



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

**New Directors' Guide for the  
High School Equivalency Program and  
College Assistance Migrant Program**

**Office of Migrant Education**



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### Introduction

This guide is intended for new High School Equivalency (HEP) and College Assistance Migrant Program (CAMP) directors. It includes a compilation of the resources and information that will assist directors with the administration of HEP and CAMP projects. Please note that the Office of Migrant Education (OME) may release updated versions of this guide. To view the version history, please see the upper right corner of this document.

The information provided in this guide is intended for all grantees and does not address specific questions or unique circumstances. This guide does not provide any new interpretations of statutes, regulations, or guidance. It is provided purely for the purpose of technical assistance. As always, we encourage grantees to contact their program officer with questions specific to their program.

This guide includes links to resources from external sources. The OME is providing these links for informational purposes only. Neither the OME nor the government endorses or approves of any of the products, services, or opinions produced or provided by these external sources.

Please click on the hyperlinked text below for further information on each topic.

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### PART I: FOUNDATIONS OF HEP AND CAMP

#### Terminology and Acronyms

The Office of Migrant Education (OME) staff frequently use the terminology and acronyms listed below. Please familiarize yourself with this information and notify your program officer if you have any questions.

1. **Annual Performance Report (APR):** The cover sheet and data form that grantees submit on an annual basis to report data and information related to performance and expenditures. This report is typically due in the fall.
2. **Evidence-based:** The proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. For definitions of the tiers of evidence, please see [34 C.F.R. § 77.1\(c\)](#).
3. **Final Performance Report (FPR):** The cover sheet and data form that grantees submit within 120 days after the end of the grant performance period (including no-cost extension, if applicable) to report data and information related to performance and expenditures.
4. **G5/G6 System (G5/G6)**<sup>1</sup>: The Department of Education's grants management system designed to achieve the following objectives:
  - Enhance and increase program performance monitoring,
  - Improve communications with system users,
  - Fast-track grant award processing,
  - Link dollars to results, and
  - Promote technical and financial stewardship.
5. **Grant Award Notification (GAN):** The official document stating the amount and conditions of an award or identifying administrative changes regarding the grant award.

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<sup>1</sup> G6, formerly G5, is a new and modernized grants management system for the U.S. Department of Education's (Department's) grantmaking community, with a modernized user interface and new grantmaking functionality. The transition from G5 to G6 will be incremental, and the new G6 landing page is the first step in this transition. The U.S. Department will communicate with end users about new functionality closer to each release date. During this period of transition, the OME will refer to this system as G5/G6.



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Grantees receive emailed notifications following each GAN update. Grantees should maintain GANs for their records, as they represent the current state of the grant.

6. **HEP and CAMP Mentoring Initiative (MI):** An initiative coordinated by the OME, through its technical assistance contract, which provides for HEP and CAMP subject-matter experts (individuals with qualifications and experience in a particular field or work process) to establish mentoring relationships between experienced project directors (mentors) and project directors in their first three years (mentees). Participation in this initiative is voluntary/optional, though suggested.
7. **Interim Performance Report (IPR):** The cover letter and data sheet that (1) grantees in their first year and (2) grantees that did not make substantial progress submit. In the IPR, grantees report data and information related to performance and expenditures from the first seven months of the budget period. This report is typically due in early winter.
8. **Institution of Higher Education (IHE):** A two or four-year college or university; for the complete definition, please refer to Sections 101 and 102 of the [Higher Education Act](#).
9. **Logic Model:** (defined in [34 C.F.R. § 77.1\(c\)](#)) Also referred to as a *theory of action*. A framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes. More information on logic models can be found in the [Institute of Education Sciences \(IES\) Logic Model Workshop Toolkit](#).
  - a. **Project component:** An activity, strategy, intervention, process, product, practice, or policy included in a project (e.g., tutoring, counseling, advising, health services, housing assistance, student stipends).
  - b. **Relevant Outcome:** The student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.
10. **No Substantial Progress (NSP):** A category of performance indicating that: 1) a first-year grantee has not made sufficient progress towards the number of students funded to be served in their approved application; or 2) a grantee in Years 2-5 has not made sufficient progress towards the Performance Measure 1 target; NSP grantees receive a letter from OME in the spring notifying them of this status and requiring additional reporting



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requirements. This letter may also include additional actions, such as a requirement to be placed on route payment or a recommendation for discontinuation.

11. **Personally Identifiable Information (PII):** Under the Family Educational Rights and Privacy Act (FERPA), this term includes, but is not limited to, direct identifiers, such as a student’s name, address, or identification number, indirect identifiers, such as a student’s date of birth or place of birth, or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. For further information, please visit the [Protecting Student Privacy website](#).

When submitting reports or emails to the Office of Migrant Education, please do not submit PII. Please redact PII or provide broad details about students, such as general descriptions, aggregated student data, or summaries.

12. **Promising Evidence:** There is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:
- (i) A practice guide prepared by WWC reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation;
  - (ii) An intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
  - (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 (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and
    - (B) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.
13. **Technical Assistance (TA):** Activities that help a grantee understand the process of implementing, evaluating, and improving effective grant programs. Examples include dissemination of information via written guidance, listservs, webinars, and outreach efforts like speaking engagements and practice guides; in-person and on-line training and workshops; expert consultations and peer-to-peer information sharing; and referral and brokering of resources.



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### Legislation, Regulations, and Guidance

The table below includes a links to documents that govern your work as grantees. Links to relevant resources can also be found on the “Legislation, Regulations, and Guidance” pages for both [HEP](#) and [CAMP](#).

Resource Type	Links
<b>Legislation</b>	<ul style="list-style-type: none"> <li>• <a href="#">1998 Amendments to the Higher Education Act of 1965</a></li> <li>• <a href="#">The Higher Education Opportunity Act (2008)</a></li> </ul>
<b>Regulations</b>	<ul style="list-style-type: none"> <li>• <a href="#">Education Department General Administrative Regulations (EDGAR)</a></li> <li>• <a href="#">Frequently Asked Questions: October 1, 2024 Revisions to the Uniform Guidance (2 CFR Part 200)</a></li> <li>• HEP/CAMP Regulations: <a href="#">34 CFR 206</a>.</li> </ul>
<b>Guidance on HEP and CAMP</b>	<ul style="list-style-type: none"> <li>• <a href="#">Non-Regulatory Guidance on Recruitment and Eligibility for HEP/CAMP Students</a></li> <li>• <a href="#">Non-Regulatory Guidance on Allowable Services for HEP/CAMP Students</a></li> </ul>
<b>Guidance on Using Federal Funds for Food, Conferences, and Meetings</b>	<a href="#">Frequently Asked Questions to Assist U.S. Department of Education (ED) Grantees to Appropriately Use Federal Funds for Food, Conferences, and Meetings</a>
<b>Guidance on Using Evidence to Strengthen Education Investments</b>	<a href="#">Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments</a>

Please review these resources carefully and consult them when you have questions. If you have questions regarding the interpretation of the legislation, regulations, or guidance, please contact your program officer.

### HEP/CAMP Team Organizational Chart

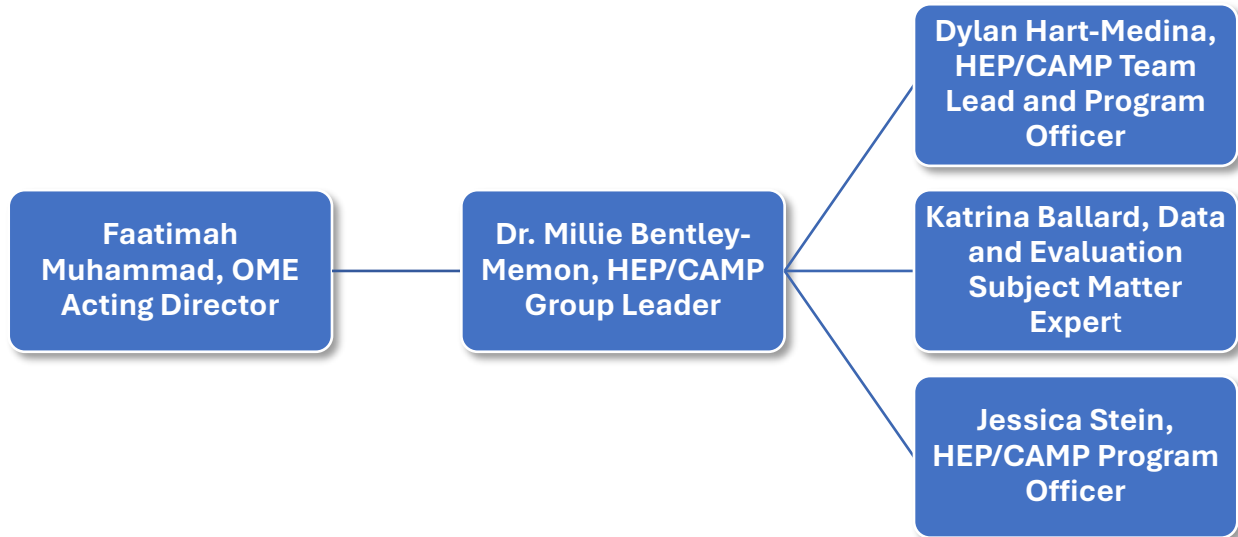
The OME is part of the Office of Elementary and Secondary Education (OESE). The OESE is part of the U.S. Department of Education (Department). The OME consists of the Migrant Education



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Program (MEP) Team and HEP/CAMP Team. Please refer to the organizational chart below for a list of all HEP/CAMP Team staff.



### When to Contact Your Program Officer

Your assigned OME program officer is your point of contact for your grant. They may reach out to you on a periodic basis to learn more about your project and check in on your progress. Additionally, you are welcome to contact them with any questions. They look forward to working with you and value the professional working relationship with you and your institution!

Please do contact your program officer via email and/or phone when you have **requests, notifications of changes, or questions** pertaining to the following topics: budget, eligibility, key personnel, performance reports, and any significant proposed changes to your grant project that are not specified in your approved application.

You must request **prior approval** from your program officer for the following types of changes:

- Changes in scope (e.g., the nature and extent of the work performed under a grant) or objectives (*Note: Changes in scope or requests for additional funding are generally not approved*).<sup>2</sup>;

<sup>2</sup> Changes in scope or objectives could include, but are not limited to, the following list: Increase or reduction in the number of students grantees are funded to serve; Change to the timing of grant activities; Change to the geographic area for student recruitment; change to mode of instructional delivery (online, in-person, and hybrid); change to evaluation design; and change to, the addition of, or the deletion of a grant objective or objectives.



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- Changes in key personnel (*Note: Key personnel and their job responsibilities are specified in the application.*);
- Absence of the Project Director (PD) or Principal Investigator (PI) for more than three months;
- A 25 percent reduction in the PD's or PI's time;
- Costs that require prior approval in accordance with the Uniform Guidance;
- Transfer of funds allotted for training stipends to other categories of expense. (*Note: Prior approval is required to move funds out of stipends. However, funds can be moved to or within the stipend category without prior approval.*)<sup>3</sup>;
- Revision of grantee cost sharing or matching; and
- If NOT described in the application and funded in the approved award, the transfer or contracting out of any work under an award.

To request prior approval for a **training stipend reduction**, please provide the following information in the email to your program officer:

- Provide the budget year for the training stipend reduction request;
- List the total funds in the training stipend budget category (Please provide the exact amount.);
- List the amount you are requesting to transfer from training stipends to another line item;
- Provide a reason for moving the funds to another line item;
- Explain why the funds will not be needed in the stipend category; and
- Explain how this change will allow you to fulfill the project's objective(s).

Please see [2 C.F.R. § 200.308 of the Uniform Guidance, Revision of budget and program plans](#) for further information. Your program officer may request additional information after receiving prior approval requests.

## Communications – Listserv, G5/G6 Announcements, and Individual Emails

The OME shares important updates via the HEP CAMP listserv, G5/G6 announcements and individual emails. Please see the table below regarding each type of announcement.

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<sup>3</sup> See sections D and K in the Department's [Non-Regulatory Guidance on Allowable Services to HEP and CAMP Students](#) for further information regarding training stipends.





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Please check your email inbox on a regular basis for updates. The OME adds new directors to the listserv. If you are not receiving listserv announcements, please check your spam box. Please notify your program officer if you are unable to locate G5/G6 and listserv announcements in your inbox and spam box. Please also notify your program officer regarding any email address changes.

Communication Type	Description	What the Email Subject Line Includes	Frequency
<b>Listserv</b>	Listserv announcements include information regarding grant submissions and due dates, the Annual Directors' Meeting and New Directors' Orientation, and other relevant updates.	[HEPCAMP]	Typically sent once every other week
<b>G5/G6</b>	G5/G6 notifications include information regarding the Grant Award Notification (GAN), including funding awards and key personnel updates, and other relevant updates.	G5/G6 Notification	As-needed basis
<b>Individual Emails</b>	Individual emails include information regarding grant submissions and due dates, responses to grantee questions, and other relevant updates.	Your entity's PR number	As-needed basis

### Budget Year Timeline

The timeline below highlights the major grant activities that occur during each season and throughout the budget year. The OME will notify you about these activities via listserv announcements.



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Time of Year	Steps
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Grantees prepare for any budget revisions and review grant award notifications (GANs) and any grant award conditions.</li> <li>• HEP and CAMP directors attend the Annual Directors' Meeting (ADM) and New Directors' Orientation (NDO). This is an annual three-day meeting with required attendance for directors. The primary objective of this meeting is to provide technical assistance to directors on statutes, regulations, guidance, project performance, and best practices for program implementation. This meeting also serves as an opportunity for directors to network and share useful practices and resources. During the orientation, new directors typically attend sessions on foundational topics related to recruitment, retention, program implementation, data management, and budgeting.</li> </ul>
<b>Fall</b>	<ul style="list-style-type: none"> <li>• Grantees submit any budget revisions, participate in the Annual Performance Report (APR) webinar and office hours, and submit the APR.</li> <li>• Grantees may choose to attend the National HEPCAMP Association's annual conference.</li> </ul>
<b>Winter</b>	<p>If applicable: Grantees participate in the Interim Performance Report (IPR) webinar and office hours and submit the IPR.</p>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• The OME sends no substantial progress (NSP) letters and large available balance (LAB) letters.</li> <li>• Grantees identified as not making substantial progress (NSP) submit improvement plans, and grantees with LABs submit LAB responses.</li> <li>• Grantees receive new grant and non-competing continuation (NCC) awards.</li> <li>• Optional: Year 5 grantees may submit no-cost extension requests. Such requests are due to your program officer during a specified period before the end of the grant budget period.</li> </ul>
<b>Throughout the Budget Year</b>	<ul style="list-style-type: none"> <li>• The OME provides technical assistance on an as-needed basis.</li> <li>• Grantees with closed grants submit final performance reports within 120 days after the end of the five-year grant performance period (including no-cost extension, if applicable).</li> <li>• Grantees send budget revisions, prior approval requests, and updates on an as-needed basis to their program officers.</li> </ul>



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### Mentoring Initiative (MI)

The purpose of the MI is to establish mentor-mentee relationships between experienced HEP and CAMP directors and directors who are new to HEP/CAMP grant management. New directors are directors who have been serving in their roles for three or fewer years.

The MI is funded and managed through the OME's TA contract. HEP and CAMP Subject Matter Experts (SMEs) coordinate this initiative. Participation is optional and voluntary but strongly recommended for new directors.

Mentors and mentees may submit requests for travel to each other's IHEs or non-profit organizations to learn more about each other's programs. Travel is funded through the TA contract.

If you are interested in participating, please contact your program officer.

## PART II: GRANTS MANAGEMENT AND OME TECHNICAL ASSISTANCE

### G5/G6 Grants Management System

This section addresses commonly asked questions and answers pertaining to the G5/G6 grants management system.

#### 1. Who is required to obtain access, and how do we obtain G5/G6 access?

Project directors and staff who complete drawdowns are required to obtain access to G5/G6. To obtain G5/G6 access, please follow the steps listed below and notify your program officer if you have any questions.

Purpose	Who Completes this Step	How to Obtain Access
<b>Registering as a payee</b>	Staff who are responsible for drawing down funds (typically the business office)	Click on this link: <a href="#">Register as a Payee or Servicer</a>
<b>Registering as a Project Director</b>	Staff are listed as the director in the original application	Click on this link: <a href="#">Register as a Non-Fellowship Project Director</a>



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### 2. How do I obtain a User ID and Password to access G5/G6?

Click on the "Sign In" link on the [G5/G6 homepage](#) to create an account.



Sign In

### 3. Who should I contact for assistance with G5/G6?

Contact the G5/G6 Hotline via phone at 1-888-336-8930 (TTY Telephone: 1-800-877-8339) or email [obsed@servicenowservices.com](mailto:obsed@servicenowservices.com).

### 4. How do I view drawdowns?

Some HEP and CAMP directors would like to view drawdowns. To **obtain view-only access to drawdowns**, please follow the instructions listed below.

- Log into G5/G6. Click on the **Main** menu item and select **My Profile**.
- Scroll down to the bottom of the page where there is a dropdown list next to the words **Available Types**.
- Select the role **Payee** from the dropdown list and click **Continue**.
- You are then prompted to fill out the following fields:
  - Payee UEI (required). A Grant Award Notification shows a Grantee UEI. Some institutions use a different UEI for payee information. Confirm that you are entering the Payee UEI that your institution uses to connect their grant awards to banking in G6.
  - Grantee UEI (not required). Skip this field.
  - Access Level. Select **View Only** to simply view drawdowns.
  - Date of Birth. Enter your date of birth.
- After entering the above information, click **Continue**. On the next page that appears, you will see instructions in red requesting that you click a link to print out a form that appears on the screen, which is populated with your name, date of birth, and role requested.
- Click on the link so that the form appears and print it out.
- Click the back button on your browser to return to the G6 page where the instructions appeared and click **Submit** at the bottom of the page.



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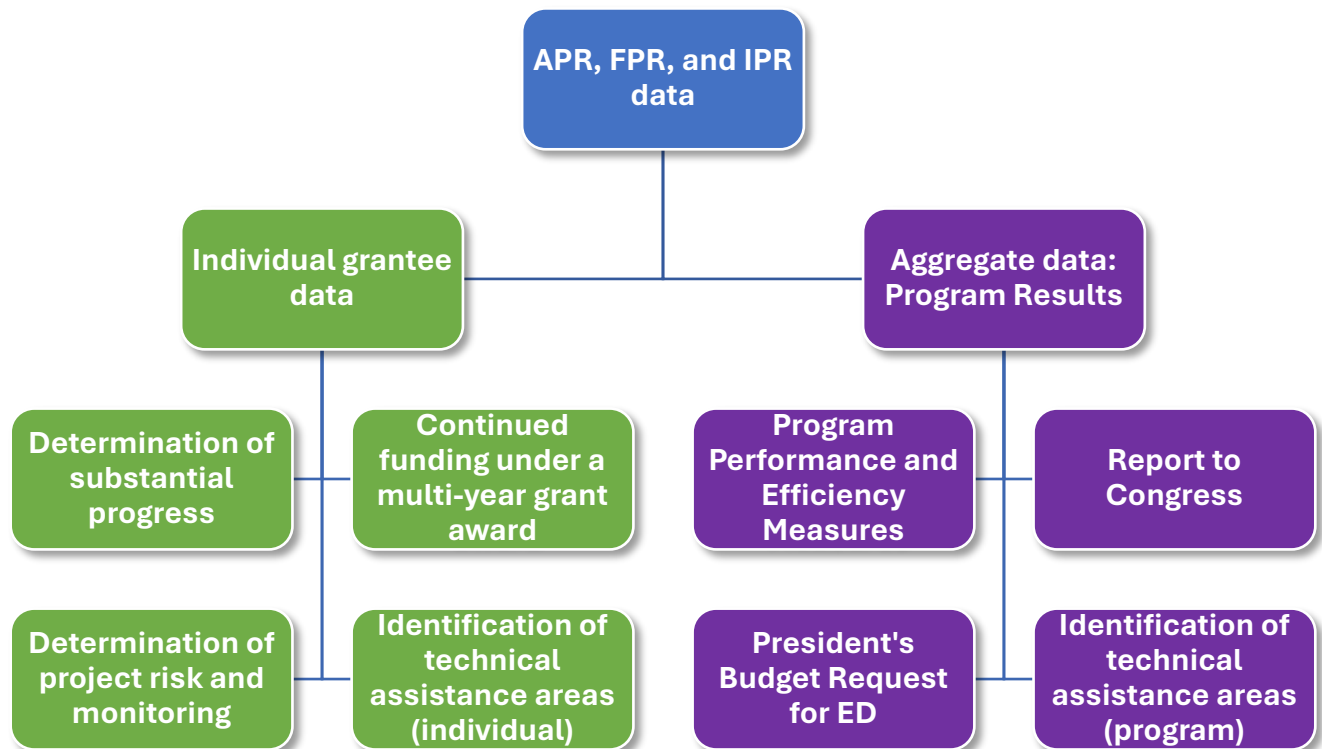
- Make sure all fields are completed and the form is signed.
- In lieu of notarizing the form, you may affix an organizational stamp to the bottom of the form or include a signed letter on letterhead from the senior official who signs the form.
- Email a copy of the signed and stamped form (or with letter in lieu of a stamp) to [obssed@servicenowservices.com](mailto:obssed@servicenowservices.com).

### 5. Where can I locate frequently asked questions (FAQs) regarding G5/G6?

To access FAQs, please visit the [FAQs page of the G5/G6 website](#).

## The Purpose of HEP and CAMP Data Reporting

The OME uses APR, IPR, and FPR data for decision-making at multiple levels. For this reason, the OME emphasizes the importance of submitting accurately and timely data. The chart below illustrates the many ways in which the OME uses grantee-reported data.





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The OME reviews grantee-reported data to:

- (1) Determine whether grantees have made substantial progress toward achieving program targets and objectives;
- (2) Award non-competing continuation grant awards (that is, funding for the next budget year);
- (3) Determine project risk and which grantees will be monitored;
- (4) Identify areas in which grantees might benefit from technical assistance; and
- (5) Calculate program performance and efficiency measures for publication in the biennial Report to Congress and the President's Budget Request, both of which are publicly posted on ED's website.

Grantee must demonstrate that they have made substantial progress in achieving the goals and objectives of their grants and in meeting its performance measures and targets within the scope of their approved grant applications. If a grantee does not make substantial progress, the OME will require the submission of an improvement plan and one or more progress reports. Grants that do not make substantial progress may also be discontinued due to poor performance.

## Data and Budget Reporting Forms

### *Data Reporting Forms*

Grantees submit or maintain the following data reporting forms. The OME updates these forms each year and sends the most up-to-date forms via a listserv announcement and G5/G6 blast. To view screenshots of these forms, please visit the [Appendix](#).



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Data Reporting Forms	Description	Data Reporting Period	Who is Responsible for this Submission	Submission Date
<b>APR</b>	On an annual basis, projects will submit the APR. This report consists of a cover sheet (Microsoft Word document and data form (Excel document)). The data form includes five tabs for Blocks A through F.	Each budget period except for the final budget period	Grantees in years two through five	Typically October or November of the next budget year
<b>FPR</b>	The FPR includes the same cover sheet and data form as the APR. It also includes a section in Block D intended for final reporting.	Cumulatively, all five years of the grant performance period (plus no-cost extension period, if applicable)	Final year grantees	120 days after the end of the grant performance period (including no-cost extension, if applicable)
<b>IPR</b>	The IPR is an abbreviated version of the APR. It includes an abbreviated version of the cover sheet and Blocks A and D.	The first seven months of the budget period	First-year grantees and grantees that did not make substantial progress	Typically February of the budget period

To assist grantees with data collection and reporting, the OME provides the ***Optional Grantee Student Workbook*** on an annual basis. Some projects use this workbook to track student data and calculate totals for the APR, FPR, and IPR.

The OME asks that you not submit the optional grantee student workbook to the OME, since this workbook contains PII and is not intended for the OME.

### ***Budget Reporting Form***

HEP and CAMP grantees submit the ED 524 budget form when they apply for a grant. Please see the screenshot in the [Appendix](#).



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PDF and Word versions of the form can be found on this [webpage](#). The PDF version is also linked [here](#).

The budget reporting form in Block E of the APR and FPR includes the same budget categories as those found in the ED 524 budget form.

### ***Revised Budget Requests***

Grantees should use the ED 524 form when submitting revised budgets. These revised budgets should include the budget table and narrative.

Budget revision requests can be made throughout the year, as needed. In the fall of each budget year, the OME provides an opportunity for grantees to submit budget revision requests to their program officer.

HEP and CAMP grantees are not required to submit a revised budget unless they are requesting budgetary changes that require prior approval from the program officer. For a list of changes requiring prior approval, please see the section titled [When to Contact Your Program Officer](#).

### **No Substantial Progress (NSP)**

In the spring of each budget period, the OME sends NSP letters to grantees that did not make substantial progress towards the performance measure target(s).

Grantees in Years 1 through 4 that did not make substantial progress are required to submit improvement plans. These improvement plans include a description of why the project was not able to meet the national performance measure target(s), what changes will be made to the project to address the cause(s) for low performance, and timelines and benchmarks for project activities and performance on the performance measures in the present and subsequent budget period(s) that will enable the project to establish that it is on schedule to meet goals and objectives.

Grantees in Years 1 through 4 that did not make substantial progress are also required to submit interim performance periods for the next budget year. The OME may also require these grantees to submit quarterly progress reports. The OME may also place conditions on grant awards for low performance, as well as fiscal and administrative management concerns.

The OME may place grantees at any stage of the performance period on route payment. Grantees on route payment must request the OME program officer's approval for each





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drawdown request. The OME also may request the discontinuation or termination of a grant project.

The U.S. Secretary of Education considers the quality of a grantee's past performance when awarding future grants.

### **Large Available Balances (LABs)**

In the spring of each budget period, the OME sends LAB template letters to grantees that have LABs. A grantee with a LAB has a total available balance to date (including carryover) that is 70 percent or more of their recently obligated annual award during the final 90 days of the budget period.

Department policies require grantees to provide a written explanation detailing how they plan to use the unexpended funds. This explanation includes how the grantee will use any projected carryover funds in the next budget period. Grantees enter their explanations into the letter template that the OME provides.

The Department may recommend a reduction in the amount of the new funds to be awarded for the following budget period based on an analysis of available carryover and grantee needs.

### **Monitoring**

The OME conducts fiscal and programmatic monitoring of grantees. Monitoring reviews can be targeted or comprehensive and virtual or onsite. Monitoring includes a review of:

- Relevant documents;
- Drawdowns in G5/G6;
- Annual, interim, and final performance report data; and
- Other project activities and operations.

### **Project Evaluation**

The Notices Inviting Applications (NIAs) for HEP and CAMP competitions require applicants to describe how they would evaluate their projects. Each grantee must demonstrate that: 1) the evaluation meets the standards of the evaluation in the approved application for the project, and 2) the performance measurement data collected by the grantee and used in the evaluation meet the performance measurement requirements of the approved application ([34 C.F.R. § 75.590](#)). The recent NIAs state that the proposed project must demonstrate a rationale and the



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methods of evaluation must produce promising evidence about the project's effectiveness. For information regarding these evidence tiers and other tiers, please see the table below.

### *Evidence Tiers*

<b>Evidence Tier</b>	<b>1 – Strong</b>	<b>2 – Moderate</b>	<b>3 – Promising</b>	<b>4 – Demonstrates a Rationale</b>
<b>Study Design</b>	Well-designed and well-implemented experimental	Well-designed and well-implemented quasi-experimental	Well-designed and well-implemented correlational design with statistical controls for selection bias	Well-defined logic model
<b>Positively, statistically significant effect on the outcome</b>	Yes	Yes	Yes	Related research or evaluation is planned or underway
<b>No overriding negative effects</b>	Yes	Yes	Yes	
<b>Large, multisite sample</b>	350+ students across multiple sites	350+ students across multiple sites		
<b>Relevance to proposed context</b>	Population and setting	Population or setting		



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### ***Evidence and Evaluation Resources***

For more information, please see the following evidence and evaluation resources.

Resource	Description
<a href="#">Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (PDF)</a>	<p>On September 28, 2023, the Department published a revised version of this guidance, which was first issued in 2016. According to the <a href="#">webpage titled “Advancing Opportunity through Building and Using Evidence,”</a> “[t]his update retains the structure of the original guidance and clarifies that the cycle of continuous improvement and evidence definitions have broad applicability, including in K-12 education, career and technical education, postsecondary education, and special education. In addition, this version provides current information about the evidence provisions in ED’s regulations, known as the Education Department General Administrative Regulations (EDGAR).” The document is available on the ED landing page for <a href="#">Grants</a> under “Grants Policy Documents” or directly at this <a href="#">link</a>.</p>
<a href="#">Education Resources Information Center (ERIC)</a>	<p>ERIC is the largest database of education research in the world. Grantees may use it to find existing research on programs. Indexes both journal literature and grey literature (reports and other non-journal sources), including grantee reports. Grantees can also submit their research to ERIC via the <a href="#">submission system</a></p>
<a href="#">What Works Clearinghouse (WWC)</a>	<p>The WWC reviews the research, determines which studies meet rigorous standards, and summarizes the findings. For more information about The Department’s Tiers of Evidence, visit this <a href="#">resource page</a>.</p>
<a href="#">Resources for Evaluating Programs</a>	<p>The Institute of Education Sciences (IES) provides resources for evaluating programs on this webpage.</p>
<a href="#">Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit</a>	<p>The IES provides resources for developing and using logical models for program evaluation.</p>
<a href="#">Grants Administration Courses and Resources</a>	<p>ED offers grant administration courses and updates these training opportunities as needed.</p>



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### Additional Resources

Additional resources for grantees are linked and described below.

Resource	Description
<a href="#"><u>The National High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) Association</u></a>	<p>According to the National HEPCAMP Association’s website, the organization is “comprised of universities, colleges and non-profit organizations that administer a High School Equivalency Program (HEP) and/or a College Assistance Migrant Program (CAMP).” The Association is “committed to improving the quality and effectiveness of the national HEP and CAMP program, all HEP and CAMP projects, and to disseminating information about HEP and CAMP.”</p>
<a href="#"><u>National Association of State Directors of Migrant Education (NASDME)</u></a>	<p>According to NASDME’s website, this professional organization is intended for “state officials charged with the effective and productive management of supplemental programs that help migrant children succeed in school.” Members receive “ongoing information about policy developments and offers new members professional development, guidance, and counsel.”</p> <p>NASDME “prepares publications to inform a wider audience about Migrant Education. It also represents the Migrant Education community in continuing dialogues with the Federal government. NASDME [also] annually sponsors a National Migrant Education Conference to provide professional development/training, leadership, and networking opportunities for all persons concerned with the education of migrant children.”</p>
<a href="#"><u>Interstate Migrant Education Council (IMEC)</u></a>	<p>According to IMEC’s website, “IMEC was established in 1983 to support migrant students by advocating that the federal governance of the program provides maximum flexibility to states to serve students and to recommend that specific programs be enhanced to improve migrant students’ academic achievement.”</p>



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# Appendix

## APR and FPR Cover Sheet (Pages 1 and 2)

The OME provides an updated version of the cover sheet each budget period.

**U.S. Department of Education**  
**Grant Performance Report Cover Sheet (ED 524B)**  
Check only one box per Program Office instructions.  
[ ] Annual Performance Report [ ] Final Performance Report

OMB No. 1894-0001  
Exp. 5/31/2027

**General Information**

1. PR/Award #: \_\_\_\_\_ 2. Grantee NCES ID#: \_\_\_\_\_  
(Block 5 of the Grant Award Notification - 11 characters.) (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)

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

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period <small>(For Final Performance Reports only)</small>		

**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): \_\_\_\_\_  
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): \_\_\_\_\_

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 76.565) recipient and is eligible to elect the de minimis rate 10% modified total direct costs in compliance with 2 CFR 200.414.

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).

**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

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**Data Privacy and Security Measures Certification (See instructions.)**

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation 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 21, 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: \_\_\_\_\_  
Date: \_\_\_/\_\_\_/\_\_\_

Signature: \_\_\_\_\_

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### APR and FPR Data Form (Part of the Block A Tab)

The OME provides an updated version of the data form each budget period.

Grantee Name:		No Data
PR Number:		No Data
Grant Year:	Choose from the Drop-Down List	No Data
Reporting Period	2023-2024	No Data
<b>No Data</b>	<b>High School Equivalency Program</b> <b>U.S. Department of Education</b> <b>Annual Performance Report Data Form</b>	<b>No Data</b>
<b>A. HEP Project Statistics and Performance Reporting</b>	No Data	No Data
<b>Reporting Block, Item A1</b>	<b>Reporting Block A1 Item</b>	<b>Reporting Block A1 Response</b>
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).	
<b>Reporting Block, Item A2</b>	<b>Reporting Block A2 Item</b>	<b>Reporting Block A2 Response</b>
A2.	Status at the end of the reporting period. (Note: A2a-c should sum to equal the number reported in A1b(no. served)).	

### Optional Grantee Student Workbook (Part of the First Tab)

The OME provides an updated version of the grantee student workbook each budget period.

APR #	Data Theme	
<b>Block A</b>	<b>Project Statistics and Reporting for Performance Measures</b>	
A.1.b	Total Enrollment (# of students served)	0
A.1.b.1	# of New Students	0
A.1.b.2	# Returning Students	0
A.2.a	# of Attainers	0
A.2.a.1	# of Attainers who were New Students	0
A.2.a.2	# of Attainers who were Returning Students	0
A.2.a.3	# of Attainers who passed the assessment in English Language	0
A.2.a.4	# of Attainers who passed the assessment in Spanish Language	0
A.2.a.5	# of Attainers who passed the assessment in other Language	0
A.2.b	# of Withdrawals	0
A.2.b.1	# of Withdrawals who were New Students	0
A.2.b.2	# of Withdrawals who were Returning Students	0
A.2.c	# of Persisters	0
	<b>Postsecondary Status/Placement</b>	
A.3.a	# Entered postsecondary education or training programs, upgraded employment, or the military	0
A.3.a.1	# of Attainers who entered post secondary education or training programs	0
A.3.a.2	# of Attainers who obtained upgraded employment	0
A.3.a.3	# of Attainers who entered the military	0
A.4.a	# of Attainers tracked for follow-up data	0
A.5.a	# Completed program within one reporting period	0
A.5.b	# Completed program after more than one but within two reporting periods in your project	0
A.5.c	# Completed program after more than two reporting periods in your project	0



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**ED 524 Form**

Please click on this link to the [ED 524 Form](#) to access the PDF. A screenshot of the first page of the form can be found below.

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS						OMB Control Number: 1894-0008 Expiration Date: 8/31/2026
Name of Institution/Organization			Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.			
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						
<p><b>*Indirect Cost Information (To Be Completed by Your Business Office):</b></p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input type="checkbox"/> No.</p> <p>(2) If yes, please provide the following information:                      Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)                      Approving Federal agency: <input type="checkbox"/> ED <input type="checkbox"/> Other (please specify): _____ The Indirect Cost Rate is _____%</p> <p>(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).</p> <p>(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.</p> <p>(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  <input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? Or <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%</p>						