performance Measure:</p> <p>2.1 Outcome:</p> <p>2.2. Performance Measure:</p> <p>2.2. Outcome:</p>
		Objective 3:

Performance Report Data Form, Block D – for final performance reports

16	Section 2	Only final year Grantees must answer each of the questions below:
17	Question 1	For grantees in the final year, attach the final project evaluation that was proposed in the approved grant application. Include the attachment in the APR submission email to the Department. 1. Is the final project evaluation report attached? [Yes/No]
18	No Data	Choose One
19	Question 1.a.	a. If no, when will the project evaluation be available and submitted to the Department?
20	No Data	
21	Question 2	2. Utilizing the evaluation results, draw conclusions about the success of the project and/or its impact. Describe any unanticipated outcomes or benefits from the project and any barriers that may have been encountered.
	No Data	

Performance Report Data Form, Block E/F (Budget)

Budget Category Numbers	Budget Categories	Proposed Expenditures - Carryover	Proposed Expenditures - Recommended Amount	Proposed Expenditures - Total Approved, Revised Budget Amount	Actual Expenditures
		(a) Carryover from Previous Budget Period	(b) Recommended Amount	(c) Total Approved, Revised Budget Amounts	(d) Actual Expenditure Amounts
1	Personnel			\$0.00	
2	Fringe Benefit			\$0.00	
3	Travel			\$0.00	
4	Equipment			\$0.00	
5	Supplies			\$0.00	
6	Contractual			\$0.00	
7	Construction			\$0.00	
8	Other			\$0.00	
9	Total Direct Costs (lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00
No Data	Your data input accuracy result				Good Job
10	Indirect Costs			\$0.00	
	Your data input accuracy result				Good Job
11	Training Stipends			\$0.00	
12	Total Amounts (lines 9-11)	\$0.00	\$0.00	\$0.00	\$0.00
No Data	Your data input accuracy result		Good Job		Good Job

Performance Report Data Form, Block E/F (Budget)

The following two optional prompts can be found below the budget table.

1. Provide an explanation if you did not expend funds at the expected rate during the reporting period.
2. Additional Information

Provide responses to each if they apply or if you would like to provide further explanation or information.

Interim Performance Report Preview

Interim Performance Report (IPR) Reporting Period

For new projects (FY24 cohort) and those projects that were notified of not making substantial progress for FY2022-23:

- **IPR Reporting Period: July 1, 2024 – January 24, 2025**
- **IPR Due Date:** Your final version of the IPR must be submitted by **Thursday, February 6, 2025.**

Submission Process and Next Steps

Important Dates

Due Dates:

Grantees Submit APR: Thursday, October 17, 2024

OME Data-Evaluation Team review APRs for accuracy and completeness.

October 2024 – November 2024

After First Review OME Data-Evaluation Team provides feedback within an email to grantees.

First Revised APR Submission - Grantees must resubmit required performance data to OME .

Five business days after email.

Second Review /Revised APR Submission

OME Data-Evaluation Team / Program Officers review the revised APRs for accuracy and completeness.

December 2024

After Second Review OME Data-Evaluation Team provides feedback within an email to grantees.

January 2025

Second Revised APR Submission, Grantees must resubmit required performance data to OME.

Five business days after email or contact.

Submission Process



APR Submission Process

- In the email subject line, please enter your PR # and institution name.
- **Cover Sheet:** PR #.Name of Institution.2024 APR Cover Sheet
 - *Example:* S149A221234.UtopiaUniversity.2023 APR Cover Sheet
- **Data Form:** PR #.Name of Institution.2024 APR Data Form
 - *Example:* S149A221234.UtopiaUniversity.2023 APR Data Form

Reporting Resources

- **CAMP:** <https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program/performance-reporting-and-evaluation-college-assistance-migrant-program/>
- **HEP:** <https://oese.ed.gov/offices/office-of-migrant-education/high-school-equivalency-program/performance-report-and-evaluation-high-school-equivalency-program/>
- Under each program, click “Performance Reporting and Evaluation.”

APR Office Hours

- Please join us for optional drop-in APR Office Hours!

Thursday, September 12 (12:30 – 2:00 PM ET)

- Teams link sent on the HEPCAMP list serv.

HEP and CAMP Contact Information

- Katrina Ballard, HEP and CAMP Data and Evaluation SME
 - Katrina.Ballard@ed.gov
- Jessica Stein, Program Officer
 - Jessica.Stein@ed.gov
- Dr. Millie Bentley-Memon, HEP and CAMP Group Leader
 - Millicent.Bentley-Memon@ed.gov
- Dylan Hart-Medina, HEP and CAMP Team Lead
 - Dylan.Hart-Medina@ed.gov

Thank you!