

# PARENTAL INFORMATION AND RESOURCE CENTER (PIRC) ANNUAL PERFORMANCE REPORT (APR) GUIDANCE

## PURPOSE

Recipients of multi-year discretionary grants must submit an annual performance report (APR) for each year of approved funding in order to receive a continuation award. The APR should demonstrate whether substantial progress has been made toward meeting project objectives and performance measures. The information described in these instructions will provide the U.S. Department of Education (ED) with the information needed to determine whether recipients have demonstrated substantial progress. Performance reporting requirements are found in 34 CFR 74.51, 75.118, 75.253, 75.590 and 80.40 of the Education Department General Administrative Regulations (EDGAR).

### PIRC PROJECT OBJECTIVES and PERFORMANCE MEASURES

1. All PIRCs must report on the GPRA objective: *Federally funded PIRC programs provide parents with the information they need to understand their state accountability systems and their rights and opportunities for supplemental services and public school choice.*
2. Additionally, PIRCs must report on project objectives and performance measures, i.e., what you are evaluating to demonstrate whether substantial progress has been made toward meeting project objectives and performance measures.

## REPORTING PERIOD

The *current APR reporting period is October 1, 2009 – September 30, 2010*. APRs must be submitted by **June 5, 2010 (no later than 4:30pm EDT)**. Data collection for reporting at this time ends on May 5, 2010. If complete data on performance measures for the entire reporting period is not available at this time, a **second data submission will occur on October 29, 2010**. However, please note that annual performance reports submitted on June 5, 2010 should be able to demonstrate whether substantial progress has been made toward meeting project objectives and performance measures. The Department needs to determine whether recipients have demonstrated substantial progress for continuation funding.

Please see instructions for items 11a. and 11b. of the ED 524B Cover Sheet and Section A (Project Objectives Information and Related Performance Measures Data) of the Project Status Chart for specific reporting requirements for performance measures data.

## BUDGET EXPENDITURES

Remember, your business office must complete all budget expenditure information. The budget period for this reporting is October 1, 2009 through September 30, 2010. 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.) In addition, please remember to provide the following information:

- **Non-Federal Funds (Match/Cost Share):** You must complete the “Non-Federal Funds (Match/Cost Share)” column in items 8a. and 8b. with your PIRC non-Federal funds or resources for your matching or cost sharing requirement. (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>.)
- **Indirect Cost Rate Agreement:** A grantee must have a current indirect cost rate agreement with their cognizant federal agency to charge indirect costs to a grant. The agency is generally the Federal department or agency providing the grantee with the most Federal funding subject to indirect cost

support (or an agency otherwise designated by OMB). To establish a current agreement and obtain an indirect cost rate, a grantee must submit an indirect cost proposal to their agency and negotiate an indirect cost agreement [EDGAR §75.560 (b)]. Additional information about establishing an approved indirect cost rate can be found at <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>

## **CERTIFICATION**

The grantee's **authorized representative** must sign the certification for the ED 524B and fax the cover sheet to your program officer within three days of submitting your annual performance report. Please fax 524B face sheets with a fax cover sheet to the attention of your program officer to (202) 205-5630. 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 C (Additional Information) of the Project Status Chart as well as the remedies taken to ensure the accuracy, reliability, and completeness of the data.

## **INSTRUCTIONS FOR THE EXECUTIVE SUMMARY**

The Executive Summary for *annual performance reports* covers the **current reporting period (October 1, 2009-September 30, 2010)**. Provide a **one to two page Executive Summary** for your APR.

The purpose of the Executive Summary is to provide a brief overview of your PIRC, highlighting information for the current reporting period detailed in the performance report. This includes 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.

In your Executive Summary, please describe your PIRC accomplishments and outcomes in your delivery of service to parents, families, and communities; PIRC partners; and educators. Include in your executive summary specific information on the parent populations your PIRC served aligned with the PIRC priorities and assurances, i.e., schools not meeting AYP, 50 percent of parents who are low-income, parents with limited English proficiency (LEP), parents of varying minorities, and parents residing in urban and rural areas. Additionally, describe your activities and accomplishments related to the 30 percent of your PIRC services to establish, expand, or operate your early childhood parent education programs (ECPEs). Also, provide information about your PIRC evaluation that highlights your contributions to parental involvement.

All information should be linked to the project objectives and offer support and examples of the processes used to achieve outcomes, dissemination, and capacity building. Below are questions that can help guide your thinking and development of your Executive Summary.

### **Guiding questions for your Executive Summary:**

#### **Accomplishments and Outcomes**

The accomplishments and outcomes overview is intended to summarize your PIRC's achievements during the APR reporting period in one to two paragraphs. Describe your PIRC's successes and how you met established PIRC outcomes.

- What have been your PIRC's greatest accomplishments this reporting period?
- How did your PIRC meet the established PIRC outcomes?
- How did your PIRC achieve its' GPRA goals?
- Did your PIRC achieve goals to serve schools not meeting AYP?

#### **Services to Low-Income Families**

The services to low-income families overview is intended to summarize your PIRC's efforts to provide at least 50 percent of your services to areas with high concentrations of low-income families, including educationally and economically disadvantaged parents, minority parents, and LEP parents. Describe your PIRC activities to target these high need families and the impact your PIRC has had on this population.

- How does your PIRC deliver services to reach low-income families, generally and particularly related to the three GPRA areas?
- How is your PIRC working with low-income parents of children in elementary and secondary schools, particularly Title 1 schools?

- What measures did you use to know that your PIRC met the goal to provide at least 50 percent of your services to areas with high concentrations of low-income families?
- What impact has your PIRC services had on low-income families?

### **Early Childhood Parent Education (ECPE)**

The ECPE overview is intended to summarize your PIRC’s services, comprising at least 30 percent of your PIRC expenditures, to establish, expand, or operate early childhood parent education programs. These programs include: PAT, HIPPY, and other ECPE programs. Emphasize the ECPE model/program your PIRC implemented, your method(s) of delivery, and the parents receiving your ECPE services. Please do not exceed two paragraphs.

- What ECPE program(s) did your PIRC provide and to whom?
- How does your PIRC deliver ECPE services, indicating the intensity and duration of the services?
- How is your PIRC working with low-income and other ECPE parents of need?
- What impact has your ECPE services had on parents, young children, or others?

### **Evaluation**

The evaluation overview is intended to summarize your PIRC’s evaluation (either local or invitational priority). If your PIRC is participating in the invitational priority evaluation, please be sure to address that in your description. It may be beneficial for PIRC directors to work with their evaluators to develop this paragraph or two of the executive summary. It is important to note this section is meant to be highlights of your evaluation.

- What are your PIRC evaluation objectives?
- What is the design and methodology used for your evaluation?
- What are the results of your evaluation?
- How have you used the evaluation results to improve the services you provide to parents/partners?

## **INSTRUCTIONS FOR THE PROJECT STATUS CHART – SECTION A**

You must report on the ED established GPRA objective and performance measures for the PIRC program. Additionally, you must report on any established project-specific (evaluation) objectives and performance measures you identified to achieve with your funded grant project. The performance measures serve to demonstrate whether you have met or are making progress towards meeting the objectives.

**Objective:** The first objective should be your GPRA objective. Enter the established PIRC GPRA objective: *Federally funded PIRC programs provide parents with the information they need to understand their state accountability systems and their rights and opportunities for supplemental services and public school choice.*

**While PIRCs provide the same and/or similar services to other than parents, the GPRA targets are only for the number of parents receiving GPRA-related information.**

### **Performance Measure:**

For the GPRA objective and each project-specific objective, enter the associated performance measure(s). Enter only one performance measure per row. Each performance measure that is associated with a particular GPRA or project objective should be labeled using an alpha indicator. Example: The first performance measure associated with GPRA project objective #1 should be labeled 1.a., the second performance measure for GPRA project objective #1 should be labeled 1.b., etc. (See the example chart that follows.)

**For your GPRA objective,** there are *three total performance measures*, each represented in a distinct row. These focus on your direct services providing parental information around: State accountability systems, the rights and opportunities for supplemental services, and public school choice. The three measures are:

- a. The number of parents of children attending schools not making adequate yearly progress who receive information on their State accountability systems through direct PIRC services.
- b. The number of parents of children attending schools not making adequate yearly progress who receive information on their rights and opportunities for supplemental services through direct PIRC services.
- c. The number of parents of children attending schools not making adequate yearly progress who receive information on their public school choice options through direct PIRC services.

PIRC direct services are those provided to an identified parent(s) in which PIRC advice, materials, or training are presented/provided by PIRC staff and the PIRC has evidence of that service. Specifically, the PIRC knows exactly who received the service. This may include one-on-one interactions, parent trainings, and discussions with parents. Examples: in-home services or other one-to-one activities with parent(s), training/workshops where parents are

documented, consultation over the phone with a parent where documentation of that call is noted, and discussion with a parent at a booth that is documented. Direct services may also be counted if provided by a PIRC contractor or someone the PIRC has trained **only** if the provider can document the parent they provided the direct service to and the provider used PIRC information in the service/activity. Documentation for direct services must identify the parent who received the material(s)/service(s), parent’s ethnicity/racial background, as well as how the service is linked to your PIRC (e.g., PIRC materials or information from a PIRC training).

*Indirect services to parents are not to be included in the numbers reported for the GPRA objective.* Indirect services are those for which your PIRC does not have documentation of exactly who received the information/services, such as those provided through mass media, when parents receive materials but have no contact with a PIRC service provider, and parents coming up to a booth and just getting materials, can be discussed as related to other project-specific objectives and in Section C.

**Project Objectives:** After entering the GPRA objective as #1, enter your project-specific objectives. Only one project objective should be entered at a time and numbered sequentially, i.e., beginning with 2., 3., etc. An example of a project-specific objective is: to increase ECPE parents understanding of early child development and learning to better ready their children for school. Your measures might include: the number of parents attending ECPE information sessions, the amount of time parents are spending reading with their children, the number of children entering pre-K, and scores on child development or academic tests. (See the example chart that follows.)

**Measure Type:**

For each performance measure you are reporting on, enter the type of performance measure. Enter only one of the following measure types: **GPRA or Project.**

1. **GPRA:** measures established for reporting to Congress under the Government Performance and Results Act; and
2. **Project:** performance measure that you, the grantee, established to demonstrate whether substantial growth has been made toward meeting the project objective(s).

**EXAMPLE: Below is how to complete Section A for the GPRA objective and an example for a project objective. Additional project objectives would be listed beginning with the number 3.**

**Objective 1. GPRA Objective:** *Federally funded PIRC programs provide parents with the information they need to understand their state accountability systems and their rights and opportunities for supplemental services and public school choice.*

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
a. The number of parents of children in the PIRC program's target population (those attending schools not making adequate yearly progress) who receive information on their <b>State accountability systems through direct PIRC services.</b>	GPRA	Fill in the number of parents here	/		Fill in the number of parents here	/	

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
b. The number of parents of children in the PIRC program's target population (those attending schools not making adequate yearly progress) who receive information on their <b>rights and opportunities for supplemental services through direct PIRC services.</b>	GPRA	Fill in the number of parents here	/		Fill in the number of parents here	/	

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
c. The number of parents of children in the PIRC program's target population (those attending schools not making adequate yearly progress) who receive information on their <b>rights and opportunities for public school choice through direct PIRC services.</b>	GPRA	Fill in the number of parents here	/		Fill in the number of parents here	/	

**NOTE:** If you do not have an established target in your approved application, use the actual performance data amount from the first APR you submitted for the current 5-year granting cycle as your target data figure. If ED has approved revised targets for a performance measure, the revised target should be used when entering data.

**Objective 2. Project Objective:** *To increase ECPE parents understanding of early child development and learning to better ready their children for school.*

PIRC Project Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
a. The number of parents who participated in PIRC ECPE activities designed to provide them with the information necessary to understand child development and learning.	Project		/			/	

**Target and Actual Performance Data**

For each GPRA performance measure, PIRCs are required to provide Target and Actual Data. Provide the target you established for meeting each performance measure and provide actual performance data demonstrating progress towards meeting or exceeding this target. Only quantitative (numeric) data should be entered in the Target and Actual Performance Data boxes. If you do not have an established target in your approved application, use the actual performance data amount from the first APR you submitted for the current 5-year granting cycle as your target data figure. If ED has approved revised targets for a performance measure, the revised target should be used when entering data.

For other performance measures, provide quantitative Target and Actual Data, if applicable. 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 block entitled, **Explanation of Progress.**

The Target and Actual Performance Data boxes have 3 columns: **Raw Number; Ratio; and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target and actual performance data should be reported as a single number under the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the Ratio and Percentage (%) columns blank.

**NOTE:** Since the GPRA performance measures are stated in terms of a single number (i.e., the number of parents who participated in PIRC activities or received information), the Target and Actual Performance Data must be reported as a single number under the Raw Number column (e.g., 1000 parents). Neither the Ratio nor the Percentage (%) columns are required.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete both the **Ratio column** and the **Percentage (%) column**. Please leave the Raw Number column blank.

In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency) or actual performance data (e.g., the number of students that attained

proficiency), and the denominator represents the universe (e.g., all students served). Please enter the corresponding percentage (e.g., 80%) in the **Percentage (%) column**.

**PLEASE NOTE: A parent can only be counted once** for each of the three GPRA performance measures. Therefore, a parent can only be counted once for receiving direct services on state accountability systems, only once for receiving direct services on SES, and only once for receiving direct services on school choice. For example: Even if a parent attends 10 workshops in which the topic of SES is covered, that parent can only be counted once for the SES actual number. Only count parents who received services related to school accountability, supplemental services, and school choice. Parents receiving other services (e.g., ECPE) will be addressed in a later question.

### **Explanation of Progress (Includes Qualitative Data and Data Collection Information)**

The explanation of progress provides the opportunity to expand upon the data you report. Enter qualitative and quantitative information to describe how your PIRC met its objectives.

For each objective (GPRA and project-specific) and associated performance measures, please include the following:

1. List and describe the types of direct services (and/or indirect services for other than your GPRA objective) used to meet your performance measures. **EXAMPLE:** Conducted three parent workshops on school report cards.
2. Describe what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods used, and how the data were analyzed. This includes your means for documenting direct services. **EXAMPLE:** Each workshop had a sign-in sheet with the following information; parent name, race/ethnicity, gender, and age of children. Clearly identify and explain any deviations from your approved evaluation plan, including changes in design or methodology, or the individual or organization conducting the evaluation.
3. Based on your data, provide a description of preliminary findings or outcomes, including information to show whether you are making progress towards meeting each performance measure. Further, indicate how your performance measures data show that you have met or are making progress towards meeting the stated project objective. In your discussion, provide a brief description of your activities and accomplishments for the reporting period related to each project objective.
4. If your PIRC did not achieve its target, an explanation **must** be provided. If expected data were not attained, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules for addressing the problem(s) or issue(s). Clearly identify the obstacle(s) that prevented your PIRC from achieving the target. Strategies for achieving the goal during the next reporting period need to be clearly defined. **EXAMPLE:** Our PIRC was unable to achieve its target for school choice since only one district in our state offers this option to parents. During the reporting period we have built a stronger partnership with this district and will be establishing a satellite PIRC office in this district over the next year. Through our satellite office, we will be offering parent trainings, parent meetings, and materials related to school choice.
5. Indicate how you used your data and information from your evaluation to monitor the progress of your grant, and if needed, to make improvements to your original project plan (e.g., project activities and milestones) that are consistent with your approved scope of work.

## INSTRUCTIONS FOR THE BUDGET – SECTION B

Your Business Office must complete the budget information requested in this section.

First, be sure you reported budget expenditure data in items 8a. – 8c. of the ED 524B Cover Sheet, as applicable, and that the amounts reported are aligned to the amounts reported in this Section B.

You are required to submit a complete PIRC budget in this section, with **detailed** information about the financing of your PIRC and additional explanations, as needed. *The PIRC budget period is from October 1 to September 30.* The term budget expenditures means allowable grant obligations incurred during this period or otherwise specified below. (See EDGAR, 34 CFR 74.2; 75.703; 75.707; and 80.3, as applicable.)

Below is a Budget Detail Worksheet that may assist you in preparing the budget and budget narrative for the ED-524 form. You may submit the budget and the budget narrative in an excel spreadsheet using the following suggested format or a format of your choice. However, **all the required information (including the budget narrative) must be provided.**

Itemize in detail your approved PIRC budget for the current budget period (e.g., personnel salary/benefits, travel, contracted services, consultant agreements, materials, trainers, etc.). Provide a detailed budget narrative for each category. Be sure to include the amount spent on early childhood parent education (ECPE) and low-income families (LI) where applicable.

### Suggested Budget Detail Worksheet Format:

**A. Personnel** – List each position by title and the name of the employee, if available. Show the annual salary rate and the percentage of time to be devoted to the PIRC project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the organization.

**Personnel Carry-over** - If you anticipate carryover funds at the end of this current fiscal year, provide a description for those funds encumbered for services received or rendered for the current budget period but may have: 1) not been completed; or 2) not been reimbursed.

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>	<u>ECPE</u>	<u>LI</u>
Sally Johnson, Project Director	(\$75,000 x 100% x 1 yr.)	\$75,000		
Two (2) PIRC Specialist	(\$40,000 x 100% x 1 yr. x2)	\$80,000		
Joe Cool, PIRC Program Coordinator	(\$80,000 x 50% x 1)	\$40,000		
Janice Eric, Program Assistant	(\$55,000 x 100% x 1)	\$55,000		
Carol Lee, Program Assistant	(\$57,000 x 75% x 1)	\$42,750		
Shanice Tucker, Evaluator	(\$60,000 x 50% x 1)	\$30,000		
Jack White, Training Associate	(\$55,000 x 50% x 1)	\$27,500		
Ira Johnston, PIRC Analyst	(\$40,000 x 50% x 1)	\$20,000		
Cost of living increase	(\$370,250 x 2% x 1)	\$ 7,405		
Overtime for Project Director	(\$40/hr x 100 hrs. x 3)	\$12,000		
	<b>TOTAL</b>	<b>\$389,655</b>		

The Project Director, program coordinator, PIRC specialist and program assistants, are assigned exclusively to work with the Project Director. A 2% cost of living adjustment is scheduled for all full-time personnel 6 months prior to the end of the grant. Overtime will be needed during some site visits. A program assistant will prepare reports and provide other support to the program. A half-time data analyst will work with the project director and evaluator on data collection, formatting, maintenance and reporting for program, project, and GPRA indicators.

Please see the budget detail worksheet example for more details.

**Suggested Budget Summary Format:**

**Budget Summary** – When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs, indirect costs (based on the approved rate), carry-over, and the total project costs. Then transfer to the ED-524.

<u>Budget Category</u>	<u>Amount</u>	<u>ECPE Amount</u>	<u>LI Amount</u>	<u>Carry-Over</u>
A. Personnel	\$389,655			0
B. Fringe Benefits	\$101,820			0
C. Travel	\$ 4,400			0
D. Equipment	\$ 19,500			0
E. Supplies	\$ 12,840			0
F. Construction	n/a			
G. Consultants/Contracts	\$142,050			0
H. Other	\$ 62,300			0
Total Direct Costs	\$732,565			0
I. Indirect Costs	n/a			
<b>TOTAL PROJECT COSTS</b>	<b>\$732,565</b>			<b>0</b>
<b>Federal Request (grant award amount)</b>	<b>\$732,565</b>			<b>0</b>
<b>Non- Federal Amount (Matching funds)</b>	%_____	<b>Amount</b> _____		

**NOTE:** Low-income status of a family refers to those families that are at or below the Federal Poverty Guidelines. Families and/or families with children that qualify for free or reduced school lunch programs, Head Start, WIC (Women, Infants and Children) programs, low-income or Section VIII housing and/or state aid for dependent families are generally considered to be low-income.

**Budget Narrative Questions:**

**Include in your budget narrative the following information:**

- Why you have not drawn down funds from the Grant Administration and Payment System (GAPS) to pay for your budget expenditure amounts reported in items 8a. – 8c of the ED 524B Cover Sheet.
- Why you *did not* expend funds at the expected rate during the reporting period.
- Why your budget changed significantly resulting from modification(s) of project activities.
- Why you had budget changes that affected your ability to achieve approved project activities and/or objectives.
- If you expect to have unexpended funds at the end of the current budget period and anticipate carrying funds over into the next budget period.
- If you anticipate changes in your budget for the **next** budget period that requires prior approval from the Department (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).
- If you anticipate carryover funds at the end of this current fiscal year. Provide a description for those funds encumbered for services received or rendered for the current budget period but may have 1) not been completed; or 2) not been reimbursed. If you are estimating a carryover of funds into the next budget period, describe if there are services to be received or rendered from for the current budget period but will be completed in the next budget period.
- Provide a description for those ECPE funds encumbered for services received or rendered for the current budget period but may have 1) not been completed; or 2) not been reimbursed. If you are estimating a carryover of **ECPE funds** into the next budget period, describe if there are services to be received or rendered from the current budget period but will be completed in the next budget period.
- Provide a description for those **low-income funds** encumbered for services received or rendered for the current budget period but may have 1) not been completed; or 2) not been reimbursed. If you are

estimating a carryover of low-income funds into the next budget period, describe if there are services to be received or rendered from the current budget period but will be completed in the next budget period.

- Specify individual contractual agreements, such as with PAT, HIPPIY, or other ECPE programs, and identify the services provided for the agreement(s) (e.g., HIPPIY home visits, PAT group meetings, other ECPE program support groups, etc.). Be sure to include in your response each ECPE program your PIRC implements and other ECPE items not related to a particular ECPE program, such as informational brochures, radio/TV ads, etc.).

## INSTRUCTIONS FOR ADDITIONAL INFORMATION – SECTION C

This section enables you to provide additional information about your PIRC activities and accomplishments, as well as how your PIRC has met statutory requirements for the program for the current reporting period. Several tables are provided in this Section to make reporting numbers and certain information easier. The inclusion of descriptions, as discussed in this guide, and completed tables should capture the additional information about your PIRC to complete this section of the APR. Grantees are reminded that they may, if they wish, provide any other additional information about the status of their project. Please read the following guidance thoroughly. It will assist you in completing this section of your APR.

### Be sure to describe the following:

- Changes you wish to make in the grant’s activities for the next budget period that are consistent with the scope and objectives of your approved application.
- Changes to the approved key personnel listed in Block 4 of your GAN 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 you submit your performance report.
- Appropriate information about the status of your project, including any unanticipated outcomes or benefits from your project.

**I. Statutory Requirement— §5565(b) (1) (D):** Each organization or consortium receiving assistance under this subpart shall submit to the Secretary, on an annual basis, information concerning the parents your PIRC assisted. Please provide a brief description for each of the following areas:

- A. The **total number of parents** your PIRC provided services to in this reporting period. These services/activities may be provided by a PIRC staff member, subcontractor, or trained representative of the PIRC as long as the service/activity utilizes PIRC knowledge/information, materials, and support and acknowledges, written or orally, it is a PIRC service/activity. Please include the following:
  - i. The number of the total **parents who are low-income** (as determined by Title I, free/reduced price lunch, or other calculations you have developed).
  - ii. The number of the total **parents who are LEP** (parents themselves or have children who are LEP).
  - iii. The number of the total **parents that received direct PIRC Services** (your PIRC can identify each of these parents with evidence of receipt of services).
  - iv. The number of the total **parents that received indirect PIRC Services** (parents that may have received mass mailings, media information, materials at a booth, etc... but you have collected the numbers)

A parent should only be counted one time in each of the four categories, regardless of the number of services a particular parent received during the reporting period.

It is recommended you use the following table in the attachment document provided by your ED PIRC office.

### PARENTS WHO RECEIVED PIRC SERVICES

Total Number of Parents	Total Number of Low-Income Parents	Total Number of LEP Parents	Total Number of Parents That Received Direct Services	Total Number of Parents That Received Indirect Services

B. The types and modes of ECPE training, information, and support provided under this subpart. Please describe the ECPE program(s) your PIRC used in the current reporting period. If you implemented PAT or HIPPY as your ECPE, please verify if your PIRC is implementing the full national model as described at the following web sites; [www.patnc.org](http://www.patnc.org), and [www.hippyusa.org](http://www.hippyusa.org).

- i. If you made any modifications to the program as it is ascribed by the national PAT or HIPPY organization, please include in your description how your PIRC is implementing the model, what revision your PIRC made, and the reasons for implementing the program differently. Modifications may include, but are not limited to, creating additional material for parents based on PAT or HIPPY, decreasing the number of parent trainings offered, training PIRC staff to provide trainings instead of parents, and making the program more culturally relevant to your parents.

**EXAMPLE:** Our PIRC implemented all aspects of PAT except for home visits. The majority of our preschool programs are funded through Head Start, which already provides home visits to families.

- ii. If you are implementing an ECPE program other than PAT and HIPPY, please provide information about the name of ECPE program, a summary of the program, the goals of the program, and a description of key elements, activities or methodology the program uses to deliver ECPE (e.g., services, evidence-based model, recipients, materials or workshops).

**NOTE:** Materials and workshops developed by PIRC staff are not considered ECPE programs. If your PIRC has developed materials and workshops, please identify the ECPE program on which they are based.

It is recommended you use the following table in the attachment document provided by your ED PIRC office.

**PIRC ECPE SERVICES**

ECPE Program Name (list each ECPE program you provide separately)	Type of ECPE Program (check as many as apply for each ECPE program you listed)	Modifications Made to National Program	Who Provided the ECPE Services? (check as many as apply)	ECPE Services Parents Received (check as many as apply)	Total Number of ECPE Parents Assisted
	<input type="checkbox"/> PAT <input type="checkbox"/> HIPPY <input type="checkbox"/> Other national program <input type="checkbox"/> PIRC-developed program <input type="checkbox"/> Other, please describe:	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, what changes were made:	<input type="checkbox"/> PIRC staff <input type="checkbox"/> Subcontractor <input type="checkbox"/> Other, please describe:	<input type="checkbox"/> In-home instruction/assistance <input type="checkbox"/> Parent training/ workshops <input type="checkbox"/> Print or media materials/resources <input type="checkbox"/> Meetings with school staff <input type="checkbox"/> Other, please describe:	

C. The strategies used to reach and serve parents of minority and limited English proficient children, parents with limited literacy skills, and other parents in need of the services provided under this subpart.

- i. Describe the dissemination strategies, number and types of products/information, trainings, etc. your PIRC provided during the current reporting period to reach and serve parents of minority and limited English proficient children. This may include: PIRC newsletters/brochures/posters/other promotional written materials, books/toolkits/guides, conference/training materials, CDs/DVDs/PDFs/other electronic-based products, PIRC web site, and mass media. Describe types of modifications your PIRC implemented, to materials and/or activities, to assist parents receiving services who are educationally disadvantaged, LEP, or hard-to-reach.

It is recommended you use the following table in the attachment document provided by your ED PIRC office.

**PIRC STRATEGIES AND MATERIALS USED TO REACH AND SERVE PARENTS**

<b>Strategy</b>	<b>Number of Parents</b> <i>(please place a check mark in the box if you do not have numbers)</i>
Parent workshops, training, conferences	
In-home assistance to parents	
Kiosks, booths, information van, or similar methods to disseminate information	
Collaboration with neighborhood/community organizations to hold events for parents or join in community events	
Phone, email, hotline, or other means of consultation	
Newsletters, brochures, posters, fliers, or other promotional written materials	
Books, toolkits, guides, training and conference materials, or other written informational resources	
Electronically-based materials (CDs, DVDs, PDFs, other Web-based products)	
PIRC web site (page views/ accesses)	
Mass media	
Other strategies, please list:	

- D. The parental involvement policies and practices used by the center and an evaluation of whether such policies and practices are effective in improving home-school communication, student academic achievement, student and school academic achievement, and parental involvement in school planning, review, and improvement.
- E. The effectiveness of the activities that local educational agencies and schools are carrying out, with regard to parental involvement and other activities assisted under this Act, that lead to improved student academic achievement and improved student and school academic achievement.
  - i. Describe how your PIRC worked with its SEA to determine parental needs, including the methods used. Provide information on your PIRC’s relationship with your SEA. Include how your PIRC moved beyond providing services to one LEA and/or region to include the entire state. If you are not working with your SEA, provide an explanation.
  - ii. Specify the **total number of LEAs and schools** you provided services to or who participated in PIRC activities during the reporting period, regardless of the type of service provided. Please **describe how your PIRC worked with the LEAs and schools** to determine parental needs, including the methods used. Provide information on your PIRC’s relationship with the LEAs and schools in your state, including activities your PIRC provides to these LEAs and schools such as: developing and/or evaluating parental involvement policies and plans; convening parent meetings; and providing information, materials, or training. If you are not working any LEAs or schools, provide an explanation.

It is recommended you use the following table in the attachment document provided by your ED PIRC office.

**PIRC COLLABORATION WITH LEAs and SCHOOLS**

Total Number of LEAs	
Total Number of Public Schools	
Number of Charter Schools	
Number of Title I Schools	
Number of Other Schools	
Total Number of Private Schools	