



**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

OMB No. 1894-0003  
 Exp. 06/30/2017

**(EXAMPLE ONLY)**

**General Information**

1. PR/Award #: V101A130000  
*(Block 5 of the Grant Award Notification - 11 characters.)*
2. Grantee NCES ID#: N/A  
*(See instructions. Up to 12 characters.)*
- 3 Project Title: NACTEP OR NHCTEP TITLE  
*(Enter the same title as on the approved application.)*
4. Grantee Name *(Block 1 of the Grant Award Notification.):* WONDERFUL WORLD
5. Grantee Address *(See instructions.)* 100 PLEASANT STREET – ANYWHERE, GOOD TIME 21000-0000
6. Project Director *(See instructions.)* Name: Mary Joys Title: Project Director  
 Ph #: (700) 111- 2345/ext: (123) Fax #: (700) 111-4567  
 Email Address: maryjoys@ dot.org

**Reporting Period Information *(See instructions.)***

7. Reporting Period: From: 10/1/2013 To: 9/30/2014 (mm/dd/yyyy)

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

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	0	N/A
b. Current Budget Period	\$410,000	
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: 07/01/2013 To: 6/30/2014 (mm/dd/yyyy)  
 Approving Federal agency: NBC or HHS 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 (Annual Institutional Review Board (IRB) Certification) *(See instructions.)***

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

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

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No  
**(NOTE: This answer is dependent upon the grantee's project budget period – Most grantees will respond with "NO").**
- b. If no, when will the data be available and submitted to the Department? \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy)  
**(NOTE: Provide the projected date to submit the grantee's supplemental report at the end of budget year).**

12. 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.

John Doe Title: Tribal Chair Person or College President or project director  
 Name of Authorized Representative: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature: \_\_\_\_\_



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary**

OMB No. 1894-0003  
Exp. 06/30/2017

**(DISCLAIMER: THIS EXECUTIVE SUMMARY IS AN EXAMPLE ONLY) PR/Award # (11 characters): V101A130000**

**(See Instructions)**

Adjunct faculty members continue to be the instructors for the building, welding, electricity, and office technician. The Pre-Apprenticeship Core curriculum has been replaced with a more effective TRANS (Transportation Alliance for New Solutions) 140 hour course. This workshop has more stringent entry requirements and promises a better job placement ratio. We recommend our students to meet these same standards prior to beginning a technical program, but have not created a policy to require it.

The project continues to explore the possibility of expansion into new fields if there continues to be student interest and the job potential exists. Local employers and agencies requested a Community Health Representative training program, next-level training for personal care workers, child-care certification, and certified driver license (CDL) training. We developed and offered continuing training/next level workshops in the area of Home Health Aide. We also continue to offer preparatory workshops at little or no cost to participants. This is to encourage entry into our technical diploma programs and has met with mixed success.

The Wonderful World Community Resource Center (WWCRC) serves the TANF and JTP clients. The project works closely with their staff to offer training and programs that meets the needs of these unemployed and under-employed residents. The WWCRC requires its participants to attend job training and skills enhancement programs offered by the tribe. Many of the workshop attendees then enroll in a full-time technical program.

The instructional case management support services in this project have helped many students succeed and continue with their education. The case manager maintains a unique one-on-one relationship with program students and is able to identify and address at-risk behavior almost immediately. By linking up to the on-campus support services of tutoring and counseling, the retention rate of students enrolled in these programs has been relatively high. The technical education department continues to have the highest rate of retention of all campus departments.

The career placement coordinator has successfully linked with several union representatives and local employers to bring them to campus to recruit students. She also encourages students to continue with their education if they do not find a job in this economic downturn. The coordinator works with all the graduating students to put together an employment portfolio with skill competency check lists, work samples, and resume information. Annually, approximately 86% of our technical program students find employment.

The case manager and the career placement coordinator work together to incorporate the SkillsUSA model of professional development in the coursework for each area of technical education. They invite guest motivational speakers each semester. All of our program students are invited to attend and to meet one-on-one with the presenters after each meeting. Speakers are brought in from the local community to speak about anything from personal grooming to volunteer opportunities to actual job trends and placement. We are continuing to research and develop complementary programs, such as ventilating/sealing/insulating certification and energy assessment and audit certificates.

All postsecondary CTE students receive support services in the Comprehensive Guidance and Counseling Program. Such services include: access to the PLATO computerized learning center, career counseling, financial aid, phone access for information from college, college campus visits, college preparation and planning process, and employment opportunities. The Wonderful World project employs full-time support staff to provide comprehensive guidance and counseling services to both on and off reservation postsecondary CTE students.