

Annual Performance Report Form Updates (2023-2024)

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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.

2024 OFFICE OF MIGRANT EDUCATION
**ANNUAL DIRECTORS'
MEETING**



Agenda

- Updates to the HEP and CAMP APR Forms
- APR Data Quality and Pre-Submission Resource
- Grantee Perspective: Jaime Miranda, CAMP Director, University of Texas Rio Grande Valley
- Q & A

Menti poll 1

- When do you usually start preparing to submit your APR?
- What's typically the most challenging part of preparing your APR?

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Password: stAR61gazers&sat

A magnifying glass is positioned over a bar chart. The chart displays data for four quarters: Q1, Q2, Q3, and Q4. Each quarter has two bars, one blue and one green. The blue bars are consistently taller than the green bars. A horizontal line is drawn across the chart, and a vertical tick mark on the right side is labeled '1,000'. The text 'HEP and CAMP APR Form Updates' is overlaid in white on the magnifying glass.

HEP and CAMP APR Form Updates

CAMP Updates to the Annual Performance Report

- Removed Item C2, which collects data on student assessments that determine IHE enrollment (SAT, ACT)
- Added definition for **Referred** (Item B2):
 - 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

- Added definition of **Instructional Hours** (Item B1): 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

In-person only programs:

- 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

Distance/remote programs:

- 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

Hybrid/blended online programs refer to 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.

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 take distance/remote classes in the educational setting/on campus).

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.

- Project evaluations are already required as part of the HEP and CAMP Selection Criteria used to evaluate funding applications: **Selection Criteria F**, quality of the project evaluation.
- *(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)*

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

What's the difference?

Final Project Evaluation	Other evaluations (e.g. performance evaluations)	Final Performance Report
<p><i>What was the effect of a specific intervention?</i></p>	<p><i>How did the project perform overall?</i></p>	<p><i>How did the project perform overall?</i></p>
<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.

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

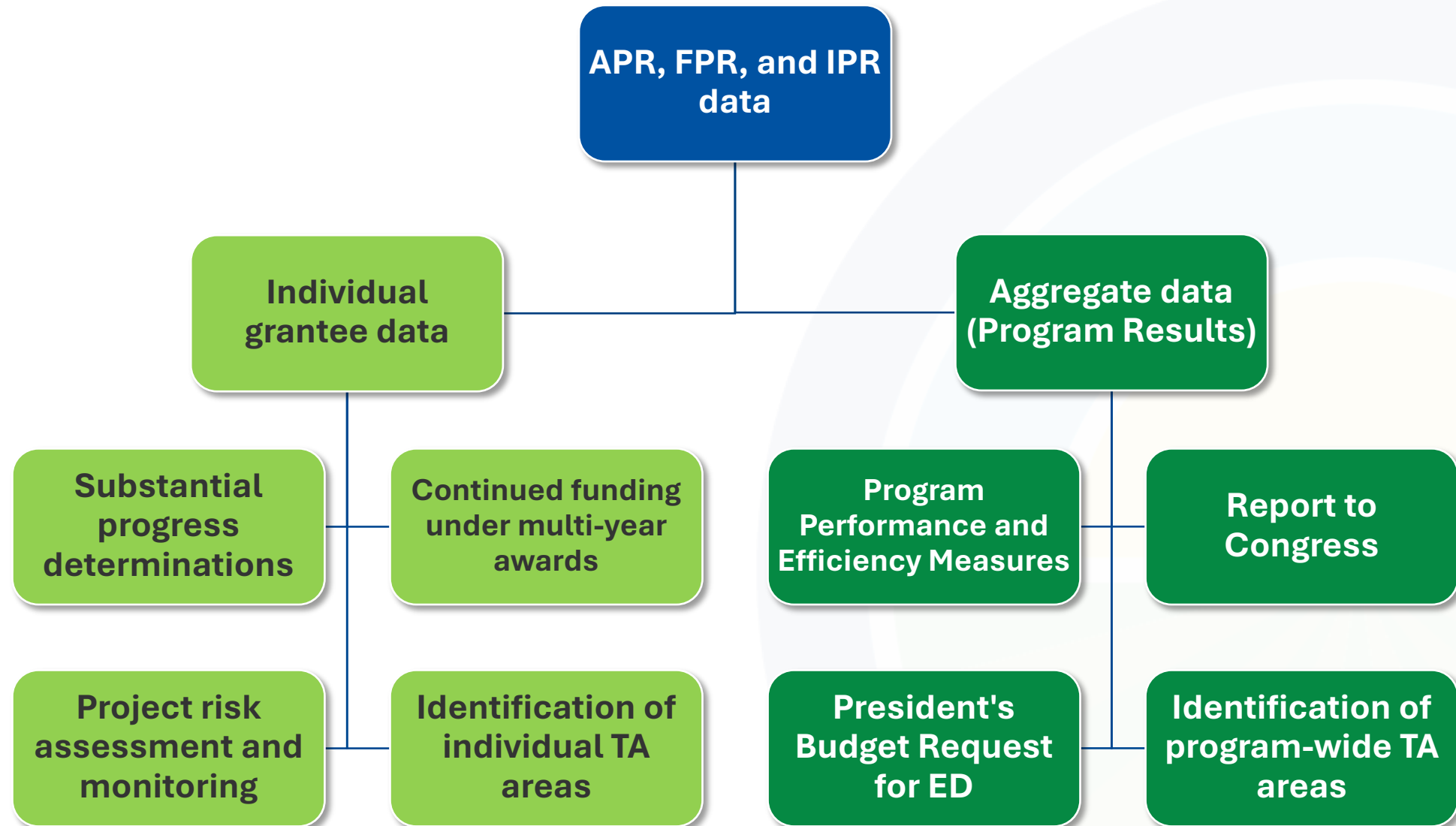
Implementation of new requirements

- 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.

Data Quality Overview and Resources

The background of the image shows a workspace with a laptop, a pen, and several papers. The papers contain various data visualizations, including bar charts, line graphs, and a map. The overall scene is dimly lit, with the text 'Data Quality Overview and Resources' overlaid in a large, white, sans-serif font.

Why is APR/IPR/FPR Data Quality important?



2022-2023 APR: First Submission Errors

- Percentage of grantees that had at least one error
 - CAMP: 73%
 - 54% of those submissions had **no errors** after the second submission.
 - HEP: 76%
 - 53% of those submissions had **no errors** after the second submission.
- Range in number of errors
 - CAMP: 0 to 6
 - HEP: 0 to 7
- Average number of errors
 - CAMP: 1.6
 - HEP: 2

2022-2023 APR: Timeliness

- Range in number of submissions (initial submission + corrections)
 - CAMP: 1 to 4
 - HEP: 1 to 5
 - Most had **no errors** after the third submission.

Menti poll 2

- Which documents do you reference when completing the APR?

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Documents to reference while completing the APR

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

Pre-Submission Checklist: Cover Sheet

Cover Sheet: Verify that the following items are complete and accurate.	Response
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	

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		

A long, straight asphalt road stretches into the distance under a clear sky. The road is flanked by green grass and shrubs. On the left side, a herd of cattle is grazing. The sky is a deep blue with some light clouds. The overall scene is a vast, open landscape.

**Grantee Perspective: CAMP
Director, University of Texas Rio
Grande Valley**

Best Practices for Submitting an APR: Planning

1. Begin with the end in Mind (use last year's APR when planning the calendar).
 - a. Backwards planning is an excellent tool -
<https://youtu.be/wHRqO61-myY?si=LJUZTOkhurmMQxJN>
2. Write down (my shared Outlook calendar) as meetings.
 - a. Due date minus 1 week
 - b. Invite pertinent parties (PI, Authorized Rep, Office of Research, Registrar).
 - c. Who else?

Best Practices for Submitting an APR: Understanding

3. Read the NEW instructions (no matter how long I've been a director).
4. Attend the APR webinar.
5. It is a team effort to discuss it at staff meetings.
 - a. Staff assignments are critical at the summer retreat/ onset of the year.
6. The APR is located on a shared drive/server where we all have access.
7. Ask your mentor/colleague if you are not sure, and don't forget that OME is always available to answer questions.

Best Practices for Submitting an APR: Data requests

8. Requests reports from my IHE early.
 - a. Find out who is my contact person early.
 - b. Graduated from college
 - c. Transferred to another IHE
 - d. Budget- I'm tracking- I send what I have.
 - e. Signatures
 - f. Thank you notes- go in person if possible.

Best Practices for Submitting an APR: Review

9. Have someone review your finished product.

10. Call, ask, tell

11. Preparing for the new reporting items

a. Tracking online sessions

b. The evaluation piece has a whole separate file and possibly a team.

2023-2024 APR Process and Timeline



APR Timeline

- 2023-2024 APR Forms and Instructions are available now
 - OME website, Listserv, G5
- Grantees may begin uploading their APR forms any time.
- **Late August 2024:** OME will release a pre-recorded webinar available to view at any time.
- **September 12, 2024:** OME will host optional APR Office Hours to answer questions.
- **October 17, 2024:** Deadline to upload APR forms to G5.

Questions

Please feel free to raise your hand in person or virtually.

You may also enter your question(s) into this form. Office of Migrant Education staff will review and respond throughout the NDO and ADM.

Link: <https://forms.office.com/g/4TT7Rd6idM>

2024 NDO and ADM Question
Submission Form



Thank you!

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