

U.S. Department of Education

Foreign Language Assistance Program
for Local Educational Agencies: Grantee Performance Report

Appendices

*Office of Management and Budget
Clearance Package Supporting Statement
And Data Collection Instrument*

June 28, 2011

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Appendix A: Authorizing Legislation

TITLE V: PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS PART D: FUND FOR THE IMPROVEMENT OF EDUCATION SUBPART 9—FOREIGN LANGUAGE ASSISTANCE PROGRAM

SEC. 5491. SHORT TITLE.

This subpart may be cited as the Foreign Language Assistance Act of 2001.

SEC. 5492. PROGRAM AUTHORIZED.

(a) PROGRAM AUTHORITY.—

(1) IN GENERAL.—The Secretary is authorized to make grants, on a competitive basis, to State educational agencies or local educational agencies to pay the Federal share of the cost of innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary school and secondary school students.

(2) DURATION.—Each grant under paragraph (1) shall be awarded for a period of 3 years.

(b) REQUIREMENTS.—

(1) GRANTS TO STATE EDUCATIONAL AGENCIES.—In awarding a grant under subsection (a) to a State educational agency, the Secretary shall support programs that promote systemic approaches to improving foreign language learning in the State.

(2) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—In awarding a grant under subsection (a) to a local educational agency, the secretary shall support programs that—

(A) show the promise of being continued beyond the grant period;

(B) demonstrate approaches that can be disseminated and duplicated in other local educational agencies; and

(C) may include a professional development component.

(c) FEDERAL SHARE.—

(1) IN GENERAL.—The Federal share for each fiscal year shall be 50 percent.

(2) WAIVER.—Notwithstanding paragraph (1), the Secretary may determine the Federal share for any local educational agency which the Secretary determines does not have adequate resources to pay the non-Federal share of the cost of the activities assisted under this subpart.

(d) SPECIAL RULE.—Not less than 3/4 of the funds made available under section 5401 to carry out this subpart shall be used for the expansion of foreign language learning in the elementary grades.

(e) RESERVATION.—The Secretary may reserve not more than 5 percent of funds made available under section 5401 to carry out this subpart for a fiscal year to evaluate the efficacy of programs assisted under this subpart.

SEC. 5493. APPLICATIONS.

(a) **IN GENERAL.**—Any State educational agency or local educational agency desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require.

(b) **SPECIAL CONSIDERATION.**—The Secretary shall give special consideration to applications describing programs that—

- (1) include intensive summer foreign language programs for professional development;
- (2) link nonnative English speakers in the community with the schools in order to promote two-way language learning;
- (3) promote the sequential study of a foreign language for students, beginning in elementary schools;
- (4) make effective use of technology, such as computer assisted instruction, language laboratories, or distance learning, to promote foreign language study;
- (5) promote innovative activities, such as foreign language immersion, partial foreign language immersion, or content based instruction; and
- (6) are carried out through a consortium comprised of the agency receiving the grant and an elementary school or secondary school.

Appendix B: Government Performance Results Act of 1993

SECTION 4. ANNUAL PERFORMANCE PLANS AND REPORTS.

(a) Budget Contents and Submission to Congress.-Section 1105(a) of title 31, United States Code, is amended by adding at the end thereof the following new paragraph:

"(29) beginning with fiscal year 1999, a Federal Government performance plan for the overall budget as provided for under section 1115."

(b) Performance Plans and Reports.-Chapter 11 of title 31, United States Code, is amended by adding after section 1114 the following new sections:

"Sec. 1115. Performance plans

(a) In carrying out the provisions of section 1105(a)(29), the Director of the Office of Management and Budget shall require each agency to prepare an annual performance plan covering each program activity set forth in the budget of such agency. Such plan shall-

"(1) establish performance goals to define the level of performance to be achieved by a program activity;

"(2) express such goals in an objective, quantifiable, and measurable form unless authorized to be in an alternative form under subsection (b);

"(3) briefly describe the operational processes, skills and technology, and the human, capital, information, or other resources required to meet the performance goals;

"(4) establish performance indicators to be used in measuring or assessing the relevant outputs, service levels, and outcomes of each program activity;

"(5) provide a basis for comparing actual program results with the established performance goals; and

"(6) describe the means to be used to verify and validate measured values.

"(b) If an agency, in consultation with the Director of the Office of Management and Budget, determines that it is not feasible to express the performance goals for a particular program activity in an objective, quantifiable, and measurable form, the Director of the Office of Management and Budget may authorize an alternative form. Such alternative form shall-

"(1) include separate descriptive statements of-

"(A)(i) a minimally effective program, and

"(ii) a successful program, or

"(B) such alternative as authorized by the Director of the Office of Management and Budget, with sufficient precision and in such terms that would allow for an accurate, independent determination of whether the program activity's performance meets the criteria of the description; or

"(2) state why it is infeasible or impractical to express a performance goal in any form for the program activity.

"(c) For the purpose of complying with this section, an agency may aggregate, disaggregate, or consolidate program activities, except that any aggregation or consolidation may not omit or minimize the significance of any program activity constituting a major function or operation for the agency.

"(d) An agency may submit with its annual performance plan an appendix covering any portion of the plan that-

"(1) is specifically authorized under criteria established by an Executive order to be kept secret in the interest of national defense or foreign policy; and

"(2) is properly classified pursuant to such Executive order.

"(e) The functions and activities of this section shall be considered to be inherently Governmental functions. The drafting of performance plans under this section shall be performed only by Federal employees.

"(f) For purposes of this section and sections 1116 through 1119, and sections 9703 and 9704 the term-

"(1) 'agency' has the same meaning as such term is defined under section 306(f) of title 5;

"(2) 'outcome measure' means an assessment of the results of a program activity compared to its intended purpose;

"(3) 'output measure' means the tabulation, calculation, or recording of activity or effort and can be expressed in a quantitative or qualitative manner;

"(4) 'performance goal' means a target level of performance expressed as a tangible, measurable objective, against which actual achievement can be compared, including a goal expressed as a quantitative standard, value, or rate;

"(5) 'performance indicator' means a particular value or characteristic used to measure output or outcome;

"(6) 'program activity' means a specific activity or project as listed in the program and financing schedules of the annual budget of the United States Government; and

"(7) 'program evaluation' means an assessment, through objective measurement and systematic analysis, of the manner and extent to which Federal programs achieve intended objectives.

"Sec. 1116. Program performance reports

"(a) No later than March 31, 2000, and no later than March 31 of each year thereafter, the head of each agency shall prepare and submit to the President and the Congress, a report on program performance for the previous fiscal year.

"(b)(1) Each program performance report shall set forth the performance indicators established in the agency performance plan under section 1115, along with the actual program performance achieved compared with the performance goals expressed in the plan for that fiscal year.

"(2) If performance goals are specified in an alternative form under section 1115(b), the results of such program shall be described in relation to such specifications, including whether the performance failed to meet the criteria of a minimally effective or successful program.

"(c) The report for fiscal year 2000 shall include actual results for the preceding fiscal year, the report for fiscal year 2001 shall include actual results for the two preceding fiscal years, and the report for fiscal year 2002 and all subsequent reports shall include actual results for the three preceding fiscal years.

"(d) Each report shall-

"(1) review the success of achieving the performance goals of the fiscal year;

"(2) evaluate the performance plan for the current fiscal year relative to the performance achieved toward the performance goals in the fiscal year covered by the report;

"(3) explain and describe, where a performance goal has not been met (including when a program activity's performance is determined not to have met the criteria of a successful program activity under section 1115(b)(1)(A)(ii) or a corresponding level of achievement if another alternative form is used)-

"(A) why the goal was not met;

"(B) those plans and schedules for achieving the established performance goal; and

"(C) if the performance goal is impractical or infeasible, why that is the case and what action is recommended;

"(4) describe the use and assess the effectiveness in achieving performance goals of any waiver under section 9703 of this title; and

"(5) include the summary findings of those program evaluations completed during the fiscal year covered by the report.

"(e) An agency head may include all program performance information required annually under this section in an annual financial statement required under section 3515 if any such statement is submitted to the Congress no later than March 31 of the applicable fiscal year.

"(f) The functions and activities of this section shall be considered to be inherently Governmental functions. The drafting of program performance reports under this section shall be performed only by Federal employees.

"Sec. 1117. Exemption

"The Director of the Office of Management and Budget may exempt from the requirements of sections 1115 and 1116 of this title and section 306 of title 5, any agency with annual outlays of \$20,000,000 or less."

Appendix C: Foreign Language Assistance Program (FLAP)

LEA Grantee Performance Report Form

**U.S. Department of Education
Foreign Language Assistance Program (FLAP) LEA
Grantee Performance Report Form**

Introduction

The Foreign Language Assistance Program (FLAP) for Local Educational Agencies (LEAs) provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. FLAP grants are not awarded to programs that teach Native American languages. FLAP is not intended to support the teaching of English. Although improvement of the English language skills of non-native English speakers is a desirable ancillary benefit of a two-way immersion program, FLAP funds, as well as matching FLAP funds, must be used exclusively for foreign language instruction. FLAP funds may not be used to fund activities that support the teaching of English.

Education Department General Administrative Regulations (EDGAR), 34 CFR 75.253, requires each of the funded projects to submit an annual performance report demonstrating that substantial progress has been made toward meeting the approved objectives of the project. In 1993, the *Government Performance Results Act (GPR)* was passed that requires federally funded agencies to develop and implement an accountability system based on performance measurement. Grantees are required to report on their progress toward meeting the performance measures established for each U.S. Department of Education (ED) grant program. This grantee performance report is the tool designated by the FLAP LEA program office for reporting grantee performance.

The FLAP LEA *GPR* measures are listed below:

Objective 1: To expand foreign language study in non-critical languages for students served by FLAP.

Measure 1.1 of 2: The number of students participating in foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Measure 1.2 of 2: The average number of minutes per week of foreign language instruction in the non-critical language(s) in the schools funded by FLAP.

Objective 2: To expand foreign language study in critical languages for students served by FLAP.

Measure 2.1 of 2: The number of students participating in foreign language instruction in the critical language(s) in the schools funded by FLAP.

Measure 2.2 of 2: The average number of minutes per week of foreign language instruction in the critical language(s) in the schools funded by FLAP.

Objective 3: To improve the foreign language proficiency of students served by FLAP.

Measure 3.1 of 1: The number of students in FLAP projects who meet ambitious project objectives for foreign language proficiency. (For grants awarded 2008 onward)

The FLAP LEA program office will calculate project-level and program-level values for *GPR* Measures 1.1, 1.2, 2.1, and 2.2. Grantees must report data for specific components for these measures to allow the program office to calculate the project-level and program-level values. Grantees will report project-level values for Measure 3.1. The program office will calculate the program-level value for Measure 3.1.

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. Public reporting burden for this collection of information is estimated to average 10 hours for the Annual Performance Report and 10 hours for the Complete Data Report, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (*Education Department General Administrative Regulations (EDGAR), 34 CFR 75.253*). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed grantee performance report to this address.

Instructions for FLAP LEA Grantee Performance Report Form

For Annual Performance Reports (APRs): This report contains target performance data that are specific to each budget period, as well as project information, goals and objectives, and budget information. Grantees submit APRs to the FLAP LEA program office each spring. The Cover Sheet, Executive Summary and Sections A, B, C, D, and E of this grantee performance report should be completed for APRs.

For Complete Data Reports (CDRs): This report contains actual performance data that are specific to each budget period. Grantees submit CDRs to the FLAP LEA program office each fall. The Cover Sheet, Executive Summary, Section A, and Section B of this grantee performance report should be completed for CDRs.

For Final Performance Reports: The due date is 90 days following the end of the final budget period. If you received a no-cost time extension from ED, the final performance report is due 90 days after the revised project period end date. Complete data on performance measures (including *GPRA* measures) for the final budget period must be submitted with the final performance report. The Cover Sheet, Executive Summary and Sections B, C, D, and E should be completed for the Final Performance Report.

If you have questions about how to complete any of the grantee performance reports, contact:

Cynthia Ryan, (202) 401-1436

The FLAP LEA grantee performance report is divided into a **Cover Sheet, Executive Summary**, and the following five sections:

Section A – FLAP Project Information

Section B – FLAP *GPRA* Data

Section C – FLAP Project Goals and Objectives

Section D – FLAP Project Budget Information

Section E – Additional Information

Instructions for the Cover Sheet

Complete the Cover Sheet with the appropriate information. Grantees should indicate if the report is an Annual Performance Report, Complete Data Report, or Final Report and check the appropriate year. Items 1, 3, 4, and 6 on the Cover Sheet are self explanatory. Instructions for items 2 and 5 and items 7 through 11 are included in this instruction sheet.

Question 2. Grantee NCES ID Number

-- Annual Performance and Final Performance Reports:

Please enter the current National Center for Education Statistics (NCES) ID number of the grantee.

Please go to the applicable website listed below to obtain the grantee's NCES ID number. Depending on your organization type, this number will range from 2 to 12 digits.

- For Public and Charter Schools (NCES School ID): <http://nces.ed.gov/globallocator>
- For LEAs (NCES District ID): <http://nces.ed.gov/ccd/districtsearch/>

Note: Newly established organizations that do not yet have an NCES ID number should leave item 2 blank. However, once the organization's NCES ID number has been established, it must be entered on all future submissions of this form.

Question 5. Grantee Address

Instructions for Submitting Address Changes

-- Annual Performance and Final Performance Reports:

If the address that is listed in Block 1 of your grant award notification (GAN) has changed and you are submitting a paper copy of this form, either submit the new address in the Additional Information section or submit the change through the administrative action function of G5.

Question 7. Reporting Period

-- Annual Performance and Complete Data Reports:

Due Date: The reporting period is aligned with the current budget period. The start date for your current budget period is shown in Block 6 of the GAN. Annual Performance Reports are due each spring and Complete Data Reports are due each fall.

-- Final Performance Reports:

Due Date: Final performance reports are due 90 days after the end of the grant's project period. If you received a no-cost time extension from ED, the final performance report is due 90 days after the revised project period end date.

Please enter the start and end dates for the final budget period of your grant from Block 6 of the GAN. The reporting period for your final performance report covers the last period of the project. Complete data on project and *GPRA* measures for the final project period are due with this final performance report.

Question 8. Budget Expenditures [Also See Section D]

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 EDGAR, 34 CFR 74.2; 75.703; 75.707; and 80.3, as applicable.)

Federal Funds: For budget expenditures made with Federal grant funds, you must provide an explanation in Section D (Budget Information), if you have not drawn down funds from ED’s G5 to pay for these budget expenditures.

Non-Federal Funds (Match/Cost Share): If you are required to provide non-Federal funds or resources for this grant because the funding program has a statutory (legislative) matching or cost sharing requirement or you voluntarily committed to providing non-Federal funds or resources in your approved grant application, you must complete the “Non-Federal Funds (Match/Cost Share)” column in items 8a. – 8c., as applicable. (You are encouraged to review the following information regarding allowable cost sharing/matching contributions: the funding program’s statute and regulations (if any); ED’s general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments; and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB’s website at: <http://www.whitehouse.gov/omb/circulars/index.html>.)

-- Annual Performance Reports:

- Report the 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.
- Note: If reporting on the first budget period of the project, leave item 8a. blank.
- Report the actual budget expenditures for the current budget period to date (i.e., through 30 days before the due date of this report) in item 8b. Please separate expenditures into Federal grant funds and non-Federal funds (match/cost-share) expended for the project during the current budget period to date.

-- Final Performance Reports:

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

Question 9. Indirect Costs

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

-- Annual Performance and Final Performance Reports:

- Item 9a -- Please check “yes” or “no” in item 9a. to indicate whether or not the grantee is claiming indirect costs under this grant.
- Item 9b. -- If “yes” in item 9a. was checked, please indicate in item 9b. whether or not the grantee’s organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
- Item 9c. -- If “yes” in item 9b. was checked, 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 “Other” was checked, 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– Provisional, Final, or Other. If “Other” was checked, please specify the type of indirect cost rate.
- Item 9d. --For grants under Restricted Rate Programs (EDGAR, 34 CFR 75.563), please indicate whether the grantee is using a restricted indirect cost rate that is included on the approved Indirect Cost Rate Agreement or whether the grantees 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. If this item is not applicable to your grant, leave it blank.

Question 10. Annual Institutional Review Board (IRB) Certification

-- Annual Performance Reports:

Annual certification is required if Attachment HS1, Continuing IRB Reviews, was attached to the GAN. Check "yes" if annual IRB certification is required and attached to the form as instructed in Attachment HS1. Check "no" if annual IRB Certification is required by Attachment HS1, but is not attached to the form. Please indicate the reason why the IRB certification is not attached (e.g., the research has been completed) under Section E (Additional Information). Check "N/A" if annual IRB certification does not apply to your grant (i.e., no human subjects research is being conducted under this grant or Attachment HSI was not attached to the GAN.)

Question 11. Certification

-- Annual Performance, Complete Data, and Final Performance Reports:

The grantee’s authorized representative must sign the certification for this form. The authorized representative is the person who signed the grant application or has been officially designated to sign this performance report. The Office of English Language Acquisition should receive documentation indicating the name(s) of the authorized representative(s) **and** whether changes have occurred since signing of the grant application.

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 E (Additional Information) as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

Instructions for the Executive Summary

--Annual, Complete, and Final Performance Reports:

Provide a one to two page Executive Summary for Annual Performance and Complete Data Reports and a two to three page Executive Summary for Final Performance Reports. Provide highlights of the project's goals, the extent to which the expected outcomes and performance measures were achieved, and what contributions the project has made to research, knowledge, practice, and/or policy. Include the population served, if appropriate.

Note: The Executive Summary for *final performance reports* covers the ***entire project period***.

Instructions for Section A – FLAP Project Information

Section A contains project-level information. Grantees in the first year of their project are asked to provide information about their projects in Question 1. Grantees in the first year of their project are asked to indicate if the first year of their project consisted of planning, implementation, or both planning and implementation periods. In this question, “planning period” refers to the period of time in which students are not served and “implementation period” refers to the period of time in which students are served.

Instructions for Section B – FLAP GPR Data

Grantee *GPR* data are collected in two subsections: B1 and B2. In subsection B1, grantees are to report on specific components for *GPR* Measures 1.1, 1.2, 2.1, and 2.2 **in the accompanying Excel file, FLAP LEA Grantee Performance Report B1.xls**. There are separate data and Explanation of Progress spreadsheets for the APR, CDR, and Final Performance Report. The program office will calculate the project-level and program-level values for these *GPR* measures. In subsection B2, grantees are to report data for *GPR* Measure 3.1 on the **Grantee Performance Report form**.

Instructions for Section B1

Grantees are to report information about each section/class of each foreign language supported by FLAP funding during the reporting year using the data spreadsheets in the FLAP LEA Grantee Performance Report B1.xls file. The file includes the instructions below as well as examples. A completed **electronic** copy of the FLAP LEA Grantee Performance Report B1.xls file (targets for the APR and final data for the CDR) should be submitted along with the APR, CDR, and Final Performance Report.

For the APR, grantees are to report target data for each section/class of each foreign language **expected to be supported by FLAP funding during the reporting year**.

For the CDR and Final Performance Report, grantees are to report actual data for each section/class of each foreign language **that was supported by FLAP funding during the reporting year**.

A section/class is defined as a separate group of students receiving instruction. Specifically, grantees will report for each section/class:

- the school name;
- the foreign language taught and, for the secondary education level, the language level (e.g., Spanish I, Spanish II, AP Spanish);
- the grade level of students in the section/class;
- the number of sections/classes, which equals 1 unless sections/classes are combined following the directions below;
- the total number of students in the section/class;
- the number of minutes of instruction per week for the section/class (e.g., 150 minutes, 250 minutes);
- the number of weeks each section/class meets per year (e.g., 36 weeks);
- the instructional approach for the specific section/class (use the instructional approaches identified at the end of this section); and
- the test used to measure foreign language proficiency for students in the section/class.

Combining sections/classes for data reporting. A grantee may combine reporting information for more than one section/class of a given foreign language if the sections/classes use the same instructional approach, use the same test to measure foreign language proficiency, meet for the same number of minutes per week, and meet the same number of weeks per year. When combining sections/classes, the grantee should report the grade level of students in the combined sections/classes, the total number of sections/classes combined, and the total number of students across the combined sections/classes. The grantee should report the number of minutes per week and weeks per year each section/class meets. That is, do not sum the minutes per week and weeks per year across sections/classes.

Grantees providing distance education classes. A distance learning class should be considered one

class regardless of the number of schools served.

Grantees with more than one grade level and/or school with foreign languages supported by FLAP funding should complete a separate row for each grade level and/or school. However, if a **single** section/class includes students in multiple grade levels, a grantee may combine all information about the section/class in one row and identify all grade levels of the students in the section/class.

Explanation of Progress

Grantees are to report information about the data reported for B1 in the FLAP LEA Grantee Performance Report B1.xls file. Use the space to provide the following for the APR, CDR, and Final Performance Report:

- Assessment(s) used and timelines.
- Any information that would help to explain the information reported in the spreadsheet for B1 such as data discrepancies between expected and actual number of sections/classes, languages, and instructional minutes, etc.
- An explanation if your project's instructional approach does not align with one listed in the definitions table.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: program expansion of students, grade levels, languages, schools, or minutes of instruction.
- How data and information were used to make improvements in the project.

Definitions of Instructional Approaches¹ for GPRA Section B1

Instructional Approach	Definition
<i>Elementary Level</i>	
Total immersion	The target language is used for virtually all academic instruction, at least in the early grades. Typically, the target language is the only language used in the classroom, except for classes led by specialized teachers in art, music, physical education, and so forth. Initial reading instruction takes place in the target language. Instruction in English language arts often begins in Grade 2 or 3, but in some programs it may be delayed until Grade 4 or 5.
Partial immersion	The target language is used for academic instruction at least 50% of the time. Initial reading instruction may be offered in both languages or in the target language. In programs where the target language has a different writing system from English (e.g., Arabic, Chinese), initial reading instruction may be in English or in both languages. Most partial immersion programs maintain a ratio of target language use to English use of approximately 50/50 throughout the elementary grades.
Two-way immersion (TWI) (Also known as two-way bilingual, bilingual immersion, or dual language immersion programs.) (If you operate this type of program, please use the term "two-way immersion" to describe it in communications with OELA, even if you use a different term locally.)	Each class is made up of a roughly equal number of native speakers of English and native speakers of the target language. In the 50/50 TWI model, each of the languages is used for instruction approximately 50% of the time throughout the program. In the 90/10 model, the target (non-English) language is used for instruction 90% of the time in the early years. In the 90/10 model, the percentage of instruction in the target language decreases over the years while the percentage of instruction in English gradually increases. By about fourth grade, the ratio reaches 50/50 and remains at that level through the end of elementary school.
Content-based foreign language in the elementary school (FLES)	Academic content from the general curriculum is taught in the target language for at least an hour per day, but for less than half the day. They do not constitute immersion programs, however, because immersion programs are no less than one half of the total school day. Goals for content-based FLES programs include the development of listening, speaking, reading, and writing skills in the target language; acquisition of subject content through the second language; and understanding of the cultures associated with the language.
Content-enriched and content-related FLES	In content-enriched or content-related FLES programs, students typically study a second language from 3 to 5 times per week for at least 30 to 40 minutes per class. These programs are different from content-based FLES in that they do not teach the general academic curriculum in the target language. Instead, the FLES teacher uses concepts from the general curriculum to scaffold learning and enrich the foreign language program. Goals include the acquisition of listening and speaking skills in the target language and, to a lesser degree, the development of reading and writing skills. An understanding and appreciation of the cultures associated with the language are also important goals of all content-enriched and content-related FLES programs.

Definitions of Instructional Approaches¹ for *GPRA* Section B1 (continued)

Instructional Approach	Definition
<i>Secondary Level</i>	
Sequential Foreign Language Programs	This is by far the most common type of secondary school foreign language program offered. According to Rhodes and Branaman (1999), 94% of all secondary schools in the United States that offer foreign language study follow this model, which focuses on learning to communicate in the target language. Most of these programs also include study of the cultures associated with the target language. Such programs typically meet 5 days a week for 50 to 60 minutes and offer a sequence of courses from level 1 to level 4 or higher.
Partial Immersion or Content-Based Programs	Some secondary schools offer one or more subject-area classes in a second language. Often, schools provide these classes as a continuation of an immersion program offered at their elementary feeder school(s). Others provide them for students who have already completed several years of a sequential secondary school foreign language program. As with immersion and content-based programs at the elementary level, these programs focus on content instruction rather than on language instruction alone.
Advanced Placement (AP) Programs	<p>AP classes are designed for students who “already have a command of [the language’s] grammar and vocabulary and have competence in listening, reading, speaking, and writing” (College Entrance Examination Board, 2003, p. 3). The focus is on using the language for communicative purposes. Students are expected to be able to understand the language in a variety of contexts, express themselves with reasonable accuracy and fluency, and read newspapers, literary texts, and other non-technical materials without a dictionary (College Entrance Examination Board, 2003).</p> <p>AP courses culminate in the administration of a corresponding AP examination. Students may receive college credit or advanced college placement on the basis of their AP scores.</p>
International Baccalaureate (IB) Programs	<p>In IB Programs, students study one or more foreign languages. The main emphasis of the foreign language courses is on language acquisition and use in a range of contexts and for different purposes. Three options of course levels are available to accommodate students of differing proficiency levels.</p> <p>IB courses culminate in the administration of internal and external assessments.</p>
Language for Native Speakers Programs	Language for native speakers programs (also called language for fluent speakers or heritage language programs) are designed for students from homes in which the target language is spoken and who themselves speak, or at least understand, the target language to some extent. The needs of these students are different from those of typical foreign language students because of their existing familiarity with the language and culture. They may already have conversational fluency but may not yet have acquired in-depth knowledge of grammar and other features of the language. Or they may have full oral proficiency but need to develop reading and writing skills. Language for native speakers programs are designed to build on the existing skills of students and help them develop full academic proficiency in the written and oral domains.
Other Secondary Foreign Language Offerings	A small number of secondary schools offer specialized language classes, such as literature or conversation. These classes are typically designed for students who have completed at least 2 years of a sequential foreign language program. According to Rhodes and Branaman (1999), only 4% of secondary schools with foreign language programs offer conversation or literature classes.

¹Excerpted from Rennie, J. and Barfield, S. (2004). *FLAP Assessment and Evaluation Guidance*. U.S. Department of Education Information on IB programs available from: <http://www.ibo.org/programmes/>

Examples for Submitting GPRA Data for B1

Example B1.1a. Grantee A will offer classes in three languages: Spanish, French, and Italian in Red Lake Elementary School.

- One class of Spanish in grade 1 for 250 minutes a week for 32 weeks, with a total of 20 students;
- One class of Spanish in grade 2 for 250 minutes a week for 32 weeks, with a total of 15 students;
- Two classes of French in grade 4 for 150 minutes a week for 30 weeks, with a total of 30 students (16 in one class and 14 in the other); and
- One class of Italian in grade 5 for 200 minutes a week for 15 weeks, with a total of 20 students.
- All classes will use the Content-based FLES instructional approach and the SOPA test for proficiency.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	20	250	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	15	250	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	30	150	30	Content-based FLES	SOPA
Red Lake ES	Italian	5	1	20	200	15	Content-based FLES	SOPA

Example B1.1b. Grantee A actually offers classes in three languages: Spanish, French, and Italian in Red Lake Elementary School.

- One class of Spanish in grade 1 for 200 minutes a week for 32 weeks, with a total of 10 students;
- One class of Spanish in grade 2 for 200 minutes a week for 32 weeks, with a total of 17 students;
- Two classes of French in grade 4 for 150 minutes a week for 30 weeks, with a total of 25 students (12 in one class and 13 in the other); and
- One class of Italian in grade 5 for 200 minutes a week for 15 weeks, with a total of 19 students.
- All classes use the Content-based FLES instructional approach and the SOPA test for proficiency.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School Name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	10	200	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	17	200	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	25	150	30	Content-based FLES	SOPA
Red Lake ES	Italian	5	1	19	200	15	Content-based FLES	SOPA

Explanation of Progress for Example B1.1. The SOPA test for proficiency was administered in May to students in grades 1, 2, 4, and 5. The enrollment for students in the three language classes was slightly lower than originally anticipated due to lack of student interest. Red Lake plans on hosting several cultural events to pique student and parent interest in the languages. The minutes each section meets for grades 1 and 2 was lower than originally expected due to a change in scheduling. Students were still able to get the minimum instructional minutes for this type of instructional approach.

Example B1.2a. Grantee B will offer one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.

- Spanish in grades 1, 2, 3, 4, & 5 for 1,200 minutes a week for 36 weeks for each grade level. A total of 30 students in each class will receive instruction.
- All students will be tested with the SOPA for proficiency.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	5	1	30	1,200	36	Partial immersion	SOPA

Example B1.2b. Grantee B actually offers one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.

- Spanish in grades 1, 2, 3, 4, & 5 for 1,150 minutes a week for 36 weeks for each grade level. A total of 30 students in each class receive instruction.
- All students are tested with the SOPA for proficiency.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	5	1	30	1,150	36	Partial immersion	SOPA

Explanation of Progress for Example B1.2. The SOPA test for proficiency was administered in April to students in grades 1-5. The instructional minutes were reduced by 50 minutes per week due to a change in the start of the school day.

Example B1.3a. Grantee C will offer one distance learning class in Beginning Arabic in grade 9 for five schools.

- There will be 100 students across the five schools who meet for 250 minutes per week for 36 weeks.
- All students will be tested with a teacher developed assessment for proficiency. The teacher will use a Sequential Foreign Language approach.
- Even though there will be students from five schools, this is considered one section/class. There is no need to report separately by school.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	100	250	36	Sequential Foreign Language Program	Teacher developed assessments

Example B1.3b. Grantee C actually offers one distance learning class in Beginning Arabic in grade 9 for five schools.

- There are 50 students across the five schools who met for 250 minutes per week for 36 weeks.
- All students are tested with a teacher developed assessment for proficiency. The teacher uses a Sequential Foreign Language approach.
- Even though there are students from five schools, this is considered one section/class. There is no need to report separately by school.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	50	250	36	Sequential Foreign Language Program	Teacher developed assessments

Explanation of Progress for Example B1.3. Teacher developed assessments were administered to 9th grade students in the Beginning Arabic distance learning class in March. The enrollment for students in the Arabic course was lower than originally anticipated due to a conflict in student schedules in one of the five schools. That school has since changed the class schedule so more students can attend the class next year.

Example B1.4a. Grantee D will have two Spanish teachers who will teach languages funded by FLAP in Sandy Springs High School.

- Teacher A will teach two sections/classes of Spanish I and two sections/classes of Spanish II. Each section/class will run 250 minutes per class each week for 18 weeks. There will be a total of 80 students in Spanish I, grade 9 (45 in one section and 35 in the other) and 60 students in Spanish II, grade 10 (27 in one section and 33 in the other). Students will be taught through the Sequential Foreign Language Program and will take the SOPA test for proficiency.
- Teacher B will teach one section/class of AP Spanish with a total of 40 students in the grades 11 and 12. The section/class will run for 150 minutes each week for 36 weeks. Students will be taught through the Advanced Placement Program and will take the Advanced Placement test for proficiency.

For the **APR**, the grantee would complete the **TARGET** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	250	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	250	18	Sequential Foreign Language Program	SOPA
Sandy Springs	AP Spanish	11 & 12	1	40	150	36	Advanced Placement	Advanced Placement

Example B1.4b. Grantee D actually has two Spanish teachers who teach languages funded by FLAP in Sandy Springs High School.

- Teacher A teaches two sections/classes of Spanish I and two sections/classes of Spanish II. Each section/class runs 275 minutes per week for 18 weeks. There are a total of 80 students in Spanish I, grade 9 (45 in one section and 35 in the other) and 60 students in Spanish II, grade 10 (27 in one section and 33 in the other). Students are taught through the Sequential Foreign Language Program and take the SOPA test for proficiency.
- Teacher B teaches one combined section/class of AP Spanish with a total of 30 students in the grades 11 and 12. The section/class runs for 165 minutes each week for 36 weeks. Students are taught through the Advanced Placement Program and take the Advanced Placement test for proficiency.

For the **CDR**, the grantee would complete the **ACTUAL** data table as follows:

School name	Language & for the secondary education level, language level	Grade level	No. of sections/ classes	Total no. of students	Minutes of instruction per week for each section/class	Weeks per year each section/ class met	Instructional approach used	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	275	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	275	18	Sequential Foreign Language Program	SOPA
Sandy Springs	AP Spanish	11 & 12	1	30	165	36	Advanced Placement	Advanced Placement

Explanation of Progress for Example B1.4. The SOPA test for proficiency was administered in April to students in grades 9 and 10. The Advanced Placement test was administered in June in grades 11 and 12. The instructional minutes were increased by 25 minutes per week for Spanish I and II, and 15 minutes per week for AP Spanish because adjustments had been made by the district on allowable minutes of instruction. The AP Spanish enrollment decreased due to lack of student interest.

Instructions for Section B2

Grantees are to report the number of students who met project objectives in foreign language proficiency during the reported grant year on **the Grantee Performance Report form**. If a student met more than one project objective, the student should be counted for each project objective met (i.e., provide a duplicate count).

Project objectives included under this measure should not vary from the approved grant application unless specific approval has been granted by the program office.

Specifically, grantees will report:

- For the APR, the number of students *expected* to meet project objectives during the reporting year under target data and
- For the CDR and Final Report, the number of students who *met* project objectives during the reporting year under actual data.

Explanation of Progress

The report has space for additional information about data for Section B2. In addition to the information described above, use this space to provide the following:

For the APR, CDR, and Final Performance Report

- Project objectives for foreign language proficiency by language, grade level (e.g., high school).
- The number of students eligible for each project objective (e.g., the number of students receiving instruction in the language and level specified in the project objective).

For the CDR and Final Performance Report

- The number of students tested for each project objective. The number of students meeting objectives for each project objective. *Use the table provided.*
- An explanation of any discrepancy between the number of students eligible and the number of students tested for a project objective.
- Assessment(s) used and timelines.
- Any information that would help to explain the information reported under B2.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: professional development, teacher recruitment, curriculum development, assessment development/selection, IHE-LEA collaboration, parent involvement, evaluation activities, selection of evaluator, program expansion and increases in the number of students, grade levels, languages, schools, or minutes of instruction. Provide this information here if not provided for B1.
- How data and information were used to make improvements in the project.

Examples for Submitting GPRA Data for B2

Example B2.1

Grantee H has two project objectives for foreign language proficiency in two schools (Anderson Elementary School and Biggs Elementary School):

- 1) The Spanish oral proficiency of students in grades 1-3 will improve by 5 percent each year as measured by the SOPA in Anderson Elementary School.
- 2) Spanish-speaking students in grades 4 and 5 in the Two-Way Immersion program will gain at least 3 normal curve equivalence points (NCEs) on the SABE-2 in Biggs Elementary School.

Grantee H's **target data** for these project objectives were:

- For the first objective, 70 students will improve their SOPA scores by 5 percent in Anderson Elementary School.
- For the second objective, 25 students will gain at least 3 NCEs on the SABE-2 in Biggs Elementary School.

For the **APR**, Grantee H would report 75 students (50+25) for the **target** column in the B2 data table.

Grantee H's **actual performance data** for these project objectives are:

- For the first objective in Anderson Elementary School, 40 students improved their SOPA scores by 5 percent.
- For the second objective in Biggs Elementary School, 15 students gained at least 3 NCEs on the SABE-2.

For the **CDR** Grantee H would report 55 students (40+15) for the **actual performance data** column in the B2 data table.

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and final reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency
75	55

Grantee H would enter the following information in the Explanation of Progress section for B2 in the **CDR**. The project objectives for foreign language proficiency for Grantee H are:

- Objective 1: The Spanish oral proficiency of students in grades 1-3 will improve by 5 percent each year as measured by the SOPA in Anderson Elementary School.
- Objective 2: Spanish-speaking students in grades 4 and 5 in the Two-Way Immersion program will gain at least 3 normal curve equivalence points (NCEs) on the SABE-2 in Biggs Elementary School.

Example B2. 1 Explanation of Progress Table

	Number of students eligible for the objective	Number of students tested	Number of students who met the objective
Objective 1	50	50	40
Objective 2	25	25	15
Total	75	75	55

Assessment timeline

- The SOPA test is administered every spring.
- The SABE-2 test is administered every spring.

Twenty students across the two schools did not meet project objectives for foreign language proficiency. In order to address this, two additional professional development sessions have been added to the Summer Institute on use of technology and promising techniques used to engage students. Teachers will continue to use student data to assess the appropriateness of planning strategies and expectations.

Teacher portfolios, classroom observations, and teacher feedback will continue to be used in making decisions and changes regarding curriculum and instruction. The grantee has a strong relationship with the IHE and will continue to follow the Memorandum of Understanding that was developed.

Example B2.2

Grantee I has three project objectives for foreign language proficiency in three schools (McDowell Elementary School, Greggs Middle School, and Walter Johnson High School):

- 1) Students in grades 1-5 will perform at the “novice low proficiency” level in Mandarin as measured by teacher developed assessments.
- 2) Students in grades 6-8 will perform at the “novice mid proficiency” level in Arabic as measured by teacher developed assessments.
- 3) Students in grade 12 will score a 3 or higher on the AP language exam or equivalent for Japanese.

Grantee I’s **target data** for these project objectives were:

- One hundred and eight students (90%) will perform at the “novice low proficiency” level in Mandarin.
- Twenty-eight students (70%) will perform at the “novice mid proficiency” level in Arabic.
- Fourteen students (90%) will score “3” or higher on the AP exam in Japanese Level III.

For the **APR**, Grantee I would report 169 students (108+28+22) for the **target** column in the B2 data table.

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and final reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency
158	105

Grantee I’s **actual performance data** for these project objectives are:

- Fifty-eight students (48%) performed at the “novice low proficiency” level in Mandarin.
- Thirty-two students (80%) performed perform at the “novice mid proficiency” level in Arabic.
- Fifteen students (100%) scored “3” or higher on the AP exam in Japanese Level III.

For the **CDR** Grantee I would report 105 students (58+32+15) for the **actual performance data** column in the B2 data table.

Grantee I would enter the following information in the Explanation of Progress section for B2 in the **CDR**.

Objective 1: Students in grades 1-5 will perform at the “novice low proficiency” level in Mandarin as measured by teacher developed assessments.

Objective 2: Students in grades 6-8 will perform at the “novice mid proficiency” level in Arabic as measured by teacher developed assessments.

Objective 3: Students in grade 12 will score a 3 or higher on the AP language exam or equivalent for Japanese.

Example B2. 2 Explanation of Progress Table

	Number of students eligible for the objective	Number of students tested	Number of students who met the objective
Objective 1	120	120	58
Objective 2	40	40	32
Objective 3	15	15	15
Total	175	175	105

Assessment timeline

- Teacher developed assessments are administered every spring.
- The AP exam is administered every spring.

Two of the three target percentages for the project objectives for foreign language proficiency were met. The grantee has revised its instruction to meet proficiency expectations. Additional activities have been incorporated into the curriculum. Professional Learning Community meetings will be held monthly with the elementary curriculum specialist to improve instructional practice. The grantee has also expanded networking opportunities to explore best practices.

Example B2.3

Grantee J has one project objective for foreign language proficiency in two high schools (James Graham High School and Lansing High School):

- 1) Students will perform at the “novice” level in Mandarin I by the end of the first year of the project.

Grantee J’s **target data** for these project objectives were:

- Forty-two students (70%) will perform at the “novice” level in Mandarin I.

For the **APR**, Grantee J would report 42 students for the **target** column in the B2 data table.

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and final reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency
42	34

Grantee J’s **actual performance data** for these project objectives are:

- Thirty-four students (61%) performed at the “novice” level in Mandarin I.

For the **CDR** Grantee J would report 34 students for the **actual performance data** column in the B2 data table.

Grantee J would enter the following information in the Explanation of Progress section for B2 in the **CDR**.

- Objective: Students will perform at the “novice” level in Mandarin I by the end of the first year of the project.

Example B2.3 Explanation of Progress Table

	Number of students eligible for the objective	Number of students tested	Number of students who met the objective
Objective	60	56	34

Assessment timeline

- Teacher developed assessments are administered every spring.

The target percentage for the project objective for foreign language proficiency was not met. In addition, four students were absent on the day of the assessment. The schools were to assess the four students on a follow up testing day, but this did not happen. Schools have put in place a process for ensuring that students absent on the day of testing will be tested at a later date.

The program evaluator will review student assessment data and provide direction in curriculum and instruction. In addition, he will spend a day in high school classes observing and giving feedback to teachers.

The grantee also realized that its goals for proficiency were too ambitious. This was the first year the Mandarin course was offered and the first year of instruction for the teacher. The grantee has explored the option of a mentorship program for the new teacher.

Instructions for Section C – FLAP Project Goals and Objectives

-- Annual Performance and Final Performance Reports:

In the approved grant application, grantees establish project objectives stating what they expect to achieve with the funded grant project. Generally, one or more performance measures are established for each project objective designed to demonstrate whether a project met or made progress toward meeting project objectives.

Grantees are to 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 are to provide quantitative and/or qualitative data for each associated performance measure and a description of preliminary findings or outcomes that demonstrate that they have met or are making progress towards meeting the performance measure. An explanation must also accompany the data on the performance measures.

Project Objective:

Enter each project objective not related to foreign language proficiency that is included in the approved grant application. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. **Project objectives for foreign language proficiency should be reported in Section B2, not in Section C.**

Performance Measure:

For each project objective, enter each associated performance measure. Multiple performance measures may be associated with each project objective. Enter only one performance measure per row. 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.a.,” the second performance measure for project objective “1” should be labeled “1.b.,” etc.

Quantitative Data:

Target and Actual Performance Data

Grantees must provide the targets established for meeting each performance measure and provide actual performance data demonstrating progress toward meeting or exceeding this target. Only quantitative (numeric) data should be entered in the **Target** and **Actual Performance Data** boxes.

The Target and Actual Performance Data boxes are each divided into three columns: **Raw Number, Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of professional development workshops that will be conducted or number of participants), the target and actual performance data should be reported as a single number under the **Raw Number** column (e.g., **10** workshops or **20** teachers). Please leave the **Ratio and Percentage (%)** columns blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of parent participation), complete both the **Ratio** column and the **Percentage (%)** column. Please leave the **Raw Number** column blank. In the **Ratio** column (e.g., **30/40**), the numerator represents the numerical target (e.g., the number of parents intended for outreach) or actual performance data (e.g., the number of parents who participated), and the denominator represents the number of parents of students funded to be served

under each objective. Please enter the corresponding percentage (e.g., 75%) in the **Percentage (%)** column.

If the collection of quantitative data is not appropriate for a particular performance measure, please leave the **Target** and **Actual Performance Data** boxes blank and provide an explanation and any relevant qualitative data for the performance measure in the section entitled, **Explanation of Progress**.

Instructions for Section D – FLAP Project Budget Information

-- Annual Performance and Final Performance Reports:

- Report budget expenditure data in items 8a. – 8c. of the Cover Sheet, as applicable. Please follow the instructions for completing items 8a. – 8c. included in this instruction sheet.
- For budget expenditures made with Federal grant funds, grantees must provide an explanation if funds have not been drawn down from G5 to pay for the budget expenditure amounts reported in items 8a. – 8c of the Cover Sheet.
- Provide an explanation if the funds were not expended at the expected rate during the reporting period.
- Describe any changes to the budget that affected the grantee’s ability to achieve the approved project activities and/or project objectives.
- Describe any significant changes to the budget resulting from modification of project activities.

-- Annual Performance Reports:

- Does the grantee expect to have any unexpended funds at the end of the current budget period? If so, grantees must explain why, provide an estimate, and indicate how they plan to use the unexpended funds (carryover) in the next budget period.
- Describe any anticipated changes in the budget for the next budget period that requires prior approval from ED (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

Instructions for Section E – Additional Information

-- Annual Performance Reports:

- If applicable, please provide a list of current partners on the grant and indicate if any partners changed during the reporting period. The grantee needs to anticipate any change in partners during the next budget period. If any of the partners changed during the reporting period, the grantee must describe whether this affected the ability to achieve approved project objectives and/or project activities.
- If instructed by the program office, grantees must report on any statutory reporting requirements for this grant program.
- Describe any changes that the grantee wishes to make in the grant's activities for the next budget period that are consistent with the scope and objectives of the approved application.
- If the grantee requests a change to the approved Project Director listed in Block 3 of the grantee GAN and/or to other approved key personnel listed in Block 4 for the next budget period, please indicate the name, title, and percentage of time of the requested key personnel. Additionally, please attach a resume or curriculum vitae for the proposed key personnel when the performance report is submitted. Note: Do not report on any key personnel changes made during the current or previous budget period(s). Departmental approval must be requested and received prior to making key personnel changes.
- Provide any other appropriate information about the status of the project, including any unanticipated outcomes or benefits from the project.

-- Final Performance Reports Only:

(This information covers the entire project period.)

Note: All grantees submitting a final performance report must address question 1. The attached "Dear Colleague Letter" specifies any additional questions that you must answer from the list below, if any.

1. Utilizing the evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from the project and any barriers that may have encountered.
2. What would be recommended as advice to other educators that are interested in this project? How did the original ideas change as a result of conducting the project?
3. If applicable, describe the plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

**Foreign Language Assistance Program (FLAP)
LEA Grant Performance Report Cover Sheet**

- Annual Performance (Check one)**
 Y1 Y2 Y3 Y4

- Complete Data Report (Check one)**
 Y1 Y2 Y3 Y4

- Final Performance Report**

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 Name: _____ Title: _____
 Ph #: () ____ - ____ Ext: () _____ Fax #: () ____ - ____
 Email Address: _____

Reporting Period Information (See Instructions.)

7. Reporting Period: From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)

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

8. Budget Expenditures

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

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs
- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)
 Approving Federal agency: ED Other *(Please specify)*: _____
 Type of Rate *(For Final Performance Reports Only)*: Provisional Final Other
(Please specify) _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See Instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A
11. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Title: _____

Signature: Date: ____/____/____

Project Name: _____

PR Number: _____
Reporting Period: _____

**Foreign Language Assistance Program (FLAP) LEA
Executive Summary**

Project Name: _____

PR Number: _____
Reporting Period: _____

A. FLAP Project Information

A.1. Implementation Plans

A.1a. Was this the first year of the grant?

Yes No (Go to Section B)

A.1b. The first year of the grant was a:

Planning period
 Planning & implementation period
 Implementation period

Note: "planning period" refers to the period of time in which students are not served and "implementation period" refers to the period of time in which students are served.

B. FLAP GPR Data

Section B has two subsections for providing information related to *GPR*A Performance Measures. In subsection B1, grantees are to report on specific components for *GPR*A Measures 1.1, 1.2, 2.1, and 2.2 using the FLAP LEA Grantee Performance Report B1.xls Excel file. The program office will calculate the project-level and program-level values for these *GPR*A Measures. In subsection B2, grantees are to report on data for *GPR*A Measure 3.1 on the Grantee Performance Report.

- B1. Information about each section/class of each language supported by FLAP funding during the reporting year. Follow the instructions in the *FLAP LEA Grantee Performance Report B1.xls Excel file* to complete the appropriate data and Explanation of Progress spreadsheets. Submit an electronic copy of the file with the APR, CDR, and Final Performance Report.

B2. Information about the number of students who met project objectives in foreign language proficiency during the reported grant year. (See instructions)

Quantitative Data	
Target (for APR reporting only)	Actual Performance Data (for CDR and Final Performance reporting only)
Number of students expected to meet project objectives for foreign language proficiency	Number of students who met project objectives for foreign language proficiency

Explanation of Progress for the APR, CDR, and Final Performance Report (Use as many pages as necessary).

Explanation of Progress Table for the CDR and Final Performance Report (Use as many rows as necessary).

	Number of students eligible for the objective	Number of students tested	Number of students who met the objective
Objective 1			
Objective 2			
Objective 3			
Objective 4			
Total			

PR Number: _____
Project Name: _____

Reporting Period: _____

C. **FLAP Project Goals and Objectives** (Use as many pages as necessary).

Project Objective:

Note: Do not list project objectives for foreign language proficiency here.

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

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information) for the APR and Final Performance Report. (Use as many pages as necessary).

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	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
1.b. Performance Measure		/				

Explanation of Progress (Include Qualitative Data, Data Resulting from Experimental or Quasi-Experimental Design, and Data Collection Information) for the APR and Final Performance Report. (Use as many pages as necessary).

PR Number: _____
Project Name: _____

Reporting Period: _____

Project Name: _____

PR Number: _____
Reporting Period: _____

D. FLAP Project Budget Information (*See instructions*).

Project Name: _____

PR Number: _____
Reporting Period: _____

E. Additional Information (*See instructions*).