



**College Assistance Migrant Program  
U.S. Department of Education  
Annual Performance Report and Final Performance  
Report Instructions**

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# Organization

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

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

The Office of Migrant Education (OME) has divided the report into these sections due to the two types of content: text and numerical. The following table summarizes the sections (blocks), the type of mediums (files) being used, and how they are to be submitted. Ultimately, the entire APR (two separate files\*) will be submitted in a single (one) email to OME.

## Sections of Annual Performance Report

<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

The table above also clarifies that the **Cover Sheet** is to be submitted as a PDF since it will contain authorized signatures. The **Performance Report Data Form** is to be submitted as a MS Excel form. Please send FINAL versions of ALL these sections (two files in total\*) as attachments to OME in ONE email.

\* For grantees in the final year, also **attach** the final project evaluation that was proposed in the approved grant application. Include the attachment in the APR submission email to OME.

# Introduction

The College Assistance Migrant Program (CAMP) is intended to assist migrant and seasonal farmworker students to successfully complete their first academic year of college and to continue at a postsecondary education institution. The legislation that authorizes the CAMP<sup>1</sup> program and the Uniform Guidance<sup>2</sup> require each of the funded projects to submit an annual performance report demonstrating that substantial progress has been made towards meeting the approved objectives of the project. In addition, the Department requires grantees to report annually on their progress toward meeting the performance measures established for the ED grant programs under the Education Department General Administrative Regulations (EDGAR) 34 CFR 75.110.<sup>3</sup> The performance reporting forms included here are the tools designated by the Department for grantee reporting.

The CAMP Program Performance Measures are listed below:

## Objective 1 of 2:

All CAMP students will complete their first academic year at a postsecondary institution in good standing.

**Measure:** The percentage of College Assistance Migrant Program (CAMP) participants completing the first year of their academic or postsecondary program (desired direction: increase<sup>4</sup>).

**Calculation:** This measure is calculated by dividing the number of CAMP first academic year completers (the number of CAMP eligible students who successfully completed their first academic year of college by the end of the performance period you are reporting) by the total number funded, as per the approved application by OME, or the total number actually served (whichever is greater), MINUS the number of persisters (*the MS Excel Form is formulated to perform this calculation based on the data entered*).

For example:

For grantees that actually serve **LESS** than the number funded to be served or serve **exactly** the total number funded to be served:

Program Performance Measure 1= 
$$\frac{\text{total number of CAMP first academic year completers}}{[\text{total no. funded to be served minus total number of persisters}]}$$

For grantees that actually serve **MORE** than the number funded to be served:

Program Performance Measure 1= 
$$\frac{\text{total number of CAMP first academic year completers}}{[\text{total no. actually served minus total number of persisters}]}$$

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<sup>1</sup>The Higher Education Act of 1965, as amended, Title IV, Sec. 418A; 20 U.S.C. 1070d-2.

<sup>2</sup>§200.301 Performance Measurement

<sup>3</sup> EDGAR [34 CFR 75.110](#)

<sup>4</sup> Note: Increasing percentages of CAMP participants completing the first year of their academic or postsecondary program is the goal for the program office at the national level. Projects will be assessed individually, on an annual basis, on whether they meet the national program performance targets.

**Example:**

Grant Year	Total Funded	New	Returning from Previous Year	Total Funded	CAMP first year academic completers	Withdrawals	Persisters (coming back in subsequent year)	Performance Measure 1 (Percent completing 1st year of college)
Year 1	100	100	0	100	65	30	5	68%
Year 2	100	95	5	100	70	25	5	74%

In this example, for grant Year 1, the denominator equals 95 (100 total funded minus 5 persisters). The numerator equals 65 (CAMP first academic year completers), for a “success rate” of 65/95 or 68 percent. For grant Year 2, the denominator equals 95 (100 total funded minus 5 persisters). The numerator equals 70 (CAMP first academic year completers), for a success rate of 70/95 or 74 percent.

**Objective 2 of 2:**

A majority of CAMP students who successfully complete their first academic year of college will continue in postsecondary education.

**Measure:** The percentage of College Assistance Migrant Program (CAMP) participants who, after completing the first academic year of college, continue their postsecondary education (desired direction: increase).

**Calculation:** This measure is calculated by dividing the number of CAMP first academic year completers who continue their postsecondary education by the total number of CAMP first academic year completers *(the MS Excel Form is formulated to perform this calculation based on the data entered)*.

**Example:**

Grant Year	Total # of CAMP First Academic Year Completers	Total # of CAMP First Academic Year Completers Who Continued in Postsecondary Education Programs	Performance Measure 2 (Percent Achieving Placement)
Year 1	65	60	92%
Year 2	70	50	71%

In this example, for grant Year 1, data collected in the first quarter of grant Year 2 indicates that, of the 65 CAMP first academic year completers, 60 continued in postsecondary education programs. The numerator is 60, the number of CAMP first academic year completers who continued in postsecondary education programs. The denominator is 65, the number of CAMP first academic year completers, for a placement of 60/65, or 92 percent. For grant Year 2, in which there were 70 CAMP first academic year completers, the numerator equals 50, for a success rate of 50/70, or 71 percent.

**Efficiency Measure:** Project success efficiency ratios are calculated as the total budget awarded for that reporting period divided by the number of CAMP first academic year completers that continue in post-secondary education (*as reported on the APR*). The MS Excel Form is formulated to perform this calculation based on the data entered.

The program office will calculate an efficiency measure for each project. Grantees do not calculate or report on these measures. Rather, data that grantees report will be used to calculate performance towards the measures.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0727. The time required to complete this information collection is estimated to average 23 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain benefit (20 U.S.C. 1070d-2). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Migrant CAMP program, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4651.

# General Instructions for CAMP Performance Reporting

Each CAMP grantee must complete and submit an Annual Performance Report (APR) for project Year 1 through Year 4. The Annual Performance Report for the project Year 5 is considered the “Final Performance Report” since it contains information on Year 5 as well as limited information on the entire project (Years 1 through 5). Grantees will complete additional sections (parts of Block D and parts of Cover Sheet including check box) for the Final Performance Report that reflects all project years. The reporting period for an APR is the budget period stated in section 6 of your Grant Award Notification (GAN).

These instructions guide grantees in completing the Annual Performance Report and Final Performance Report. Where applicable, separate instructions are provided depending on whether a grantee is submitting an APR or a Final Performance Report. Grantees should follow these instructions carefully.

Grantees will submit the **Cover Sheet** and the **CAMP Performance Report Data Form** as two separate files in a single (one) email to OME ([hepcampAPR@ed.gov](mailto:hepcampAPR@ed.gov)).

These instructions provide guidance on completing the above forms. If you have questions about how to complete either of these forms, please contact your assigned program officer.

**Note:** Throughout the document, “budget period” and “performance period” are used interchangeably. Both “budget period” and “performance period” refer to a reporting period from July 1 to June 30.

## Organization and Data Utilization

This CAMP performance report is divided into a **Cover Sheet** and the following five sections in a MS Excel file:

**Section A – CAMP Project Statistics and Reporting for Program Performance Measures**

**Section B – CAMP Project Services Information**

**Section C – CAMP Project Model Characteristics**

**Section D – CAMP Project Goals and Objectives**

**Section E and F – CAMP Project Budget Information and Additional Information**

The Cover Sheet must be converted to the Portable Document Format (.PDF) before submission.

**Data Utilization.** Together, these sections will be used to answer the following evaluation questions decided upon by the program office:

1. To what extent have program goals been accomplished? (Section A)
2. What service models had the most positive outcomes? (Sections B and C)
3. What service models had the best efficiency ratios? (Sections C and E)
4. What percentage of project goals was achieved (i.e., met or exceeded)? (Section D)

Findings from aggregated grantee reports, as they pertain to the above stated evaluation questions, will be published for public record and for program and grantee use in better understanding effective service models and strategies.

## Instructions for the Cover Sheet Form

Instructions for items 1, 3, and 4 are included on the Cover Sheet itself. Instructions for items 2 and 5 through 12 are included below.

### Item 2. Grantee NCES ID Number

#### -- Annual (for Years 1-4) and Final Performance Reports (for Year 5):

Item 2 only applies to CAMP grantees that are Institutions of Higher Education (IHE). Grantees that are nonprofit organizations should leave Item 2 blank.

A grantee that is an IHE should write its IPEDS identification number rather than an NCES ID number. This number can be found at the following link: [NCES Global Locator](#).

### Item 5. Grantee Address

#### Instructions for Submitting Address Changes:

#### -- Annual (for Years 1-4) and Final Performance Reports (for Year 5):

If the grantee address that is listed in Block 1 of your GAN has changed, submit the new address information to your program officer immediately.

### Item 6. Project Director

#### -- Annual (for Years 1-4) and Final Performance Reports (for Year 5):

Please enter the name, title, phone number, fax number and email address of your approved Project Director listed in Block 3 of your GAN.

Note: Changing the approved Project Director requires prior approval from ED and may only be requested for a grant whose performance period has not ended. If you wish to change your Project Director, notify your program officer immediately.

### Item 7. Reporting Period(s)

#### -- Annual Performance Reports (for Years 1-4):

**Due Date: Your final version of APR will be due in the fall of each year, with the exact date to be provided by the program office.**

The first, (a) Reporting Period, is aligned with the 12-month budget period you are reporting. Please enter the start date and end date of the budget period you are reporting, which may be found in Block 6 of the GAN. Complete data on all measures are due with this performance report.

#### -- Final Performance Reports (for Year 5):

**Due Date: The Final Performance Report must be submitted 120 days after the end of the grant performance period.** If you receive a no-cost time extension from ED for the fifth year of this grant, the Final Performance Report is due 120 days after the revised project period end date.

The **Cover Sheet** of the Final Performance Report requires two time periods to be reported.

The first, (a) **Reporting Period**, is the 12-month budget period for Year 5 of your project. **Please enter the start and end dates for the Year 5 budget period from Block 6 of the GAN.**

The second, (b) **Performance Period**, covers the entire grant's five-year period of performance (project period), which is also found in Block 6 of the GAN.

### **Item 8. Budget Expenditures [Also See Section E]**

The budget expenditure information requested in items 8a – 8c must be completed by your Business Office.

Note: For the purposes of this report, the term “budget expenditures” means allowable grant obligations incurred during the periods specified below. (See 34 CFR 75.703 and 2 CFR 200.8, 200.34 and Subpart A as applicable.)

For budget expenditures made with Federal grant funds, you must provide an explanation in Section E (Budget Information) if you have not drawn down funds from the G5 System to pay for these budget expenditures.

#### **--Annual Performance Reports (For Years 1-4):**

Report your actual budget expenditures for the entire previous budget period in item 8a. If you are reporting on the first budget period of the project, leave item 8a blank. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the entire previous budget period.

Report your actual budget expenditures for the performance period you are reporting in item 8b. Some expenditures that were encumbered during the performance period you are reporting may have cleared after the close of the reporting period. Those expenditures should be included in 8b as well. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the performance period you are reporting.

#### **--Final Performance Reports (for Year 5):**

Report your actual budget expenditures for the entire previous budget period in item 8a. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost- share) expended for the project during the entire previous budget period.



Report your actual budget expenditures for the final budget period (Year 5) in item 8b.

Please separate expenditures into Federal grant funds and non-Federal funds (match/cost- share) expended for the project during the final budget period.

Report your actual budget expenditures for the entire project period (i.e., the performance period) in item 8c. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost- share) expended for the project during the entire project period. Your project period (performance period) start and end dates are found in Block 6 of the GAN.

### **Item 9. Indirect Costs**

**The indirect cost information requested in Items 9a – 9d must be completed by your Business Office.**

**--Annual (for Years 1-4) and Final Performance Reports (for Year 5):**

Item 9a -- Please check “yes” or “no” in item 9a to indicate whether you are claiming indirect costs under this grant.

Item 9b -- If you checked “yes” in item 9a, please indicate in item 9b whether your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less (34 CFR 75.562)

Item 9c -- If you checked “yes” in item 9b, please indicate in item 9c the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, please indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check “Other,” please specify the name of the Federal agency that issued the approved agreement. *For Final Performance Reports only*, check the appropriate box to indicate the type of indirect cost rate that you have – Provisional, Final, or Other. If you check “Other,” please specify the type of indirect cost rate.

Item 9d – Please indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in EDGAR, 34 CFR 76.564(c)(2). Check only one response. Enter “N/A” if this item is not applicable.

### **Item 10. Annual Institutional Review Board (IRB) Certification**

**--Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

Annual certification is required if Attachment HS1, Continuing IRB Reviews, was attached to the GAN. If this is the case, grantees must attach the IRB certification to the performance report.

Check “yes” if annual IRB certification is required by Attachment HS1 and attached to the performance report. Check “no” if annual IRB certification is required by Attachment HS1 but is not attached to the performance report. Check “N/A” if annual IRB certification does not apply to your grant.

### **Item 11. Performance Measures Status**

#### **--Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

You must check “yes” in item 11a. Complete data on performance measures for the performance period you are reporting must be submitted with your APR, and complete data on performance measures for your final budget period must be submitted with your Final Performance Report. Leave item 11b blank.

### **Item 12. Certification**

#### **-- Annual (for Years 1 – 4) and Final Performance Reports (for Year 5):**

The authorized representative is the person who signed the grant application or has been officially designated to sign the performance report. The signature of the grantee’s authorized representative is required.

If the person who serves as the authorized representative for your grant has changed, submit the name and contact information for this new authorized representative to your program officer immediately.

If the grantee has any known internal control weaknesses concerning data quality (as disclosed through audits or other reviews), this information must be disclosed under Section F (Additional Information), as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

## Instructions for the Performance Report Data Form

- If the value to be reported is zero for numerical data (blue cells), then enter a “0” in the cell; do not leave the cell blank.
- Fill in the blue cells with the numerical value corresponding to the performance period you are reporting.

### *Example:*

<i>Example</i>	<b>Reporting Block A1 Response</b>
a. Number funded to be served	100

## Instructions for Section A – CAMP Project Statistics and Reporting Program Performance Measures

Section A collects data on the number of students served and the number of students achieving program and project objectives. Items from Section A are used to calculate program performance and efficiency measures.

### **Item A1**

Item A1 requests information on the number of students served during the reporting period. Item A1a requests data on the number of students that the project was funded to serve. Item A1b requests data on the number of students actually served in first academic year college instruction, which is further disaggregated in items A1b1 and A1b2 into the number of students served in first academic year college instruction who were new participants and returning participants, respectively.

### *Definitions*

#### ***Reporting Period:***

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

#### ***Number funded to be served:***

The number of participants officially funded by the CAMP grant to be enrolled in CAMP instruction in your CAMP project during this reporting period. This number must match the number funded to be served in your approved application.

#### ***Number served in college courses:***

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).

#### ***New participants:***

CAMP students who were **new** to the project (i.e., not enrolled in CAMP services in the immediately previous budget period), 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). This is a subset of the number served.

**Note:**

1. Students who participated in CAMP services during budget periods other than the immediately previous budget period are considered "New Participants."
2. The count would also include any students who participated in CAMP services in the performance period immediately before the one being reported but were not counted as persisters at the end of the immediately previous performance period because they did not re-enroll in CAMP services for the performance period being reported until after the previous APR was submitted.

**Returning participants:** CAMP first academic year college students who met the following criteria:

- completed intake in the budget period immediately previous to the one being reported,
- did not complete the first academic year of college in the budget period immediately previous to the one being reported, and
- were enrolled and attending CAMP first academic year college instruction 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), within the performance period you are reporting. (This is a subset of the number served.)

**Note:**

1. This count must equal the number of persisters (including persisters from the fifth year of the grant) from the budget period **immediately before the one being reported**. In other words, the previous reporting period's *persisters* are *returning participants* in the performance period you are reporting.
2. Students from the immediately previous budget period who returned to the CAMP project during the performance period you are reporting **after the due date for the previous APR** must be reported as "New Participants" in the performance period you are reporting.
3. Similarly, students who return to CAMP in the performance period you are reporting from any budget period other than the immediately previous budget period are to be reported as "New Participants" in the performance period you are reporting.

**Note: The previous reporting period's *persisters* are *returning participants* in the performance period you are reporting.**

**Data quality check**

- The number of students reported in items A1b1 and A1b2 must sum exactly to the number of students reported in item A1b (no. served) (*the MS Excel Form is formulated to perform the calculation*).
- The number of returning students (item A1b2) must equal the number of persisters reported in Item A2c in the previous year's APR.

**Note: Item A1b does not address the total number of participants recruited to be served. Each grantee may have served fewer students than it recruited. Grantees are required to report the number they actually served (not the number they recruited).**

**Reporting Block, Item A1 Example** (For illustration purposes only; do not report data here)

A1. Number of students served this reporting period.	<b>Reporting Block A1 Response</b>
a. Number funded to be served.	
b. Number served in college courses ( <i>Note: A1b1 + A1b2 should sum to equal A1b</i> ).	
1. Number served who were <b>new participants</b> (first academic year in CAMP) (subset of A1b).	
2. Number served who were <b>returning participants</b> (not first academic year in CAMP) (subset of A1b).	

## **Item A2 (Performance Measure 1)**

Item A2 collects data on the status of student participants at the end of the performance period you are reporting. Item A2a requests data on the total number of students who completed their first academic year of college during the performance period you are reporting (performance measure 1) while item A2b requests data on the total number of students who withdrew from the project during the reporting period. Item A2c requests data on the number of persisters who returned for services in the subsequent year. Note that students may be **classified into one status group only** (i.e., provide an unduplicated count of students).

### ***Definitions***

#### ***Reporting Period:***

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

#### ***First academic year:***

“First academic year” will be defined by the IHE in which the CAMP student is currently enrolled; however, grantees are to use the definition of an academic year in 34 CFR 668.3, which applies to the PELL program and Federal Student Aid, and which states, among other things, that a full-time student in an undergraduate educational program is expected to complete at least: 24 semester or trimester credit-hours or 36 quarter credit-hours for a program measured in credit-hours; or 900 clock-hours for a program measured in clock- hours. This minimum standard must be incorporated into the definition of an academic year.

#### ***CAMP first academic year completers:***

CAMP students who have successfully completed their first academic year in good standing (see definition of “in good standing” below). The “first academic year” is defined by the IHE in which the CAMP student is currently enrolled but must meet the minimum standard discussed in the definition of “first academic year” above. In addition, a student is considered to have *successfully completed* credit hours or clock hours if the institution considers the student to have passed the coursework associated with those hours. At a minimum then, a student cannot be considered a “first academic year completer” until he or she has passed the number of hours established in the IHE’s definition of “first academic year.”

In determining if a student is a first-year completer, the IHE shall exclude college credits earned before the student’s graduation from high school. For example, if a student comes into a CAMP program at an IHE on a semester academic calendar already having accrued 24 college credits in high school, and the student has not earned any college credits in college, then that student may still be served by the CAMP program and will be considered a first academic year completer when the student attains at least 24 college credits *in* the CAMP project.

Additionally, in determining both a student's enrollment level and whether a student is a first academic year completer, IHEs may, but are not required to, include remedial and English as a Second Language (ESL) coursework; however, an IHE's inclusion of these credits, hours, or units must be consistent with the standards in 34 CFR 668.20 ("Limitations on remedial coursework that is eligible for Title IV, HEA program assistance.").

***CAMP full-time status:***

All first academic year completers must have been enrolled with full-time status during all academic terms of the regular academic year (i.e., all terms other than summer) in which they were CAMP participants. When making this determination of full-time status, projects should refer to their IHE's policy for determining a student's eligibility for a full-time Pell grant or a full-time Federal Student Aid award. If, for example, a CAMP student's enrollment status for a given academic term would qualify him or her for a full-time Pell award at your IHE (all other eligibility requirements having been met), that student could be identified as a full-time student in that academic term for reporting purposes. (See 34CFR 206.5(c)(4), 690.2(b), and 668.2(b)).

***Withdrawals:***

The number of CAMP students who:

- completed intake and were enrolled and attending college courses past the IHE's date after which students can no longer add courses, or a census date (whichever is the point when a student's official enrollment status for the academic term is evaluated), but
- left the CAMP project without completing the first academic year of college, and
- did **not** re-enroll for instruction in the CAMP project by the APR due date of the subsequent budget period.

This count also should include students who earned some college credits but did not complete the first academic year of college (a withdrawal indicates that students have left the project or have not re-enrolled in the subsequent budget period by APR due date for whatever reason).

***Persisters:***

The number of CAMP first academic year college students who:

- completed intake and were enrolled and attending college courses past the date after which students can no longer add courses, or a census date (whichever is the point when a student's official enrollment status for the academic term is evaluated), but
- did not complete their first academic year of college, however,
- **re-enrolled** for continuing instructional services in support of completing their first academic year of postsecondary education in the **subsequent** budget period prior to the APR submission due date.

**Note:**

1. When students re-enroll in a subsequent budget period, they must remain enrolled past the date after which they 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) before they can be counted as persisters. Additionally, when CAMP students re-enroll in the subsequent budget period, they must meet the same full-time requirement as new CAMP students.
2. Please also note that persisters can be counted in all years of the five-year grant cycle (i.e., Y1-Y5). Those students who are counted as persisters in the fifth year’s APR will be counted as **“returning participants” in the first year APR of the next CAMP grant.** Since the students are persisters from the previous grant’s Year 5, you will not need to re-establish eligibility for those students (see question H3 in the HEP/CAMP Eligibility Guidance).

***In Good Standing:***

For the purposes of reporting CAMP students’ first year completion, “in good standing” is defined as being academically eligible to re-enroll at the IHE in the academic year immediately following the one in which the student is reported as being a first academic year completer.

***Data quality check***

- The sum of items A2a-c should equal the count reported in item A1b (no. served). The MS Excel Form is formulated to comply with this rule and displays a feedback message titled “Your data input accuracy result.” “Pls Check” implies an error, and “Good Job” implies correct calculation.
- The number of persisters reported here would be equal to the returning participants in the subsequent budget period’s performance report.

**Reporting Block, Item A2** (For illustration purposes only; do not report data here)

<b>A2. Status at the end of reporting period.</b> (Note: A2a-c should sum to equal the number reported in A1b).	<b>A2 Response</b>
a. Number of CAMP first academic year completers during the reporting period. (Obj. 1 National Target: 86%) (Performance Measure 1)	
b. Number of withdrawals.	
c. Number of persisters (persisters were enrolled in instructional services in the performance period you are reporting, did not yet complete their first academic year of college, and have reenrolled for instructional services in the subsequent budget period before the APR due date).	



### **Item A3 (Performance Measure 2)**

Item A3a collects data on the status of CAMP first academic year completers at the end of the reporting period (performance measure 2). The count reported in item A3a is a subset or equal to the total number of first academic year completers who received follow-up (reported in Item A4). This count is a subset or equal to the count reported in A2a (no. of CAMP first academic year completers). As a subset, the count reported in item A3a should be equal to or less than the count reported in Item A4 (no. of CAMP first academic year completers you were able to track for follow-up data), which should be equal to or less than the count reported in Item A2a (no. of CAMP first academic year completers).

Completion of Item A3a requires follow-up with first academic year completers; data regarding follow-up is described in Item A4.

#### ***Definitions***

##### ***Reporting Period:***

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

##### ***Continuing CAMP First Academic Year Completers:***

Of those students who completed their first academic year of college in this reporting period, the number who continued in postsecondary education programs. To be counted as continuing in postsecondary education, the student must re-enroll in the IHE or transfer to another IHE in the academic year immediately following the one in which they are reported as being a first academic year completer and must remain enrolled 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).

This measure should be taken 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.

##### ***Data quality check:***

- The count reported in Item A3a should be equal to or less than the count reported in Item A4.
- The count reported in Item A3a cannot be greater than the count reported in Item A2a (no. of first academic year completers).

**Reporting Block, Item A3a** (For illustration purposes only; do not report data here)

A3. Status of CAMP first academic year completers from question A2a above at the end of the reporting period.	A3 Response
a. Unduplicated number of CAMP first academic year completers who continued in postsecondary education programs. (This amount should not be greater than the amount in A2a above.) <b>(Obj. 2 National Target: 92%) (Program Performance Measure 2)</b>	

**Item A4**

Item A4 collects data on the number of CAMP first academic year completers during this reporting period for whom the grantee collected follow-up data. The count reported in item A4 cannot be greater than the count reported in Item A2a (no. of first academic year completers). The count reported in Item A4 is the number of CAMP first academic year completers with whom the grantee was able to collect follow-up data. The grantee must attempt follow-up with every CAMP first academic year completer.

**Definitions**

**Reporting Period:**

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

**CAMP first academic year completers you were able to track for follow-up data:**

Because CAMP program regulations require CAMP grantees to provide follow-up services for project participants after they have completed their first year of college (see 34 CFR 206.11(a)), the Department requires grantees to follow up with all CAMP first academic year completers in the performance period you are reporting to determine if they continued in postsecondary education programs. Follow-up should occur in a timely fashion (i.e., within 90 days of the end of the reporting period); these data should be reported in the APR.

**Reporting Block, Item A4a** (For illustration purposes only; do not report data here)

	A4 Response
A4. Number of CAMP first academic year completers during this reporting period whom you were able to track for follow-up data	

**Items A5 –A7**

Items A5 – A7 collect data on the status of former CAMP students at the end of the reporting period. Completion of Items A5 – A7 requires follow-up with your former CAMP students. Students do not need to have been CAMP first academic year completers to be counted in items A5-A7; they must only have been counted as “served” on a past APR by your CAMP project.

## Definitions

### Reporting Period:

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

### Former CAMP Students:

The number of students who participated in your CAMP project prior to the performance period you are reporting. **This count may include those students who may have graduated from another IHE.** This count may also include students who participated in your project from a previous 5-year grant cycle. However, do not include students who have participated in your project during the performance period you are reporting.

### Reporting Block, Items A7-A7 (For illustration purposes only; do not report data here)

A5. Number of <u>your</u> former CAMP students who graduated from college with a bachelor's degree during the performance period you are reporting.	<b>A5 Response</b>
<b>A5.a. For 2-Year IHEs:</b> Number of your <b>former</b> CAMP students who graduated from college with Bachelor's Degree during the performance period you are reporting (only 2-Year IHE projects report in A5a.)	
<b>A5.b. For 4-Year IHEs:</b> Number of your <b>former</b> CAMP students who graduated from college with Bachelor's Degree during the performance period you are reporting (only 4-Year IHE projects report in A5b.)	
	<b>A6 Response</b>
A6. Number of <u>your</u> former CAMP students who graduated from college with an associate degree during the performance period you are reporting.	
	<b>A7 Response</b>
A7. Number of <u>your</u> former CAMP students who transferred to other IHEs during the performance period you are reporting.	

## Item A8

Item A8 collects data on the amount of time necessary for first academic year college completion by successful project participants who completed their first academic year of college in the reporting period. Items A8a-c request unduplicated counts of the number of CAMP first academic year completers who completed their first academic year of college within one year, between one and two years, and after more than two years in the project, respectively. Each CAMP first academic year completer will be classified into one group. Note that follow-up with CAMP first academic year completers should not be necessary to report these counts. Rather, project documentation should contain the relevant records necessary to complete these items. Data may also be gathered through National Center of Education Statistics (NCES).

### Definition

### Reporting Period:

The 12-month period of time that is equal to the budget period found in Block 6 of the GAN.

**Data quality check (The MS Excel Form is formulated to perform this calculation.)**

The counts reported in Items A8a-c should sum to the count reported in Item A2a (no. of CAMP first academic year completers). The MS Excel Form is formulated to comply with this rule and will display a feedback message. “Pls Check” will display in case of an error. “Good Job” will display if the calculation is correct.

**Reporting Block, Item A8 (For illustration purposes only; do not report data here)**

A8. Time to completion for CAMP first academic year completers from question A2a above. <i>(Note: A8a-c should sum to equal the number reported in A2a).</i>	A8 Response
a. Number of CAMP first academic year completers during the performance period you are reporting who completed their first academic year of college <b>within one reporting period of your project.</b>	
b. Number of CAMP first academic year completers during the performance period you are reporting who completed one year of college <b>after more than one reporting period, but within two reporting periods of your project.</b>	
c. Number of CAMP first academic year completers during the performance period you are reporting who completed one year of college <b>after more than two reporting periods of your project.</b>	

**Item A9. Performance Calculation Table**

For your convenience, this Performance Calculation table calculates project performance on Program Performance Measures 1 and 2, as well as the Efficiency Ratio. See definitions above. To properly calculate the performance and efficiency measures, in Item A9 “Annual Award Amount,” you must enter the amount from the annual Grant Award Notification (GAN) for the corresponding year, **not** including carryover. Ensure that the Performance Calculation Table is complete before calculating Block E, as the data check in “Proposed Expenditures” is dependent upon the accuracy in the A9 Performance Calculation Table. Please note, these are **preliminary** performance and efficiency results based on data reported; should data be revised during the APR review process, the results will be affected.

## Instructions for Section B - CAMP Project Services Information

### Item B1

Item B1 collects data on the number of students in the CAMP project who received Supportive, Instructional, and Financial Services during the reporting period. Items B1 a-b request data on:

- Total number of students receiving varied Supportive and Instructional services,
- Total number of students receiving varied Financial services.

Students may appear in more than one row if they received more than one service.

### *Definitions*

#### ***Reporting Period:***

The 12-month period that is equal to the budget period found in Block 6 of the GAN.

#### ***Supportive and Instructional Services:***

CAMP-funded services provided to CAMP students in support of their first academic year that do not involve providing money directly to students. Examples include personal, academic & career counseling, tutoring, mentoring, health services, and assistance with special admissions. This count does not include other services provided to CAMP students by the university but not by the CAMP project.

#### ***Counseling or guidance services:***

Academic and career advisement services and personal counseling provided by CAMP in support of academic/career goals, first academic year of college completion, and persistence in higher education. Report the number of students who received counseling or guidance services.

#### ***Tutoring:***

Additional instructional services provided by CAMP in support of a specific curriculum, course, or course of study. Report the number of students who received tutoring.

#### ***Financial Services:***

CAMP-funded monetary services provided to CAMP students in support of their first academic year. Examples include stipends, scholarships, transportation, career-oriented work-study, books and supplies, tuition and fees, and room and board. This count does not include other financial support provided to CAMP students by the university or another entity outside of the CAMP project.

#### ***Stipend:***

An allocation of project financial resources made directly to students to offset living or educational expenses. Report the number of students who received stipends.

***Room and Board:*** Generally, includes a place to live and the amenities that come with that (bed, electricity, water, etc.) and food. Report the number of students who received room and board.

**Career-oriented Work-study:**

Guided employment that provides opportunities for the CAMP student to develop or enhance his or her career skills. This definition of “career-oriented work-study” is not limited to any work-study program. Students may be counted for this service whether or not the work-study is funded by CAMP, as long as the guidance that is provided to students is funded by CAMP funds.

**Data quality check**

The counts reported in Item B1a 1-3 and in B1b 1-3 may be duplicated, as some students may receive multiple Supportive & Instructional or Financial Services. However, the value of any individual count cannot exceed the count reported in Item A1b (no. served).

**Reporting Block, Item B1** (For illustration purposes only; do not report data here)

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 other services provided to CAMP students by the university or another entity.	<b>B1 Response</b>
a. Report the number of CAMP students served with the following types of supportive & instructional services. Students may appear in more than one row if they received more than one service.	[No data]
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).	
2. Tutoring (additional instructional services provided in support of a specific curriculum, course, or course of study).	
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.	
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.	[No data]
1. Stipends.	
2. Room and Board.	
3. Other “Financial Services,” including scholarships, transportation, career-oriented work study, books and supplies, and tuition and fees.	

## Item B2

Item B2 collects data on the characteristics of students who were enrolled in CAMP project services during the reporting period. Items B2a -d request data on the number of students referred to CAMP by the Migrant Education Program (MEP), the High School Equivalency Program (HEP), or the National Farmworker Jobs Program (NFJP).

### Definition

#### **Reporting Period:**

The 12-month period that is equal to the budget period found in Block 6 of the GAN.

#### **Referred:**

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.

#### **Data quality check**

The counts reported in each of Items B2a, B2b, B2c, and B2d cannot exceed the total number of students served (Item A1b) for the reporting period.

	<b>B2 Response</b>
B2. Characteristics of the CAMP enrolled students during this reporting period	
a. Number of students who were referred from MEP and accepted into CAMP.	
b. Number of students who were referred from HEP and accepted into CAMP.	
c. Number of students who were referred from NFJP and accepted into CAMP.	
d. Number of students who were <u>not</u> referred from HEP, MEP, or NFJP.	

## Instructions for Section C– CAMP Project Model Characteristics

- If the value to be reported is zero for numerical data (blue cells), then enter a “0” in the cell; do not leave the cell blank.
- If the data prompt to be reported is not applicable to your project, then enter “N/A” in the cell; do not leave the cell blank.

### Item C1

Item C1 collects data on the project model during the reporting period. Items C1a-h request data on the commuter or residential status of the project, the location or mode of receiving instruction or services (in-person, distance/remote, and hybrid distance/remote), the time to completion for the project’s IHE (i.e., whether the IHE is a two-year or four-year institution), and the type of academic terms used by the IHE.

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.

### Definitions

#### **Reporting Period:**

The 12-month period that is equal to the budget period found in Block 6 of the GAN.

**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 below.** 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.

#### **In-person only programs:**<sup>5</sup>

Programs with students receiving all instruction (e.g. college courses) and services (e.g. mentoring, tutoring, counseling, etc.) in person on campus or at a designated campus location.. This includes full-time and part-time students that receive all instruction in person on campus.

#### **Distance/remote programs:**<sup>6</sup>

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.

Programs are considered distance/remote programs if **ALL** of their programmatic portions (e.g. instruction, services) are completed remotely. Non-instructional in-person requirements (e.g., determining eligibility, enrollment) do not exclude a course or program from being classified as exclusively distance/remote. This

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<sup>5</sup> Adapted from:

“Distance Education in IPEDS.” *National Center for Education Statistics*, Accessed 27 June 2023. <https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds>

Parsad, B., Lewis, L. and Tice, P. “Distance Education at Degree-Granting Postsecondary Institutions: 2006–07.” *National Center for Education Statistics*, Dec. 2008, Accessed 27 June 2023. <https://nces.ed.gov/pubs2009/2009044.pdf>

“School Pulse Panel, December Survey, Learning Mode.” *National Center for Education Statistics*, Dec. 2022. Accessed 27 June 2023. <https://ies.ed.gov/schoolsurvey/spp/>

<sup>6</sup> Ibid.



definition also includes students who take distance/remote classes accessed on campus (for example, a Residential student may take distance/remote classes in the educational setting).

**Hybrid distance/remote and in-person programs:**

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.

**Data quality check (the MS Excel Form is formulated to perform the calculations)**

- The number of students reported in items C1a and C1b must sum exactly to the number of students reported in item A1b (no. served).
- The number of students reported in items C1d – C1f must sum exactly to the number of students reported in item A1b (no. served).

**Reporting Block, Item C1 (For illustration purposes only; do not report data here.)**

C1. Project Model Characteristics during the Reporting Period.	C1 Response
a. Report the number of commuter students. (A commuter student is a student who does not live in IHE-funded housing.)	
b. Report the number of residential students. (A residential student is a student who lives in IHE-funded housing.)	
c. Does the project offer in person only, distance/remote, or hybrid distance/remote and in-person participation to students?	In person only Distance/remote only Hybrid only All of the above In person and distance/remote In person and hybrid Distance/remote and hybrid
d. Report the number of students who received in-person only programming.	
e. Report the number of students who received distance/remote programming. (note: this may or may not include Commuter students. Commuter students may receive any of the three modes of instruction).	
f. Report the number of students who received hybrid distance/remote and in-person programming.	
g. Is this project in a four-year or two-year institution?	Four Year Two Year Two Year and Four Year
h. Is the project in an institution that uses a semester, quarter, or trimester academic calendar?	Semester Quarter Trimester Semester and quarter Semester and trimester Quarter and trimester

	Semester, trimester and quarter
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## Instructions for Section D – CAMP Project Goals and Objectives

In the approved grant application, grantees established project objectives that stated what the grantee hoped to achieve with the funded project. Generally, one or more performance measures also were established for each project objective. These performance measures serve to demonstrate whether grantees met or are making progress towards meeting each project objective.

Grantees must also report on the results to date of their project evaluation as required under EDGAR, 34 CFR 75.590. According to the instructions below, for each project objective included in the approved grant application, grantees must provide quantitative and/or qualitative data for each associated performance. You must also explain how your data on your performance measures demonstrate whether you have met or are making progress towards meeting each project objective.

**Note:** Complete data *must* be submitted for any project-specific performance measures relevant to the performance period you are reporting that were included in your approved grant application.

### Section 1) Project Objective:

Enter each project objective for this reporting period that is included in your approved grant application. Only one project objective should be entered per table. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc.

### Performance Measure, Actual Performance Data, Target, and Outcome:

For each project objective, enter each associated performance measure. There may be multiple performance measures associated with each project objective. Each performance measure that is associated with a particular project objective should be labeled using an alpha indicator. **Example:** The first performance measure associated with project objective “1” should be labeled “1.1.,” the second performance measure for project objective “1” should be labeled “1.2.,” etc. The grantee must also provide the target that was established for each performance measure in the approved grant application, as well as the outcome for each performance measure.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target and actual performance data should be reported as a single number, and not a percentage.

### Section 2) Final Performance Report ONLY:

This information covers the entire project report period (five years) (maximum 2500 words per question).

Grantees must answer each of the questions below:

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]
  - a. If no, when will the project evaluation be available and submitted to the Department? [Enter date]

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.
3. What would you recommend as advice to other educators that are interested in your project? How did the original project ideas change as a result of conducting the project?
4. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

## **Instructions for Section E – CAMP Project Budget Information**

Report in column (a) carryover funds in their correct category amounts from the previous budget period. Report in column (b) the recommended funds, by budget category, for the performance period you are reporting. Report in column (c), the total revised budget amounts (using your approved, revised budget as in your ED524 Form). Report in column (d), your project's actual expenditures for this reporting period.

Note: Remember to keep budget line items consistent. For example, if you categorized student textbooks in the Stipend line item in your revised budget, payments for student textbooks must be categorized in the Stipend line item in the Actual Expenditures column.

- If the value to be reported is zero, then enter a "0" in the cell; do not leave the cell blank.
- If the data prompt to be reported is not applicable to your project, then enter "N/A" in the cell; do not leave the cell blank.

### **-- Annual Performance Reports (for Years 1 –4):**

**Section E.1**– Provide an explanation if you did not expend funds at the expected rate during the reporting period.

## **Instructions for Section F –Additional Information**

### **-- Annual and Final Performance Reports:**

#### Additional Information

If applicable, please provide a list of current partners on your grant and indicate if any partners changed during the reporting period. Please indicate if you anticipate any change in partners during the next budget period. If any of your partners changed during the reporting period, please describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

Note: Do not submit requests in this report for supplemental funds, any changes that you wish to make in the grant's activities for the next budget period, or key personnel changes. Requests for these actions must be made separately to the program office for review and approval decisions.

Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.