

# PERSONNEL DEVELOPMENT PROGRAM:

ALN 84.325

# *FY 25 COHORT MEETING*

JANUARY 26, 2026

# Purpose

- ▶ The purpose of today's webinar is to:
  - Welcome FY25 grantees (325D, K, and M)
  - Provide guidance on how to complete the Annual Performance Report (APR).
  - Provide guidance on how to develop performance measures.
  - Share resources on developing quality performance measures.
  - Answer any questions that may arise.

# FY25 PDP Training Grants

- ▶ Preparation of Special Education and Early Intervention Administrators (84.325D): 5 awards
- ▶ Interdisciplinary Preparation of Early Intervention, Special Education, and Related Services Personnel Serving Children With Disabilities Who Have High-Intensity Needs (84.325K): 33 awards
- ▶ Personnel Preparation to Improve Services and Results for Children with Disabilities at Minority Serving Institutions (84.325M): 27 awards
- ▶ Grants are 5-year projects to prepare scholars to have the necessary knowledge and skills to serve, or prepare others to serve, children, including infants, toddlers, and youth with disabilities

# Purpose of the Annual Performance Report

- ▶ Provides an annual report of your performance on (a) meeting the approved objectives of the project, and (b) financial management of federal funds
- ▶ Required for all active grants, including those in no cost extension (NCE)
- ▶ Used by OSEP to determine if substantial progress has been made in order to grant continued funding or an NCE

# Annual Performance Report (APR)

- Cover Sheet
  - Make sure certifying official is the person who signs the APR cover sheet. Digital signature is needed for the APR to be valid.
- Executive Summary
- Project Status Charts (Section A)
- Budget Information (Section B)
  - Budget Sheet
- Additional Information (Section C)
- Due date: 4:30 pm ET on Friday, May 1, 2025

# Starting an APR in G5



- After you've logged into G5, click the **Package Submission** menu item (under the **Grant Maintenance Menu**) to begin the process of completing and submitting an electronic performance report.
- Select your award number and click "Continue"

# Starting the APR in G5 (cont'd)

**Current Report Packages**

The listing below displays the report packages currently available. Select a record and use the Initiate button to begin a package.

Total Records: 1 Page 1 of 1 Jump to Page 1 Go

Select	Report Type	Budget Period	Due Date	Package Status
<input type="radio"/>	Annual Financial	1	10/29/2010 04:30 PM EST	Not Created

Total Records: 1 Page 1 of 1 Jump to Page 1 Go

[Initiate](#)

**My Performance Reports**

The table below displays all available packages for milestones that you have previously initiated which may still need to be submitted. This also includes milestones which have passed.

Total Records: 1 Page 1 of 1 Jump to Page 1 Go

Select	Report Type	PR/Award No	Budget Period	Due Date	Last Updated Date	Package Status
<input type="radio"/>	Annual Performance	P407W100001	1	07/02/2010 04:00 PM EST	07/29/2010 03:53 PM EDT	Draft

Total Records: 1 Page 1 of 1 Jump to Page 1 Go

[< Previous](#) [Edit Report](#) [Copy](#) [Delete](#) [Unsubmit](#)



Select*	Form Title	Form Status
<input type="radio"/>	Project Narrative - Signed Cover Sheet (Required)	Blank
<input type="radio"/>	Project Narrative - Optional attachment for additional Section A text	Blank
<input type="radio"/>	Project Narrative - Completed SF 425	Blank
<input type="radio"/>	Grant Performance Report (ED 5248) Project Status Chart - Section B & C (Required)	Blank
<input type="radio"/>	Grant Performance Report (ED 5248) Project Status Chart - Section A - 1 (Required)	Blank
<input type="radio"/>	Grant Performance Report (ED 5248) Cover Sheet - Revised 2015 (Required)	Blank

[View Form](#) [Edit Form](#)

[< Previous](#) [Continue >](#) [User Privileges](#) [Comments](#) [View History](#)

- ▶ If you're just getting started on this year's APR, look for an APR Package under **Current Report Packages**. Select it and click **Initiate**.
- ▶ If you've already started working on the APR and are coming back to G5 to continue editing, look for your APR Report under **My Performance Reports**. Select it and click **Edit Report**.
- ▶ A list of the forms that make up your APR will be displayed for you to select and view or edit.



# ED 524B Cover Sheet

- Pause and review 2026\_APR\_325\_Cover\_Sheet\_Example.PDF
- Have the example available for reference while you review the following slides.



# Filling out the ED 524B Cover Sheet

- ▶ For projects in their first year, the Reporting Period (Question 7) is your start date (probably October 1, 2025) through February 28, 2026.
- ▶ For projects in year two or later, the Reporting Period (Question 7) is March 1, 2025, to February 28, 2026.
- ▶ When reporting budget expenditures on the Cover Sheet (Question 8), describe funds expended during the Budget Period (October 1, 2025, through your most current calculations as of the time you completing the report) rather than during the Reporting Period.

# Cover Sheet - Indirect Cost Information

- Must fill out 9a, 9b, 9e
- 9a: “Yes” – Claiming indirect costs
- 9b: Report your IHEs typical indirect cost rate (e.g., 42%).
- 9e: Check that you are using the restricted 8 percent indirect cost rate.
- Why check both 9b and 9e? Confirmation that you are using the lowest indirect cost rate for the grant.

# ED 524B Cover Sheet: Questions 10-12 & Signature

- ▶ **Questions 10 and 11:** NA
- ▶ **Question 12:** Following the general instructions for ED 524B forms, indicate that complete data have not yet been included. Indicate the due date of your project's final report (90 days after grant ends) as the date when data will be available and submitted to the Department.
- ▶ Before Submitting the APR, ensure that the Cover Sheet is signed by your Authorized Representative.
  - Obtain a verifiable, digital signature on a PDF, or
  - Print a copy, have it signed, then scan and save.
  - The cover sheet signature may take several days or more to obtain, depending on your institution. Ensure that you start the process in time to meet the reporting deadline.

# ED 524B Executive Summary

- ▶ The Executive Summary for Annual Performance Reports is a one-or-two-page narrative summary of accomplishments during the current reporting period.
- ▶ Refer to the general instructions and Dear Colleague Letter for what to include in your executive summary.
- ▶ Prepare your Executive Summary in Word, then save it as a PDF to be uploaded in G5.
- ▶ Do not submit your project abstract in this section.

## Please include:

- highlights of accomplishments and progress toward your project's goals and objectives that occurred during this reporting period.
- contributions the project has made to knowledge, practice, and/or local policies or systems, if applicable.
- descriptions of the populations served.

# Completing the Cover Sheet in G5 (slide 1 of 3)

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

Check only one box per Program Office Instructions.  
 Annual Performance Report  Final Performance Report

**General Information**

1. PR/Award #: H326T230030  
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: [ ]  
(See Instructions. Up to 12 Characters.)

\* 3. Project Title: [ ]  
(Enter the same title as on the approved application.)

4. Grantee Name: HELEN KELLER SERVICES  
(Block 1 of the Grant Award Notification.)

5. Grantee Address:  
(See Instructions.)

Street: 180 LIVINGSTON ST  
FL 2  
City: BROOKLYN  
State: NY Zip: 11201 Zip+4: 5861

6. Project Director:  
(See Instructions.)

First Name: Julie Last Name: Durando Title: [ ]  
Phone #: 5169448900 Fax #: [ ] Email Address: dduranco@helenkeller.org

**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 B.)**

B. Budget Expenditures:

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

- ▶ Enter the requested information into the G5 fields.
- ▶ These fields match the PDF version of the ED 524B Cover Sheet that has been shared as an example.



# Completing the Cover Sheet in G5 (slide 2 of 3)

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

\* 9. Indirect Costs  (Click button to clear and re-enter data.)

a. Are you claiming indirect costs under this grant?  
If yes, please indicate which of the following applies to your grant?  Yes  No

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:  Yes  No

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

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

The Indirect Cost Rate is :  %

Type of Rate (For Final Performance Reports Only) :  Provisional  Final  Other (Please specify):

c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f)  Yes  No

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :  
 Is included in your approved Indirect Cost Rate Agreement  Complies with 34 CFR 76.564(c)(2)7

e. The grantee is funded under a Training Rate Program and:  
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)  Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

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

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

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

\* 11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached?  
 Yes  No  N/A

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

\* 12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  
 Yes  No

b. If no, when will the data be available and submitted to the Department?  (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812.) Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

This section should be completed on the Report Submission page by a user who is authorized to submit on behalf of an Authorized Representative.

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title :

File :

Only Adobe Portable Document Format (.pdf) file upload is supported.

Form Complete

At the bottom of the screen, there are fields for uploading your **Executive Summary.**



# Completing the Cover Sheet in G5 (slide 3 of 3)

- ▶ Once completed, save and return to the package
- ▶ Select Grant Performance Report (ED 524B) Cover Sheet
- ▶ Select View Form for the option to print or download a completed form for signature.
- ▶ A PDF copy (with scanned, ink signature or digital signature) should be uploaded under “Project Narrative - Signed Cover Sheet”

5 Empowering the grant community

Main Grant Setup Grant Maintenance G5 Admin Reports Help Logout

You are here: Grant Maintenance > Performance Reports > Package Submission

Submit Performance Reports

Package Information Summary Confirmation

✓ The Package has been initiated successfully. You may now continue with package submission.

The form below displays all details associated with selected package. You may navigate throughout this form to complete a Performance Report. An \* indicates a required field.

Package Title	OSEP FY 2023 Grant Performance Report		
CFDA/Subprogram	84.326T - 1	Fiscal Year	2023
Due Date	05/03/2024 04:30 PM Washington DC Time	Last Updated	02/23/2024 12:41:31 PM Washington DC Time
Package Information		Package Type	Annual Performance
Package PR/Award No	H320T230030	Budget Period	1
Contact Name	Justin Hampton justin.hampton@ed.gov click to send email		
Documents & Instructions			
<a href="#">Instructions</a>			
<a href="#">SF 425</a>			

View Form Edit Form

< Previous Continue > User Privileges Comments View History

# APR Executive Summary

- ▶ One to two-page narrative summary describing project accomplishments during this Reporting Period.
- ▶ Updated annually
- ▶ Highlights progress toward your project's goals and objectives during the reporting period and scholar and project accomplishments.
- ▶ Do not copy your project abstract or a section of your grant application

# APR Executive Summary

- ▶ Strategies used to attract and retain scholars;
- ▶ Approaches being used to build scholars' competencies during preparation, including courses, group assignments, coordinated field experiences, and research and leadership opportunities;
- ▶ Evaluation of scholars' knowledge and skills to provide effective evidence-based instruction, interventions, and services that improve outcomes for children with disabilities, such as literacy and math outcomes; and
- ▶ Strategies used to customize scholar support based on scholars' individual needs.

# Executive Summary - Example

Although this is the first year of funding for project OSEP, we had numerous accomplishments. We focused on several aspects of our program that are highlighted below. The primary purpose of this project, is to prepare 40 highly qualified Developmental Therapists and Speech Language Pathologists to provide evidence-based, interprofessional services to young children with high-intensity needs and their families.

Goal 1. Scholar Recruitment –As of the current reporting period, we have recruited 12 scholars into cohort A and 3 scholars into cohort B. Of the 15 scholars recruited, based on self-report, 20% (n=3) of scholars have a disability, 13% (n=2) are the sibling of an individual with a disability, and 7% (n=1) is the parent of a child with disability.

(1) We developed a flyer that highlighted the key aspects of the new Specialty Track in Autism Spectrum Disorders (e.g., specialized coursework, advanced clinical skills training, participation in an Autism Journal Club, and an immersive 3-week clinical placement working with children with ASD (Maymester); (2) The flyer is circulated both internally and externally. Internal partners include, but not limited to student clubs, College of Education and Human Development administrator advisors, Department of Hearing and Speech Sciences, alumni, undergraduate and graduate program directors. External partners include, state level conferences, public school districts, advisory board members.(2) we held an information and Q & A session with key faculty affiliated with this program and invited all interested students to attend; and (3) The project director and co-director reviewed the academic records of those interested in the grant and selected the top candidates.

# Executive Summary – Example (Continued)

Goal 2. Develop & Implement Interdisciplinary, Evidence-Based Program of Study – This year's scholars all completed the Communication in Autism Spectrum Disorders (SLP 5323) course and began participating in the Autism Journal Club.

Goal 3. Monitor & Evaluate Scholar Progress – All enrolled scholars had faculty advisors this year and successfully completed the one course (SLP 5323) they have been able to take thus far.

Goal 4. Support Graduate Success in Post-Graduate Work – Not applicable to this reporting period.

Contributions the project has made to research, teaching, practice, and/or policy:  
Publications/Presentations

Doe JJ, Thomas AM, Kelly J (manuscript in review). "Interdisciplinary Preparation For Children with ASD".

# ED 524B (Section A) Status Charts

- Pause and review 2026\_APR\_325\_Status Chart resource.
- Have the resource available for reference while you review the following slides.



# Project Status Chart

- ▶ Section A of the APR
- ▶ Where grantees report progress toward meeting project objectives
- ▶ Should include program and project measures
- ▶ Progress on meeting each project measure is updated annually

# GOAL – OBJECTIVES – MEASURES

- ▶ **PDP PROGRAM Goals:** To increase the number of personnel, and ensure the quality of preparation for personnel serving children with disabilities
- ▶ **PROJECT Objectives:** What your grant project proposed to do to accomplish the goals of OSEP's PDP Program (refer to your application).
- ▶ **Performance Measures:** How we / you measure progress toward meeting those objectives

# PERFORMANCE MEASURES

- ▶ **GPRA / PROGRAM Performance Measures**

Program measures established for reporting to Congress under the Government Performance and Results Modernization Act (GPRA).

- ▶ **PROJECT Performance Measures**

Project-specific performance measures

# PERSONNEL DEVELOPMENT PROGRAM PERFORMANCE MEASURES

1. The percentage of special education personnel development projects that incorporate evidence-based practices into their curricula.
2. The percentage of scholars completing programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.
3. The percentage of scholars who exit the preparation program prior to completion due to poor academic performance.
4. The percentage of scholars completing the preparation program who are working in the area(s) that they were prepared upon program completion.
5. The federal cost per scholar who completed the preparation program.
6. The percentage of scholars who completed the preparation program and are employed in high-need districts.
7. The percentage of scholars who completed the preparation program and are rated as effective by their employers (Reporting excludes 325D and 325H scholars working as IHE faculty).
8. The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years (Pilot).

# ALIGNED MEASURES: EXAMPLE ONE

## PROGRAM PERFORMANCE MEASURE

The percentage of special education personnel development projects that incorporate evidence-based practices into their curricula.

## Example of an aligned PROJECT performance measure:

By the end of Year 1 of the project **(when)**, 100 percent **(how much)** of [project name] core courses **(what)** will incorporate scientifically or evidence-based practices in the curriculum, as evaluated by 3 faculty reviewers **(who)** using a rubric developed by the project **(how it will be measured)**.

# ALIGNED MEASURES: EXAMPLE TWO

## PROGRAM PERFORMANCE MEASURE

The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.

## Example of an aligned PROJECT performance measure

By year 5 of the project (**when**), 100 percent of scholars (**how much/who**) will demonstrate knowledge and skills in research competencies (**what**) at an “acceptable” level or higher (i.e., 3.0 on a 4.0 scale) using a rubric designed by the project (**how it will be measured**).

# Developing Strong Performance Measures

- ▶ Ensure that your measures have the level of specificity needed to outline important details about changes that are expected to occur as a result of project implementation.
- ▶ Use action-oriented terms such as increase, decrease, or improve.
- What is being measured?
- Who will achieve the change?
- How much change is expected?
- When will the change take place?
- How will it be measured?

# Examples of Strong Project Performance Measures

- ▶ Focus on project performance measures that are measuring project and scholar outcomes, including scholar's knowledge and skills – not activities.
- ▶ Examples:
  - By the end of Year 1, 100% of literacy core courses will incorporate evidence-based practices in the curriculum, as judged by 3 external reviewers using rubrics designed by the project.
  - At the end of the project, 100% of scholars will produce a portfolio (e.g., presentations, evaluations) that is rated by a panel of 3 faculty as showing “strong and substantial application” (4 or higher on a 5-point scale) of evidence-based practice in literacy.
  - At the completion of each academic year, 100% (5/5) of enrolled scholars will be rated as making “satisfactory” progress or better (3 on a 4-point scale) toward meeting project and program milestones on a rubric developed by the project.
  - By the end of their program, 100% of scholars will attain at least 90% of required competencies as measured by faculty evaluations of a web-based portfolio.
  - Annually, 100% of scholars will describe themselves as “satisfied” or “very satisfied” (3 or higher on a 4-point scale) with the mentoring they receive on a survey developed by the project.

# Status Charts: Explanation of Progress

- ▶ Under each status chart is a space to provide further explanation, including qualitative data which doesn't easily fit into the chart as well as information about how your quantitative data were collected and analyzed.
- ▶ Note the examples provided on the example PDF forms.

The screenshot shows a web form for entering performance measures. It includes a table for quantitative data and a text area for qualitative explanations. A blue arrow points from the 'Performance Measure' field to the 'Explanation of Progress' text area.

Performance Measure	Measure Type	Quantitative Data									
		Target			Actual Performance Data						
		Raw Number	Ratio	%	Raw Number	Ratio	%				
	GPR										Delete

Buttons: Add Performance Measure, Add Another Project Objective, Delete Current Form, Form Complete, Cancel, Save & Return to Package, Save

# Completing the Status Charts in G5

- ▶ Use **Add Performance Measure** to add as many measures as needed for each objective. Use **Add Another Project Objective** to add more objectives.
- ▶ Be aware! There are character limits and required fields.

You are here: Grant Maintenance > Performance Reports > Package Submission

Submit Performance Reports

An \* indicates a required field.

OMB No.1894-0003 Exp.07/31/2024

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H326T230030

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

1. Project Objective  Check if this is a status update for the previous budget period.

Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
<input type="text"/>	GPRA	<input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/>	Delete

Expectation of Progress (include Qualitative Data and Data Collection Information)

Form Complete

# Completing the Status Charts in G5, cont'd

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H326T230030

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

1. Project Objective  Check if this is a status update for the previous budget period.

Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
	GPPRA		/			/		Delete

Add Performance Measure

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- ▶ Save frequently!
- ▶ If you are unable to save, scroll up to see error messages in red font.



# Section B- Budget Information

- ▶ Describe any significant changes to your budget resulting from modification of project activities.
- ▶ Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.
- ▶ **If you expect to have any unexpended funds at the end of the current budget period, explain why, provide an estimate, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.**
- ▶ Describe any anticipated changes in your budget for the next budget period.

# Recommended Budget Table for Section B

	Amount Available Current Year FY 2025 (Year 1)	Amount Expended in Reporting Period (by 2/28/2026)	Amount Encumbered to be Expended by end of Budget Year (9/30/2026)	Expected Unexpended Funds (for Carryover after 9/30/2026)	Comments
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contractual					
Other					
Indirect Costs					
Scholar Support Expenditures					
<b>Total Costs</b>					

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Number of scholars planned to support						
Number of scholars <u>actually receiving</u> support						

NOTE: \*For future budget periods, provide an estimate of the number of scholars that will be supported in those years



# Fiscal Responsibility

- ▶ The Department expects annual grant funds to be expended within each 12-month budget period.
- ▶ Carryover of Federal funds will be reviewed carefully by ED staff
- ▶ Excessive carryover funds may result in a reduction of continuation funds in the subsequent budget period.
- ▶ Grantees must have a detailed plan for how to use funds going into the next budget period
- ▶ If you are identified as a grantee with large available balances, be prepared to provide additional budget information to your project office, including:
  - Brief explanation of the factor(s) leading to a LAB, including other unforeseeable complications (e.g. recruitment challenges, changes in personnel, natural disaster, etc.).
  - Brief explanation of the grantee's proposed plan for resolving the LAB over the remaining budget period for the grant; including both the project activities and corresponding amount of federal funds used for each of those activities.

# Section B – Example 1

The project's scholar enrollment projections are as follows:

Scholars proposed in the application: 24

Scholars currently enrolled in the program: 0

Scholars who have completed the program: 0

Scholars to be enrolled in the program: 8 scholars will begin in Fall 2026

At the time of the APR, no scholars had started the program; therefore, limited funds were used.

The current balance in G5 is \$185,000. We will draw down \$60,000 for student support before the end of August 2025 which will result in approximately \$125,000 remaining. Before the end of September, we will draw down additional funds for administrative costs in the amount of \$40,000. This will leave a balance of \$85,000 by the end of the budget period on 09/30/2025. Once we begin to enroll scholars in the Fall 2026, the project should no longer experience a large available balance.

# Section C- Additional Information

- ▶ Number of cohorts the grant is expected to train;
- ▶ Number of scholars expected per cohort;
- ▶ Total number of scholars expected to be trained over the entire grant period;
- ▶ Number of scholars currently enrolled;
- ▶ Number of scholars admitted for summer and fall of 2026; and
- ▶ Number of scholars that have completed or will complete by the end of the summer 2026.

# OSEP Resources

- ▶ [Grantee Guide to Project Performance Measurement](#), Center to Improve Program and Project Performance (CIPP)
- ▶ [Making Project Measures Meaningful: Quality, Relevance, Usefulness, and Beyond!](#) Center to Improve Program and Project Performance (CIPP)
- ▶ [OSEP Performance Measurement Information and Resources](#)
- ▶ [Administering ED Grants: A Risk-based Approach to Ensuring Successful Project Outcomes](#)
- ▶ [The DREAM Center TA and Resources](#) for 325M and K grantees



# *The* **DREAM CENTER**

Delivering Resources, Education, Access, & Mentorship

Making the DREAM a reality!



# Welcome to The DREAM Center!

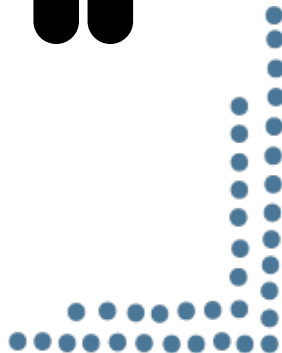
## Delivering Resources, Education, Access, & Mentorship

- National technical assistance center funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education.
- Committed to supporting programs that develop and train early intervention, early childhood special education, special education, & related services.
  - Enhance program quality
  - Expand grant access
  - Foster collaboration



# SUPPORTING IHEs THROUGH TECHNICAL ASSISTANCE

- Develop and enhance high-quality degree and certification programs in:
  - early intervention
  - early childhood special education
  - special education
  - related services
- Secure Federal grants that fuel program development and implementation, paving the way for innovative solutions and stronger preparation of special education personnel.





# DREAM CENTER UNIVERSAL TA

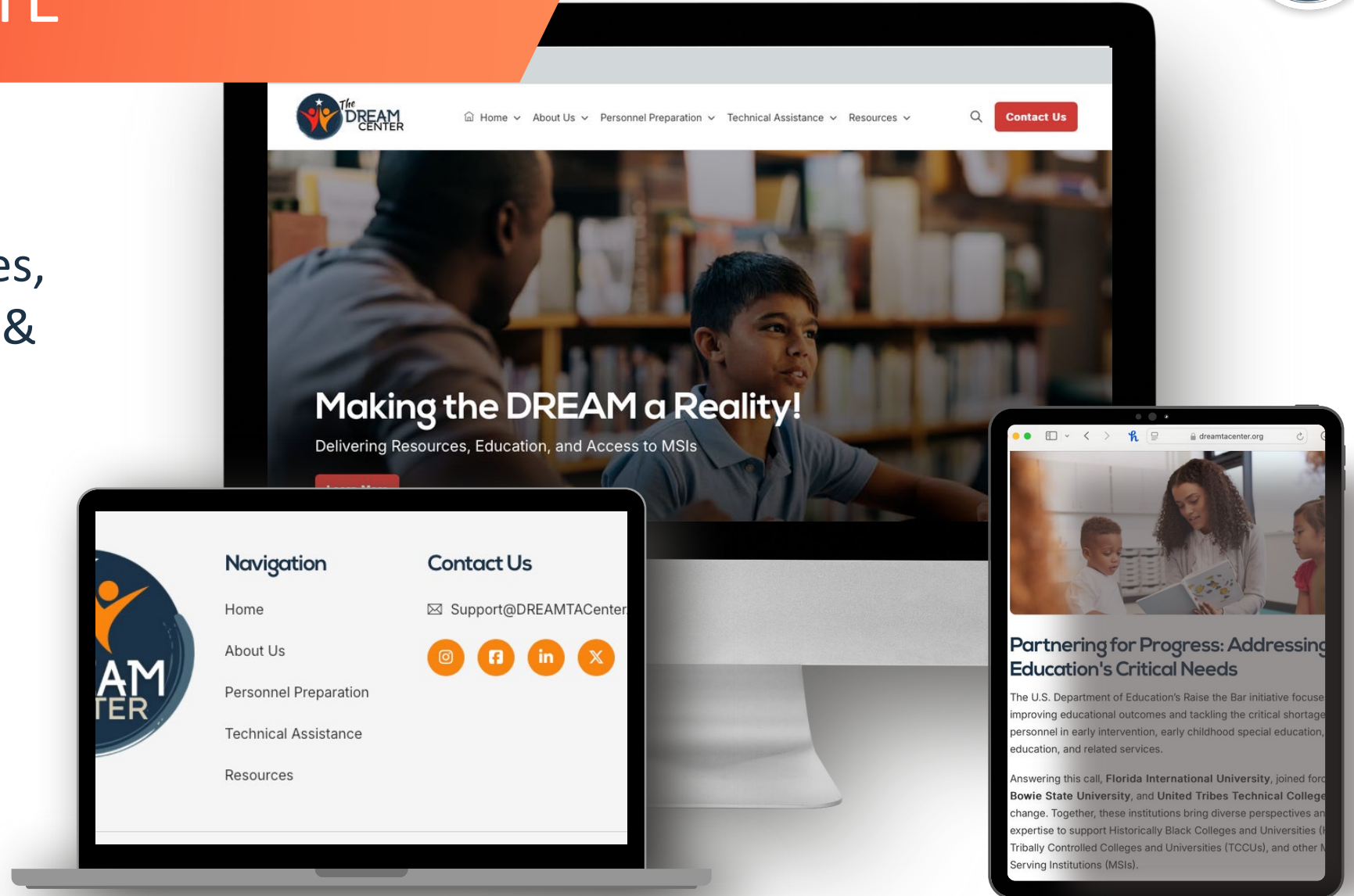
- DREAM Website: [www.DREAMTACenter.org](http://www.DREAMTACenter.org)
- Website Resource Hub
- DREAM Universal Products
- DREAM YouTube Channel



# DREAM WEBSITE



Delivering Resources,  
Education, Access, &  
Mentorship



www.dreamtcenter.org

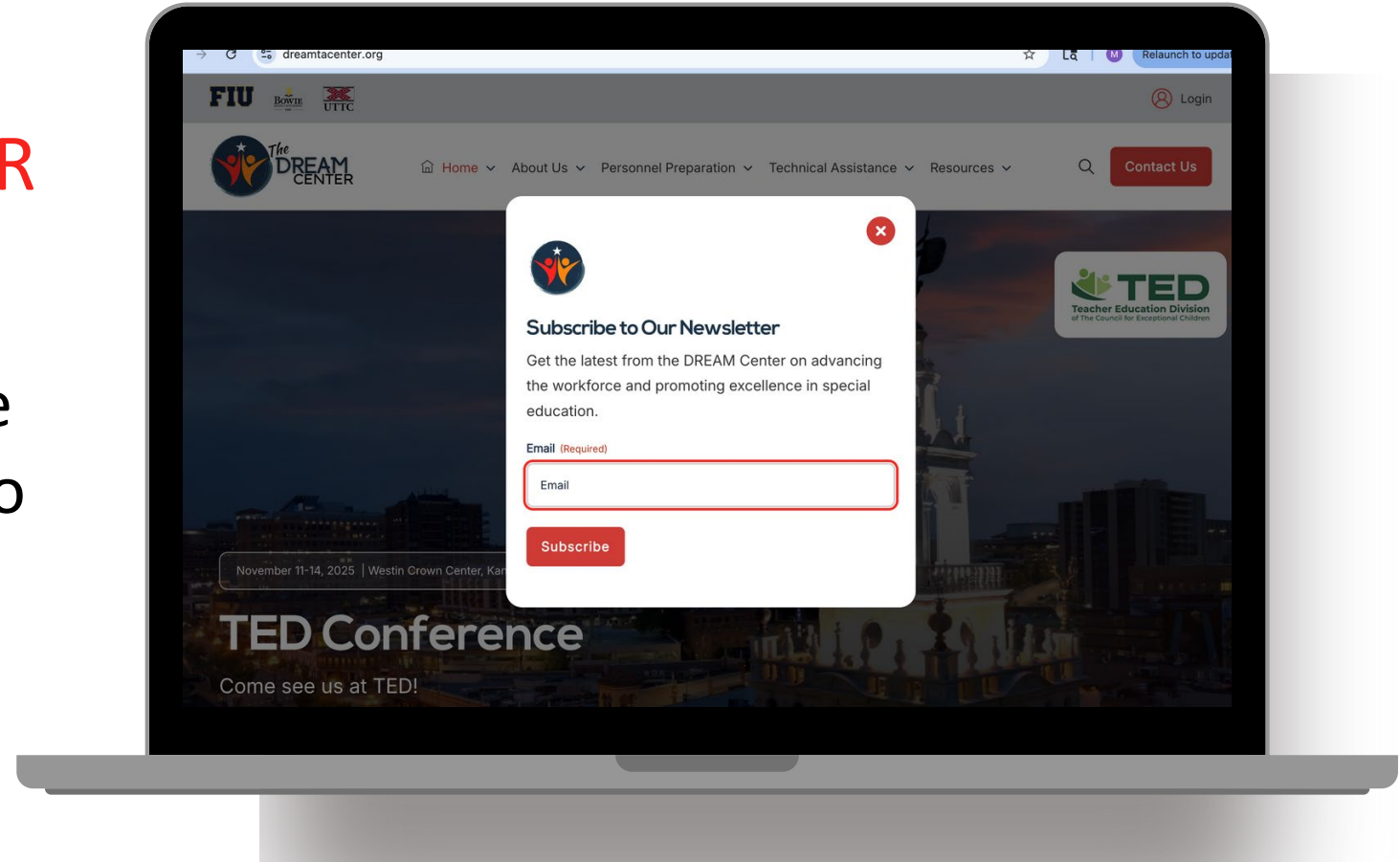


# DREAM WEBSITE



## SUBSCRIBE TO NEWSLETTER

All visitors to the website are first prompted to subscribe to our newsletter (OPTIONAL).





# DREAM WEBSITE

## Resource Hub

- 160+ resources and growing! Submit your resources to share!
- **Resources by Program Focus:**
  - Early Intervention, Early Childhood Special Education, Special Education, & Related Services
- **Resources by Types:**
  - Data Reports, Publications, Standards, Faculty Guides, Grant Management, Information Briefs, & more



[www.dreamtcenter.org](http://www.dreamtcenter.org)

# DREAM RESOURCES



## APR PLANNING CHECKLIST

for May 2026 APR Submission

<b>1. SET UP FOR SUCCESS</b>	<input checked="" type="checkbox"/>	<b>4. FINANCIAL STATUS &amp; BUDGET</b>	<input checked="" type="checkbox"/>
1 Identify personnel responsible for APR completion & data entry.	<input type="checkbox"/>	1 Regularly meet with budget lead to review drawdowns & spending.	<input type="checkbox"/>
2 Review previous APR (if applicable) & OSEP feedback.	<input type="checkbox"/>	2 If applicable, address/avoid Large Available Balances (LABs).	<input type="checkbox"/>
3 Create a central document folder for APR drafts & evidence.	<input type="checkbox"/>	3 Include justifications for delayed spending or reallocation.	<input type="checkbox"/>
4 Maintain GS access; regularly test logins & update passwords.	<input type="checkbox"/>		
5 Access the latest APR template from OSEP guidance (DCL).	<input type="checkbox"/>		
<b>2. TRACK PROGRAM PROGRESS</b>	<input checked="" type="checkbox"/>	<b>5. NARRATIVE SECTIONS</b>	<input checked="" type="checkbox"/>
1 Update progress on developing the new program area.	<input type="checkbox"/>	1 Update draft of Executive Summary throughout the year.	<input type="checkbox"/>
2 Document internal & external approvals to date.	<input type="checkbox"/>	2 Explain progress, delays, & future milestones in real time.	<input type="checkbox"/>
3 Track course development, program, & governance actions.	<input type="checkbox"/>	3 Ensure narrative is clear, data-driven, & aligned with goals.	<input type="checkbox"/>
4 Document faculty/stakeholder involvement.	<input type="checkbox"/>	4 Collect evaluation or stakeholder feedback to include in APR.	<input type="checkbox"/>
<b>3. PERFORMANCE MEASURES &amp; DATA</b>	<input checked="" type="checkbox"/>	<b>6. FINAL STEPS BEFORE SUBMISSION</b>	<input checked="" type="checkbox"/>
1 Review your selected performance measures.	<input type="checkbox"/>	1 Meet with key program personnel regularly to review APR data.	<input type="checkbox"/>
2 Collect & organize quantitative & qualitative data.	<input type="checkbox"/>	2 Review all information for accuracy & completeness.	<input type="checkbox"/>
3 Include scholar prep, recruitment, & program alignment progress.	<input type="checkbox"/>	3 Ensure all required fields in GS are filled.	<input type="checkbox"/>
4 Keep track of any changes in program design for the next APR.	<input type="checkbox"/>	4 Upload necessary supporting documentation (if applicable).	<input type="checkbox"/>
		5 Submit in GS before or by May 2026 deadline.	<input type="checkbox"/>

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## OSEP ANNUAL PERFORMANCE REPORTING:

10 Common Errors & Solutions

<b>COMMON ERROR 1</b>	<b>SOLUTION</b>
<b>Incomplete or Missing Data</b> <ul style="list-style-type: none"> <li>Key indicators or required fields left blank.</li> <li>Missing baseline or target data.</li> <li>No explanation for missing information.</li> </ul>	<b>Addressing Incomplete Data</b> <ul style="list-style-type: none"> <li>Develop internal tracking system to report all indicators.</li> <li>Conduct periodic internal reviews before submission.</li> <li>Use OSEP's templates &amp; guidance.</li> </ul>
<b>COMMON ERROR 2</b>	<b>SOLUTION</b>
<b>Inconsistent Data</b> <ul style="list-style-type: none"> <li>Reported data do not match previous submissions.</li> <li>Changes in data collection methods without explanation.</li> <li>Discrepancies between narrative &amp; numerical data.</li> </ul>	<b>Ensuring Data Consistency</b> <ul style="list-style-type: none"> <li>Cross-check reported data against previous submissions.</li> <li>Maintain documentation of data sources &amp; methodology.</li> <li>Explain changes in data collection methods in Executive Summary or in Explanation of Progress (status chart).</li> </ul>
<b>COMMON ERROR 3</b>	<b>SOLUTION</b>
<b>Insufficient Documentation</b> <ul style="list-style-type: none"> <li>No supporting evidence for reported outcomes.</li> <li>Lack of records to justify performance claims.</li> <li>Failure to provide data sources.</li> </ul>	<b>Improving Documentation</b> <ul style="list-style-type: none"> <li>Keep a centralized record of supporting evidence.</li> <li>Use testimonials, case studies, and/or qualitative data.</li> <li>Explain missing data in Executive Summary or in Explanation of Progress (status chart).</li> </ul>
<b>COMMON ERROR 4</b>	<b>SOLUTION</b>
<b>Misalignment with Approved Plan</b> <ul style="list-style-type: none"> <li>Reported activities do not align with grant objectives.</li> <li>Performance measures differ from approved grant proposal.</li> <li>Unclear connection between reported outcomes &amp; objectives.</li> </ul>	<b>Aligning Activities with Objectives</b> <ul style="list-style-type: none"> <li>Regularly review grant objectives &amp; performance measures.</li> <li>Align activities to grant indicators.</li> <li>Communicate modifications to OSEP project officer.</li> </ul>
<b>COMMON ERROR 5</b>	<b>SOLUTION</b>
<b>Unclear Performance Goals</b> <ul style="list-style-type: none"> <li>Vague language.</li> <li>No concrete measures to evaluate success.</li> <li>No explanation for deviations from targets.</li> </ul>	<b>Clear Performance Goals</b> <ul style="list-style-type: none"> <li>Set measurable &amp; specific performance targets.</li> <li>Use clear data points to demonstrate progress.</li> <li>Provide action plans for missed targets.</li> </ul>

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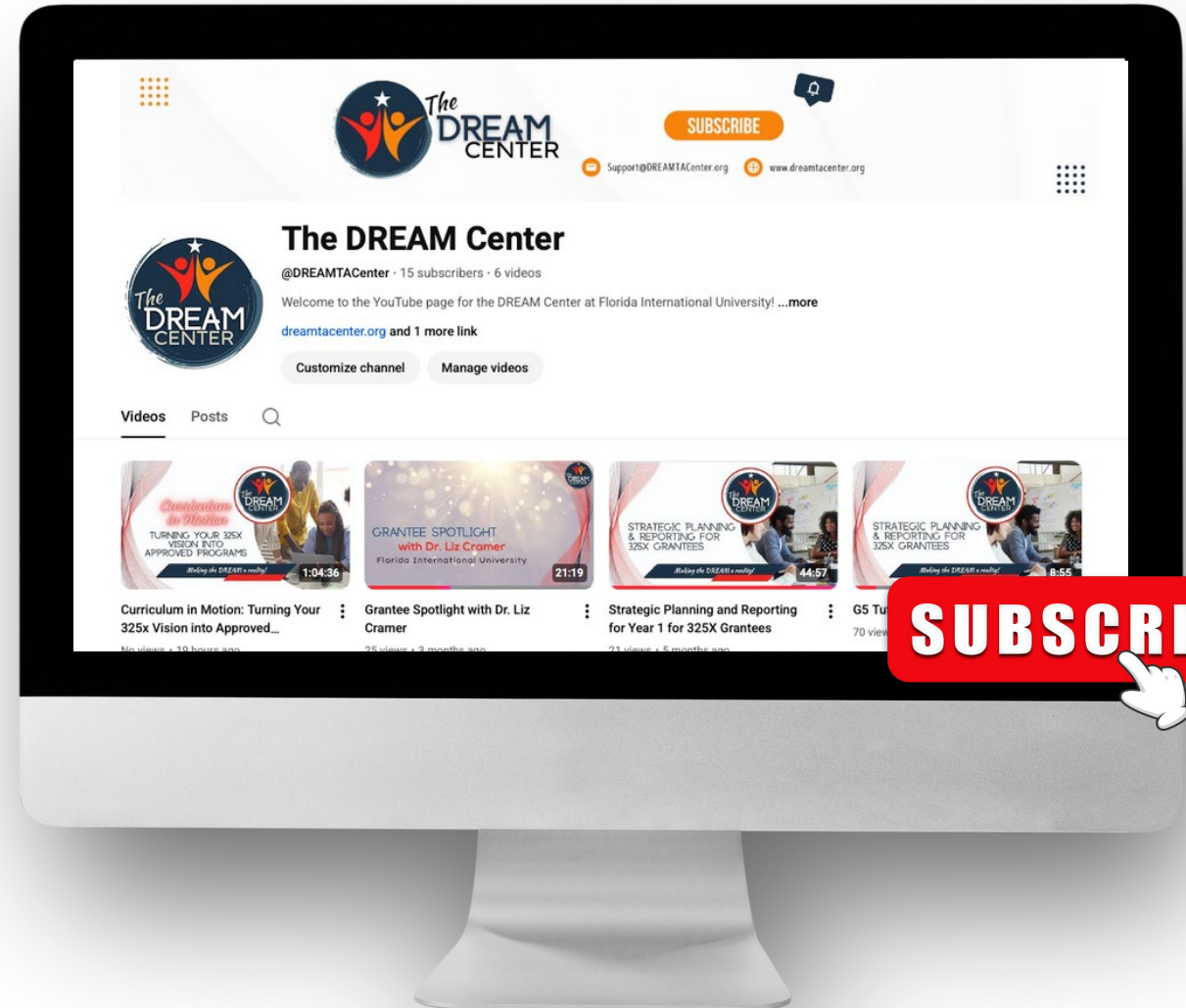
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## YouTube Channel



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RECORDED  
WEBINARS

## G5 TUTORIAL

Viewers are guided through the process of submitting their APR via the G5 platform.



80 Views

## APR WEBINAR

Key components & requirements are shared to support strong, error-free APR submissions.



59 Views




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# Next Steps

- ▶ Today's meeting recording and accompanying materials will be posted on OSEP's [Resources for Discretionary Grantees](#) page.
- ▶ Ask your project officer for feedback on your performance measure/APR draft
- ▶ Office Hours will be available for additional Support