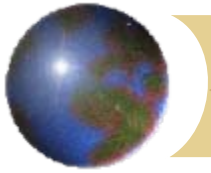


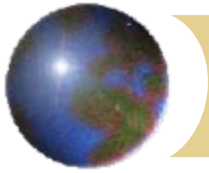
**The Demonstration Projects To Ensure
Students With Disabilities Receive
A Quality Higher Education
Program's Role in
the U.S. Department of Education's
Culture of Accountability**

April 8, 2008



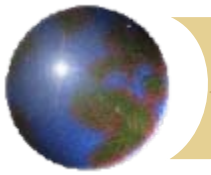
NOTICE TO ALL APPLICANTS

All grant recipients under this program are required to submit performance reports demonstrating substantial progress.



There are two types of reports grantees are required to submit:

- * Annual performance reports
- * A final performance report

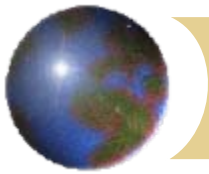


Annual Performance Reports:

Grantees provide data to demonstrate annual project success and impact.

Final Performance Reports:

Grantees provide data to demonstrate overall project success and impact.



For further information regarding grantee reporting requirements, please see 34 CFR 75.590 of (EDGAR) the Education Department General Administrative Regulations.

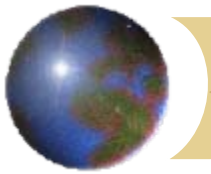
If you do not have a hard copy of EDGAR, please feel free to review the above noted citation online at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

(Please note that the most recent edition of EDGAR that is available at this time is dated June 23, 2005.)

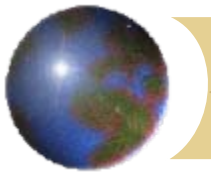


The Demonstration Projects To Ensure
Students With Disabilities Receive A
Quality Higher Education Program's
role in the
U.S. Department of Education's
Strategic Plan for
Fiscal Years 2007-2012



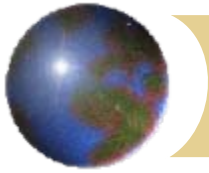
The Demonstration Projects To Ensure Students With Disabilities Receive A Quality Higher Education program's purpose is consistent with the Department's culture of accountability.

Goal #3 of the Department of Education's 2007-2012 Strategic Plan: "Ensure the accessibility, affordability, and accountability of higher education, and better prepare students and adults for employment and future learning."



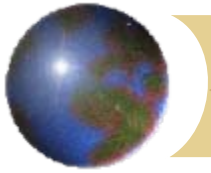
The performance indicators for this program are as follows:

1. The difference between the rate at which students with documented disabilities complete courses taught by faculty trained in project activities, and the rate at which other students complete those courses.
2. The percentage of faculty trained in project activities that incorporate elements of training into their classroom teaching.



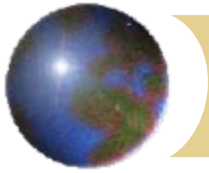
WHY MUST GRANTEES COMPLETE THESE REPORTS?

To demonstrate program success and adherence to federal/program fiscal administration requirements to Congress.



WHAT FUNCTION DOES PERFORMANCE DATA SERVE?

- * Performance information guides ED's budget request for programs.
- * Ensures program implementation is focused on results.
- * Ensures success is measured by results achieved.



IS A PROJECT EVALUATION PLAN NECESSARY TO INCLUDE IN THIS APPLICATION?

YES.

The evaluation plan should:

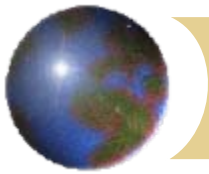
- * Include formative and summative measures;
- * Address the use of appropriate controls and techniques that provide for independent evaluation; and



IS A PROJECT EVALUATION PLAN NECESSARY TO INCLUDE IN THIS APPLICATION? (continued)

- * Shape the development of the project from the beginning of the grant period and provide benchmarks for monitoring of progress and measurement of that progress throughout the grant award period.

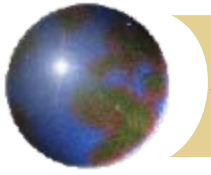
Further discussion of the evaluation plan may be found in the “Instructions for the Project Narrative,” also located in the application booklet for this program.



The most recent version of this program's annual performance report can be viewed at:

http://www.ed.gov/fund/grant/apply/appforms/ed524b/_statusfill.pdf

http://www.ed.gov/fund/grant/apply/appforms/ed524b/_coverfill.pdf



GOOD LUCK TO YOU ALL!