

THE
U.S. Department of
EDUCATION

National Institute on Disability & Rehabilitation Research
Annual Progress Reporting Form
for
Assistive Technology State Grant Program



[Public Reporting Burden](#)

OMB # XXXXXXXXXXXXXXXXXXXXX

Expires: 00/00/00

You are required to enter your PR/grant award number and assigned password to enter the system and obtain access to your data files. PR/grant numbers and passwords are preloaded into the system. The PR number and password you enter must match the preloaded ones to use this reporting form.

Please enter your PR/award number and Password.

PR/award number:

Password:



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **XXXXXX**. The time required to complete this form is estimated to average **16 hours** per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of the Chief Financial Officer, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202-4248.

Federal Award Number: examplegrant

**Annual Performance Report
for
Assistive Technology Grantees**

PURPOSE OF THE REPORTING FORM

Under the provisions of the Government Performance and Results Act (GPRA) of 1993, the National Institute on Disability & Rehabilitation Research (NIDRR) has the responsibility to develop a strategic plan that includes performance goals, objectives, indicators, and measures. As with all other agencies in the federal government, beginning in March of 2000, NIDRR has been required to report annually to Congress on its status and progress in meeting these performance objectives. NIDRR is also required by the Assistive Technology (AT) Act of 1998 to prepare and submit to Congress a report on those activities funded under the AT Act of 1998 not later than December 31 of each year. To prepare its reports for Congress, NIDRR will draw on information that grantees submit annually in this reporting system.

NIDRR intends for this reporting form to be the standard annual report of progress for assistive technology (AT) grantees. As such, it will replace the previous annual progress and continuation reports that grantees submitted to NIDRR. *Grantees should use this form to report on any activities that were funded, in full or in part, with Title I AT State grant dollars. (Section 3 - Budget, allows space for grantees to report additional sources of funding to supplement an AT grant.) The term 'grantees' includes any subcontractor(s) a state may have given part of their AT grant funds to for the conduct of specific activities. Subcontractor activities should be reported on this form.*

NIDRR may publish aggregate information on all reporting grantees, and will use the aggregate data to develop its required annual report on the Assistive Technology program. NIDRR also plans to publish state-specific examples for illustrative purposes. However, NIDRR will not make public the individual state reports, or components of these reports, without the permission of the reporting states. RTI (formally Research Triangle Institute), subcontractor on the Assistive Technology Data Collection Project, will provide each state with an annual report that compares its individual state data with the nationally aggregated data on key program elements.

Questions regarding potential uses of the information submitted by individual grantees should be directed to Judith Fein at (202) 205-8116 or Carol Cohen at (202) 205-5666.

If you need technical assistance while completing this reporting form, contact Linda Chewning of RTI via Email LRC@RTI.ORG or phone 919-541-8017 or Katy Ong via Email KONG@RTI.ORG or phone 910-487-7121. Staff are typically available Monday - Friday, 9 a.m. - 4 p.m. (EST).

GETTING STARTED

Organization of the Reporting Form

The sections of this reporting form are designed to provide NIDRR with the data necessary for program planning and for reporting to Congress, the Secretary of Education, and other entities. The form is essentially organized by the required and discretionary activities outlined in the AT Act of 1998 with the following exceptions:

- *Options for securing devices* (discretionary activity) is addressed in the Technical Assistance/Training and Alternative Financing sections.
- *Technology-related information* (discretionary activity) is covered in several sections: Budget, Public Awareness, Alternative Financing, and Legislative and Policy Changes.
- *Partnerships* is included in Interagency Coordination.
- *Outreach* activities may apply to the Interagency Coordination/Partnerships and TA/Training sections as well as the Outreach Section. You may decide where to report each of your project's Outreach activities, however, do not report an Outreach activity in more than one section.
- *Legislative and Policy Changes* covers activities completed in this area, while Interagency Coordination addresses ongoing efforts in the area of systems change/capacity building.

The first time you log on to the system you will receive a [Table of Contents](#) following this section on the purpose of the form and general guidelines. During your initial entry in the system, you may either enter data or view the form. We recommend reviewing the blank form in hardcopy or on the computer before beginning data entry. Click on the link below to print a blank copy of the report form.

- [PDF Annual Progress Reporting Form for AT State Grant Program](#)

Additionally, we suggest you click on the link to the Instruction Manual for completing this form, located at the links below and at the bottom of the Table of Contents Page. This manual provides step-by-step instructions on how to complete each section of the form. Similarly, the "Instruction" button at the bottom of each screen on the form takes you to the section of the instruction manual that coincides with the section you are working on.

- [PDF Instruction Manual](#)
- [HTML Instruction Manual](#)

To view the PDF file you will need the Acrobat Reader plug-in from Adobe. If you do not have the Acrobat Reader you may [download the Acrobat reader here](#).

It is unlikely that you will enter all the data on the form the first time you log onto the system. You can complete the forms in multiple sessions; however, you must complete data entry for a single page (i.e., the page you are viewing) before logging out or you will receive an error message. If the system does not sense any activity for 30 minutes, you will automatically time out and will have to log back in to restart data entry.

Whenever you log back onto the system, you will see a Table of Contents page that displays the status of your data entry for each section of the form (see example below). Wherever there is a link in the form, it will appear navy blue in color if you have not clicked on the link. Once you click on the link, the color changes to purple.

To view a specific section, click on the underlined text in the 'Current Status' column of that section. If the data are locked, then clicking on 'View Data' will display the information for that section. ('Locked Data' is explained below under the heading of "General Instructions and Tips".)

EXAMPLE:

Section	Current Status	Status of Data	Last Updated
1. General Information	Update Data	Lock Data	01/31/01
2. Reporting Period	Locked	View Data	02/22/01

Entering Subcontractor Data

All data reported on this form should include activities conducted by the grantee or by subcontractors who have received AT grant funds during the current reporting period to conduct such activities on behalf of the grantee.

When entering subcontractor data into the report, the state director can choose to either: (a) ask each subcontractor to provide the appropriate information to the state agency, who will then compile the subcontractor data, or (b) contact RTI staff to make arrangements to allow subcontractors to have access for data entry.

GENERAL HINTS AND TIPS

Grantees may have conducted activities that can be counted in more than one section (e.g., Outreach or Training activities). It is important for you to decide where activities are more appropriately reported since you are not to provide duplicate data. Count each of your activities in only one section of the form. See the definitions at the end of this section for further guidance on where to report activities.

Navigation Buttons. There are navigation buttons at the bottom of the Table of Contents and each section:

Navigation Buttons on the Bottom of Each Screen:

- Continue - save data entered and move to the next section.
- Print Section - view a printable version of that section.
- Instructions - use this button to view the instruction manual on how to complete the section you are in.
- Notes - use this link if you need to explain an answer to a question or to report any difficulties you had completing a question in that particular section.
- Table of Contents - return to the Table of Contents.
- If you have not entered data or changed data on a particular screen, you may safely use the 'Back' and 'Forward' buttons to navigate within the form.

Navigation Buttons in the Table of Contents:

- Purpose - click this link to view the purpose of the web-based reporting form and general information about entering data and navigating the web-based form.
- Instructions Manual - click this link to view a printable version of the entire Instructions Manual. This manual includes step-by-step instructions for completing all questions on the reporting form.

- Print Data Entered - click this link to print all the data entered and saved during your last session. Also use this function to print a copy of your completed form after you have "locked" your data (see instructions below on locking data).
- Logout - click this link to end your session and log out of the form. You may return at any time by logging in with your PR/award number and password. If no activity on the form is sensed for 30 minutes, you will be automatically logged out.

Mouse-free Data Entry. Use the TAB key to move from one field to the next (SHIFT + TAB to move to the previous field). You can activate buttons, as well as checkboxes, by pressing the space bar or enter key. You may view the contents of a drop-down box and make your selection with the directional arrow keys.

Entering Numbers.

- Do NOT include commas or dollar signs when entering numbers.
- There is a difference between entering a 'zero' and leaving a field blank. Entering zero (0) means you have data for that field and the data are zero; for example, you have zero dollars or zero persons to report. If you have not collected data in the manner asked on the form, enter 'MD' for missing data. If answering the question does not apply to your project, leave the field blank. Make every effort to complete each field using zero (0) or MD unless the question is not applicable.
- Report the most accurate numbers as possible, based on your current record-keeping practices. NIDRR understands that during this first year of full implementation of the Web-based form, some of your data/numbers may reflect your 'best estimate' while others will be an exact count. Given this assumption, the Web form does not ask you to check whether each number is an exact count or an estimate.

Text Entry. When entering large amounts of text, you may find it useful to use copy and paste commands from existing text files you may have. From inside a program like Word or WordPerfect, highlight the text you want to copy and choose COPY from the Edit menu at the top of the screen (you can use the keyboard shortcut CTRL + C on Windows platforms.) To add the text to the web form, click in the input box where you want the text to be entered, then look for a PASTE command in your browser's Edit menu (or press CTRL +V).

Locking Data. Every time you use the 'Continue' or 'Print Section' buttons your data are saved in the system. Saving your data using these buttons allows you to edit or revise these data on subsequent logins, if you wish. Once you have entered the data for a particular section that you want to submit to NIDRR as part of your official Annual Progress Reporting Form, you need to 'Lock the Data' so they can no longer be changed. To do this, click on the 'Lock Data' link in the Table of Contents. There is a link for each section on the form. Make sure the data are correct and in their final form before you lock the data for a section. You must lock the data for each section by the due date NIDRR sets for completion of progress reports. Locking your data indicates to NIDRR that your electronically submitted data on the Annual Progress Reporting Form are final. Use the "Print Entered Data" function on the Table of Contents page to print a copy of your completed report for your records.

DEFINITIONS

The definitions from the Assistive Technology (AT) Act of 1998 or from NIDRR are listed below as well as in their respective sections. Please refer to these definitions when reporting your annual activities. To the extent possible, NIDRR would like each grantee to *report unduplicated counts of activities; that*

is, count an activity only once in the most appropriate category. These definitions should assist you in that effort.

Advocacy:

(As defined in Section 3) Services grantees provide to assist individuals with disabilities and their family members, guardians, advocates, and authorized representatives in accessing AT devices and services.

Alternative Financing Programs:

(As defined in Title 1, Section 101) Programs that support activities to increase access to, and funding for, AT devices and services.

Demonstrations:

(As defined in Title 1, Section 101) Demonstrations of AT devices may be conducted in settings where targeted individuals can see and try out AT devices, and learn more about them from personnel who are familiar with the devices and their applications or can be referred to other entities who have information on the devices.

Interagency Coordination:

(As defined in Title 1, Section 101) Activities a state conducts to develop and promote the adoption of policies which improve access to AT devices and services for individuals with disabilities of all ages and that result in improved coordination among public and private entities that are responsible for, or have the authority to be responsible for, policies, procedures, funding, or the provision of AT devices and services.

Interstate Activities:

(As defined in Title 1, Section 101) Activities grantees conduct through cooperative agreements with other states to expand their capacity in assisting individuals with disabilities of all ages to learn about, acquire, use, maintain, adapt, and upgrade AT devices and services that such individuals need at home, at school, at work, or in other environments that are part of daily living.

Legislative Change:

(As defined by NIDRR) Results in new laws or amendments to existing laws relating to reducing barriers to acquiring assistive technology devices and services.

Outreach:

(As defined in Title 1, Section 101) Activities conducted to support statewide and community-based organizations that provide AT devices and services to individuals with disabilities or that assist individuals with disabilities in using AT devices and services, including a focus on organizations assisting individuals from underrepresented populations and rural populations. Such support may include outreach to consumer organizations and groups in the state to coordinate efforts to assist individuals with disabilities of all ages and their family members, guardians, advocates, or authorized representatives to obtain funding for, access to, and information on evaluation of AT devices and services.

Policy Change:

(As defined by NIDRR) Results in a practice, procedure, or course of action, sanctioned or adopted by a state government agency to reduce barriers to acquiring AT devices and services.

Public Awareness:

(As defined in Title 1, Section 101) Activities conducted for targeted individuals relating to the availability and benefits of AT devices and services. Targeted individuals, as outlined in the AT Act of 1998, include individuals with disabilities of all ages and their family members/guardians, individuals who work for public/private entities that have contact with individuals with disabilities, educators and related services personnel, technology experts, health/allied health professionals, and employers.

Systems Change/Capacity Building and Advocacy Activities:

(As defined in Section 3) Efforts that (a) result in laws, regulations, policies, practices, procedures, or organizational structures that promote consumer-responsive programs or entities; and (b) facilitate and increase access to, provision of, and funding for, assistive technology devices and assistive technology services, in order to empower individuals with disabilities to achieve greater independence,

productivity, and integration and inclusion within the community and the workforce.

Training:

(As defined by NIDRR) A training session is a means to teach individuals a new skill or broaden their abilities with the intention that participants will apply what they learn to their work or personal situation (as in the case of consumer advocates).

Examples of such skills or areas of improvement are: (1) conducting AT assessments, (2) matching AT devices and services to individual needs, and (3) learning or upgrading new skills to increase the acquisition and use of AT. Training formats can include presentations, conference sessions, learning labs, workshops, classroom instruction, or distance education.

Note: Activities should be counted in only one category. Presentations may be counted as either Public Awareness or Technical Assistance/Training activities, but they should be counted only once. The intended outcome should determine the category in which to count the activity. For example, a presentation made for the purpose of general information should be recorded as a Public Awareness activity and a presentation intended to help participants apply new knowledge or skills in addressing AT device/service issues should be counted as a Training activity.

Technical Assistance:

(As defined by NIDRR) Helping individuals integrate knowledge into practice.

Technical assistance (TA) is responsive to an individual's, family's, or organization's stated needs.

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The sections in this report are designed to provide NIDRR with the data necessary for program planning and for reporting to Congress, the Secretary of Education, and other entities. The form is essentially organized by the required and discretionary activities outlined in the AT Act of 1998 with the following exceptions:

Options for securing devices (discretionary activity) are addressed in the Technical Assistance and Alternative Financing sections. Technology-related information (discretionary activity) is covered in several sections: Public Awareness, Budget, Alternative Financing, and Legislative and Policy Changes. Partnerships are included in Interagency Coordination. Please review the directions in the Outreach section on where to report these activities as they may apply to several sections as well as in Outreach. Legislative and Policy Changes covers activities completed in this area, while Interagency Coordination addresses ongoing efforts in this area.

To view a specific section, click on the underlined text in the 'Status' column of that section.

- [Purpose of Reporting Form](#)
- [Getting Started](#)
- [Definitions](#)

Section	Current Status	Status of Data	Last Updated
1. General Information	No Data		
2. Reporting Period	No Data		
3. Budget and Narrative	No Data		
4. Project Summary	No Data		
5. Staffing	No Data		
6. Public Awareness and Information Dissemination	No Data		
7. Legislative and Policy Changes	No Data		
8. Interagency Coordination and Partnerships	No Data		
9. Technical Assistance/Training	No Data		
10. Outreach	No Data		
11. Alternative Financing Program	No Data		
12. Demonstrations of Assistive Technology	No Data		
13. Interstate Activities	No Data		
14. Advocacy	No Data		
15. Consumer Satisfaction	No Data		
16. Additional Information/Data	No Data		

(Optional)

NO DATA

[Instructions](#) [Print data entered](#) [Logout](#)

Federal Award Number: examplegrant

**Annual Performance Report
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Assistive Technology Grantees**

1. General Information

Grantee

1. Grantee name:

2. Grantee address:

3. City:

4. State:

5. Zip Code:

6. Project title:

7. Lead agency with fiscal responsibility for the grant: *(if it differs from the grantee name)*

8. Phone:

9. Fax:

10. Grantee URL:

11. Grantee E-mail:

12. Grantee 800 number:

Please fill out the following information about the **Project Director**.

Project Director

13. Name: *(last, first)*

14. Title:

15. Phone:

16. Fax:

17. E-mail:

Person responsible for completing this form:

18. Name: (*last, first*)

19. Title:

20. Phone:

21. Fax:

22. E-mail:

Authorized Representative/Principal Investigator:

23. Name: (*last, first*)

24. Title:

25. Date form completed(*mm/dd/yyyy*)

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2. Reporting Period

Annual Performance Report for Assistive Technology Grantees

Reporting Period

from the date of your last annual report to the
date of this report (the past 12 calendar months)

From: *(mm/dd/yyyy)*

October ▼ 1 ▼ 2000 ▼

To: *(mm/dd/yyyy)*

September ▼ 30 ▼ 2001 ▼

What year of funding are you currently in?

All information requested for this annual progress report should be based on your project activities for the reporting period entered above. This time frame is also referred to in this document as "the current reporting period."

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3. Budget and Narrative

Annual Performance Report for Assistive Technology Grantees

1. AT grant amount for current reporting period: (round to the nearest dollar)

\$

2. Do you use part of your funds for subcontractors?

Yes No

3. Does this AT project get additional funding from other sources?

Yes No

4. During the current reporting period, did your project incur costs to ensure access to project activities/services by individuals with disabilities? These costs may include direct payment to other entities and costs in terms of staff time.

Yes No

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3. Budget and Narrative

2a. List the total amount of your Title I grant that went to subcontractors (to conduct AT program activities) in the current reporting period.

\$

2b. You have indicated that you use part of your AT grant for subcontractors. Please list the name(s) of all your subcontractor organizations, the amount of your grant this reporting period each received, and a brief (few words) description of the activities they conducted with these funds. (round to the nearest dollar)

Examples

- 1. *Instructional Resource Ctr. \$15,000 training for VR counselors*
- 2. *Protection & Advocacy \$10,000 P&A*

	Subcontractor	Amount	Activities
1.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
2.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
3.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
4.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
5.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
6.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
7.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
8.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
9.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
10.	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>

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3. Budget and Narrative

3a. You indicated that this AT project receives further funding from additional sources. Please list the additional funding sources obtained to support this project during the current reporting period. Enter the dollar amount or estimate of in-kind amount provided by each funding source, and briefly list what activities were conducted using these resources. (round to the nearest dollar)

	Funding Source	Amount	Activities
1.	<input type="text"/>	\$0	<input type="text"/>
2.	<input type="text"/>	\$0	<input type="text"/>
3.	<input type="text"/>	\$0	<input type="text"/>

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3. Budget and Narrative

4a. You indicated that this AT project incurs costs to ensure access to project activities and/or services. Please indicate which of the following items resulted in such costs. These costs may include direct payment to other entities and/or costs in terms of staff time. Check all that apply.

- 1. Interpreters Yes No
- 2. Readers Yes No
- 3. Personal care assistants Yes No
- 4. Travel (mileage, lodging, meals) Yes No
- 5. Registration fees Yes No
- 6. Child care Yes No
- 7. Materials in alternate formats Yes No
- 8. Other Yes No

Please specify:

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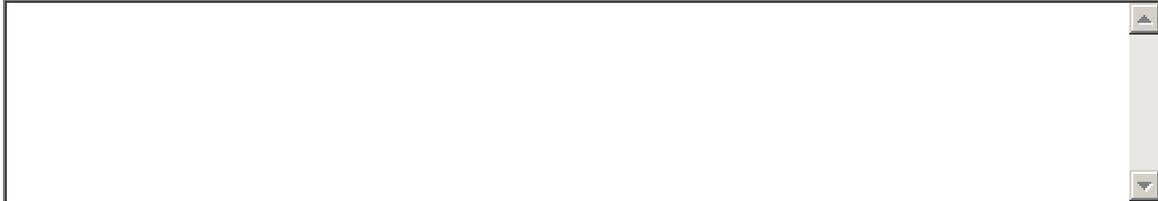
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3. Budget and Narrative

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5. Use this space to describe any significant changes to your budget (since your last reporting period) resulting from modifications of project activities.



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4. Project Summary

For the current reporting period, provide a brief summary of key project activities, challenges, and methods to resolve challenges. Limit your text to 500 words for each response, or approximately one single-spaced page.

1. Key activities

2. Challenges

3. Methods to resolve challenges

4. OPTIONAL: Describe any changes in project activities, strategies, or outcomes since your last reporting period. Provide any information that will help NIDRR understand your project status as you prepare for the next budget period. Limit your text to 500 words, or approximately one page, single-spaced.

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5. Staffing

Enter the following information on project staffing. Include only staff supported (in full or in part) by AT grant funds for the current reporting period, including subcontractor staff. Report actual, not budgeted, full time equivalent (FTE) totals.

EXAMPLE: Not all staff work full time and some staff may be funded, in part, by other organizations. The questions below address items on both FTEs and the number of actual staff. For example, a project may have a total of 5 FTEs represented by a total of 13 people. It employs 7 people in the state office who account for 3.5 FTEs, and it employs 6 people through subcontractors who represent 1.5 FTE. Using this example, a project would complete the staffing items as follows:

1. Total FTEs
 - a. Total FTEs at state project site: 3.5
 - b. Total FTEs represented by subcontractor staff: 1.5
2. Total number of persons (unduplicated count) whose FTEs are reported above
 - a. Total number of persons at state project site: 7
 - b. Total number of persons represented by subcontractor staff: 6

Notes: (1) As a general rule, someone who works 40 hours/week = 1.0 FTE; 32 hrs/wk = 0.8 FTE; 20 hrs/wk = 0.5 FTE; 8 hrs/wk = 0.2 FTE
(2) You cannot report more FTE's than you have number of persons.

1. Total FTEs

a. Total FTEs at state project site:

b. Total FTEs represented by subcontractor staff:

2. Total number of persons (unduplicated count) whose FTEs are reported above.

a. Total number of persons at the state project site:

b. Total number of persons represented by subcontractor staff:

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6. Public Awareness and Information Dissemination

Activities conducted to targeted individuals relating to the availability and benefits of AT devices and services. Targeted individuals, as outlined in the AT Act of 1998, include individuals with disabilities of all ages and their family members/guardians, individuals who work for public/private entities that have contact with individuals with disabilities, educators and related services personnel, technology experts, health/allied health professionals, and employers.

Note: Activities should be *counted in only one category*. Report all activities conducted by your project and any subcontractor(s) (if appropriate). Presentations may be counted as either a Public Awareness (in this section) or a TA/Training activity ([Section 9](#) question 2), but they should be counted only once on this form. The intended outcome should determine the category in which to count the activity. A presentation made for the purpose of general information should be recorded as a Public Awareness activity. A presentation with the intended outcome of participants applying new knowledge or skills in addressing AT device/service issues should be counted as a Training activity.

1. During the current reporting period, what methods/approaches did you use to increase awareness and disseminate information to consumers/families and other persons about assistive technology devices and related services? Please answer 'yes' or 'no' to each item. If you answer 'yes' to methods marked with a '*' you will receive additional questions to answer.

Method/Approach	Yes	No
a. Telephone *	Yes <input type="radio"/>	No <input checked="" type="radio"/>
b. Mailings	Yes <input type="radio"/>	No <input checked="" type="radio"/>
c. Reference library available to public	Yes <input type="radio"/>	No <input checked="" type="radio"/>
d. Articles/notifications in other agency publication	Yes <input type="radio"/>	No <input checked="" type="radio"/>
e. Newsletter/calendar of events *	Yes <input type="radio"/>	No <input checked="" type="radio"/>
f. Internet discussion list or bulletin/message board	Yes <input type="radio"/>	No <input checked="" type="radio"/>
g. Web site (Home Page) *	Yes <input type="radio"/>	No <input checked="" type="radio"/>
h. Public service announcements	Yes <input type="radio"/>	No <input checked="" type="radio"/>
i. Radio/TV/Newspaper	Yes <input type="radio"/>	No <input checked="" type="radio"/>
j. Database on AT information available to public	Yes <input type="radio"/>	No <input checked="" type="radio"/>
k. Informational fact sheets/flyers for public	Yes <input type="radio"/>	No <input checked="" type="radio"/>

- l. Manuals/guides/booklets Yes No
- m. Drop-ins to office and/or demo center Yes No
- n. Video(s) produced by your project Yes No
- o. Public forums conducted by grantee * Yes No
- p. Exhibits/Fairs in public areas * Yes No
- q. Presentations * Yes No
- r. Other * Yes No

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6. Public Awareness and Information Dissemination

You received these additional questions to answer because you indicated 'yes' for each heading in question 1.

A. Telephone

1.a.1. Enter the number of telephone calls you received on your project's toll-free line(s), in-state and out-of-state lines if applicable, from people seeking referrals, direct assistance, etc.

E. Newsletter

1.E.1. How often is your newsletter published?

- a. Once a year
- b. Twice a year
- c. 3-4 times/year
- d. 5-7 times/year
- e. 9-10 times/year
- f. 11-12 times/year
- g. Other:

Please Specify:

1.E.2. Of the most recent issue in this reporting period:

- a. Total number disseminated to consumers/family members

- b. Total number disseminated to all others

G. Web Site

1.G.1. Does your web site include a link to the National Public AT Internet site (www.assistivetech.net)? Yes No

1.G.2. Number of hits to web site if you have a counter:

(enter 'MD' if you do not have a counter)

O. Public Forums

1.O.1. Total number of public forums held

1.O.2 Total number of all persons in attendance

1.O.3. Of the total reported in Q2 above, the number of consumers or family members in attendance at all public forums

1.O.4. Of the total reported in Q2 above, the number of all other persons in attendance at all public forums

P. Exhibits

1.P.1. Total number of exhibits/fairs

1.P.2. Of the total in 1.p.1 the number of focused (on a particular population or group) informational exhibits/fairs

Q. Presentations

1.Q.1. Total number of presentations

1.Q.2. Total number of all persons in attendance

1.Q.3. Of the total reported in Q2 above, the number of persons who are consumers or family members of consumers

1.Q.4. Of the total reported in Q2 above, the number of all other persons in attendance at all presentations

R. Other public awareness activities not covered in questions 1.A through 1.Q.

List other activities individually:

1.

2.

3.

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6. Public Awareness and Information Dissemination

2. Provide a brief narrative on the specific activities related to the method/approach your AT Act project used to increase awareness and disseminate information about AT devices and services during the current reporting period. (Limit your description to 125 words or approximately one-fourth of a page, single-spaced.)

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7. Legislative and Policy Changes

This section addresses grantee capacity building/systems change activities that resulted in legislative or policy changes to reduce barriers during the current reporting period. Ongoing activities in this area should be reported in Section 8, Interagency Coordination.

A *Legislative change* results in new laws or amendments to existing laws relating to reducing barriers to acquiring assistive technology devices and services.

A *Policy change* results in a practice, procedure, or course of action, sanctioned or adopted by a state government agency to reduce barriers to acquiring assistive devices and services.

Were legislative or policy changes achieved during this reporting period? Yes No

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7. Legislative and Policy Changes

1. Provide the number of legislative and/or policy changes, by type of area, in which systems change occurred. NIDRR recognizes that legislative and policy changes affect multiple areas but for the purpose of this report, select the one area for each legislative and/or policy change that best characterizes the area in which the change occurred. *The areas listed below are outlined in the AT Act of 1998, section 101(e) (1)(A) as goals/areas a state can set to meet the AT needs of individuals with disabilities. (Click here to [view the instruction manual with the citation of the law.](#))* For each legislative and/or policy change reported, you must answer additional questions. In question 5 each part of a complex legislative change should be reported as separate outcomes - for example, an authorization and appropriation.

Area of Legislative or Policy Change	Number of Legislative Changes	Number of Policy Changes
a. Community Living/Human Services/Social Services	<input type="text" value="0"/>	<input type="text" value="0"/>
b. Education	<input type="text" value="0"/>	<input type="text" value="0"/>
c. Employment	<input type="text" value="0"/>	<input type="text" value="0"/>
d. Health Care	<input type="text" value="0"/>	<input type="text" value="0"/>
e. Telecommunications and Information Technology	<input type="text" value="0"/>	<input type="text" value="0"/>
f. Other (please specify): <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
g. Other (please specify): <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

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7. Legislative and Policy Changes

You have indicated that the following legislative or policy changes were achieved during the current reporting period. Use the links below to enter information on each of the changes.

- Human Services Legislative Changes
 1. [Change 1](#)
- Education Policy Changes
 1. [Change 1](#)

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7. Legislative and Policy Changes

Human Services Legislative Change #1

2. Briefly describe the Human Services Legislative Change #1. Specifically, (1) cite the law or policy change, (2) state the barrier that was eliminated, (3) list the entities involved in creating the legislative or policy change, and (4) note the role of your AT project in bringing about this change. [Click here to view the instruction manual for examples on how to respond to this question.](#)

3. Indicate those persons affected by Human Services Legislative Change #1 during the current reporting period. Check all that apply.

- a. Children with disabilities aged 0-2
- b. Children with disabilities aged 3-18
- c. Adults with disabilities aged 19-64
- d. Adults with disabilities aged 65 and older
- e. People with disabilities of all ages

4. What capacity building/specific systems change and advocacy activities were achieved during the current reporting period due to Human Services Legislative Change #1? Check all that apply.

Capacity building/systems change and advocacy activities (a) result in laws, regulations, policies, practices, procedures or organizational structures that promote consumer-responsive programs or entities; and (b) facilitate and increase access to, provision of, and funding for, assistive technology devices and assistive technology services, in order to empower individuals with disabilities to achieve great independence, productivity, and integration and inclusion within the community and the workforce.

- a. Obtained financing to pay for AT devices and services.
- b. Trained personnel to assist individuals with

- disabilities to use AT.
- c. Provided/disseminated information about the availability and potential of AT.
- d. Provided outreach to underrepresented populations and rural populations.
- e. System changed to ensure timely acquisition and delivery of AT devices and services.
- f. Improved coordination among state human service programs, and between such programs and private entities.
- g. Increased program capacity to provide technology-related assistance.
- h. Improved access to telecommunications and information technology.
- i. Other (please specify):

5. Check the outcomes associated with Human Services Legislative Change #1.

- a. Secured appropriations
- b. Rules promulgated
- c. Informational materials developed
- d. Other, specify

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7. Legislative and Policy Changes

Education Policy Change #1

2. Briefly describe the Education Policy Change #1. Specifically, (1) cite the law or policy change, (2) state the barrier that was eliminated, (3) list the entities involved in creating the legislative or policy change, and (4) note the role of your AT project in bringing about this change. [Click here to view the instruction manual for examples on how to respond to this question.](#)

3. Indicate those persons affected by Education Policy Change #1 during the current reporting period. Check all that apply.

- a. Children with disabilities aged 0-2
- b. Children with disabilities aged 3-18
- c. Adults with disabilities aged 19-64
- d. Adults with disabilities aged 65 and older
- e. People with disabilities of all ages

4. What capacity building/specific systems change and advocacy activities were achieved during the current reporting period due to Education Policy Change #1? Check all that apply.

Capacity building/systems change and advocacy activities (a) result in laws, regulations, policies, practices, procedures or organizational structures that promote consumer-responsive programs or entities; and (b) facilitate and increase access to, provision of, and funding for, assistive technology devices and assistive technology services, in order to empower individuals with disabilities to achieve great independence, productivity, and integration and inclusion within the community and the workforce.

- a. Obtained financing to pay for AT devices and services.
- b. Trained personnel to assist individuals with

- disabilities to use AT.
- c. Provided/disseminated information about the availability and potential of AT.
- d. Provided outreach to underrepresented populations and rural populations.
- e. System changed to ensure timely acquisition and delivery of AT devices and services.
- f. Improved coordination among state human service programs, and between such programs and private entities.
- g. Increased program capacity to provide technology-related assistance.
- h. Improved access to telecommunications and information technology.
- i. Other (please specify):

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8. Interagency Coordination and Partnerships

This section addresses activities a state conducts to develop and promote the adoption of policies that improve access to AT devices and services for individuals with disabilities of all ages and that result in improved coordination among public and private entities that are responsible for or have the authority to be responsible for policies, procedures, or funding for or the provision of AT devices and services.

Note: This section covers ongoing activities that are aimed at policy change and improved coordination -- whether or not they resulted in actual change during the reporting period. Legislative and policy changes that were accomplished during the current reporting period should be reported in Section 7, Legislative and Policy Changes. Projects may conduct many activities with long-range goals of improving policies and coordination, or maintaining improvements or achieving full or proper policy implementation in order to improve AT access. These activities should be reported in this section. In addition, Technical Assistance/Training activities related to "the development and implementation of laws, regulations, policies, practices, procedures, or organizational structures that promote access to AT devices and services," as defined in the AT Act of 1998, should be reported in Section 9, Technical Assistance/Training (Q1e).

Did the project engage in interagency coordination activities in this current reporting period?

Yes No

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Go to Section 7. Legislative and Policy Changes

Go to Section 9. Technical Assistance/Training

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8. Interagency Coordination and Partnerships

1. Identify the types of agencies or organizations with which you conducted interagency coordination activities during this current reporting period. Check all that apply. If you specify an "other" entity, use the full name of the entity, not its abbreviation.

A. Community Living/Human Services/Social Services

- 1. Child welfare/foster care
- 2. Client Assistance Program (CAP)
- 3. Disability-related non-profit organization
- 4. Housing
- 5. Independent Living Centers
- 6. Legal/justice system
- 7. Protection and Advocacy (P&A)
- 8. Senior services/aging
- 9. Transportation
- 10. Welfare
- 11. Other related organization - government (specify)
- 12. Other related organization - non-profit (specify)
- 13. Other related organization - businesses/for-profit (specify)
- 14. Other community living related (specify)

15. Other (main focus is not disability) non-profit organizations (specify)

B. Education

1. Preschool/daycare/childcare, includes Head Start

2. Schools (K-high school)

3. Post-secondary education (colleges, training programs)

4. Other related organization - government (specify)

5. Other related organization - non-profit (specify)

6. Other related organization - business/for-profit (specify)

7. Other related (specify)

C. Employment

1. Vocational Rehabilitation

2. Welfare to Work

3. Other related organization - government (specify)

4. Other related organization - non-profit (specify)

5. Other related organization - businesses/for-profit (specify)

6. Other related (specify)

D. Health Care

1. Insurance organizations

2. Medicaid

3. Medicare

4. Managed care/health care financing

5. Mental health

6. Mental retardation/developmental disabilities

7. Public health

8. Other health organization - government (specify)

9. Other health organization - non-profit (specify)

10. Other health organization - businesses/for-profit (specify)

11. Other health (specify)

E. Telecommunications and Information Technology

1. State information services

2. State purchasing offices

3. Other related organization - government (specify)

4. Other related organization - non-profit (specify)

5. Other related organization - businesses/for-profit (specify)

6. Other related (specify)

F. Other

1. Financial institutions

2. Legislative bodies

3. Other (specify)

2. Were any of these interagency activities conducted as outreach?

Yes No

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8. Interagency Coordination and Partnerships

3. Put a check next to each underrepresented population, if appropriate, targeted for any interagency activity conducted as an outreach activity. Check all that apply.

[Note: The underrepresented populations listed are those defined in the AT Act of 1998.]

- a. People with low-incidence disabilities
- b. Minorities
- c. Poor persons
- d. Persons with limited English proficiency
- e. Older individuals
- f. Persons from rural areas
- g. Other (please specify)
- h. No underrepresented populations were targeted

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8. Interagency Coordination and Partnerships

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4. Indicate what goals were addressed by your interagency coordination activities. Check all that apply (Click here to view the instruction manual for the goals outlined in the AT Act of 1998, Section 101(e)(1)(A).

- a. Community living
- b. Education
- c. Employment
- d. Health care
- e. Telecommunication and information technology
- f. Other (please specify):

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8. Interagency Coordination and Partnerships

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You have indicated that your project addressed certain goals in your interagency coordination. Please complete questions 5 & 6 for each of the goals listed below.

- [Education](#)

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8. Interagency Coordination and Partnerships

b. Education

5. Identify the targeted area(s) of policy change or improved coordination. Check all that apply.

- a. Obtain financing to pay for assistive technology devices and services.
- b. Train personnel to assist individuals with disabilities to use AT.
- c. Provide/disseminate information about the availability and potential of AT.
- d. Conduct outreach to underrepresented populations and rural populations.
- e. Changing systems to ensure timely acquisition and delivery of AT devices and services.
- f. Improve coordination between state human service programs and private entities.
- g. Increase program capacity to provide technology-related assistance.
- h. Other (please specify):

6. Indicate the type of interagency involvement by checking all that apply.

- a. Memorandum of understanding or cooperative agreement
- b. Member of a task force
- c. Member of advisory panel/council
- d. Member of a board of directors
- e. Interagency workgroup development
- f. Coalition/network development

g. Research/needs assessment

h. Policy analysis/development

i. Documentation/testimony

j. Program evaluation

k. Expansion of project sites

l. Funding of project activities

m. Funding of project staff

n. Grant proposal development

o. Other (please specify):

p. Other (please specify):

q. Other (please specify):

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8. Interagency Coordination and Partnerships

7. Briefly describe the major (up to 3) interagency coordination efforts your project conducted during the current reporting period. Include information on (a) activity focus and (b) expected outcomes.

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8. Interagency Coordination and Partnerships

8. During the current reporting period, did your project support any partnerships or cooperative initiatives between the public sector and the private sector to promote greater participation by business and industry in either (a) developing, demonstrating, or disseminating devices; or (b) providing information to individuals with disabilities about new products?

Yes No

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8. Interagency Coordination and Partnerships

9. Please briefly describe the partnerships or cooperative initiatives your project supported between the public sector and the private sector to promote greater participation by business and industry. Note the entities involved.

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8. Interagency Coordination and Partnerships

10. Describe any ongoing activities which may lead to policy/legislative changes in future reporting periods that are not addressed in question 7. Include information on (a) activity focus and (b) expected outcomes.

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9. Technical Assistance/Training

Technical assistance (TA) is helping individuals integrate knowledge into practice. TA is responsive to an individual's, family's, or organization's stated needs.

A training session is a means to teach individuals a new skill or broaden their abilities with the intention that participants will apply what they learned to their work or personal situation (as in the case of consumer advocates). Examples of such skills or areas of improvement are: (1) conducting AT assessments, (2) matching AT devices and services to individual needs, and (3) learning or upgrading new skills to increase the acquisition and use of AT. Training formats can include presentations, conference sessions, learning labs, workshops, classroom instruction, or distance education.

Note: Activities should be *counted in only one category*. Report all activities conducted by your project and any subcontractor(s) (if appropriate). Presentations may be counted as either a Public Awareness (in Section 6) or a TA/Training activity, but they should be counted only once on this form. The intended outcome should determine the category in which to count the activity. A presentation made for the purpose of general information should be recorded as a Public Awareness (Section 6) activity. A presentation with the intended outcome of participants applying new knowledge or skills in addressing AT device/service issues should be counted as a Training activity.

Were any technical assistance/training activities conducted (by AT grantee or subcontractor) during the current reporting period funded (in part or fully) with AT grant funds?

Yes No

Note: Throughout the rest of this section, 'you' refers to the AT grantee and subcontractor(s), if applicable.

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9. Technical Assistance/Training

1. Indicate which of the following broad topics your TA/training session(s) addressed during the current reporting period. Check all that apply.

- a. Advocacy/Consumer Rights Issues/Laws/Informed Consumer Choice
- b. AT Evaluation/Assessment Practice/AT Devices
- c. Funding/Acquisition of AT Devices or Services
- d. Modifications/Device Specific Training (Check all that apply.)
 - 1. Aids for Daily Living
 - 2. Communication/AAC
 - 3. Computer/Computer Adaptations
 - 4. Durable Medical Equipment
 - 5. Environmental Control
 - 6. Environmental Modification (Home/Work/School)
 - 7. Farm Machinery Adaptations
 - 8. Hearing Devices
 - 9. Learning/Curricular Adaptations
 - 10. Mobility Aids
 - 11. Positioning/Seating/Mounting
 - 12. Recreation/Leisure Devices
 - 13. Switch/Access
 - 14. Vision Aids
- e. Development and implementation of laws, regulations, policies, practices, procedures, or

organizational structures that promote access to
AT devices and services

f. Other (please specify):

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9. Technical Assistance/Training

2. How many TA and/or training activities (unduplicated count) did you conduct during the current reporting period that were funded (in part or wholly) with AT grant funds?

3. How many individuals (total) attended the TA/training sessions you conducted during the current reporting period?

4. Of the total number of attendees at your TA/training sessions, report unduplicated counts by the following categories:

Our project currently cannot report data by these categories. (please leave a zero (0) in fields a-f if this option is selected)

a. Number of individuals with disabilities

b. Number of family members/advocates/others who represent persons with disabilities

c. Number of individuals who work with persons with disabilities (case managers, counselors, educators, tech experts, health professionals)

d. Number of employers

e. Number of policy makers/state agency personnel

f. Number of other recipients (please specify):

5. Were any of these TA/training sessions conducted as outreach activities?

Yes No

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9. Technical Assistance/Training

6. Indicate each underrepresented population, if appropriate, targeted for any TA/Training activity conducted as an outreach activity. Check all that apply.

[Note: The underrepresented populations listed are those defined in the AT Act of 1998.]

- a. Persons with low-incidence disabilities
- b. Minorities
- c. Poor persons
- d. Persons with limited English proficiency
- e. Older individuals
- f. Persons from rural areas
- g. Other (please specify):
- h. No underrepresented groups were targeted

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9. Technical Assistance/Training

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7. As part of the TA/Training activities you conducted, did you ask the majority of participants to develop a plan for applying this new information?

Yes No

Examples: (1) After completing training on Inspiration software, a teacher intends to apply the new skills he/she learned by developing a plan to use the web-mapping feature of Inspiration with students on a dinosaur unit. (2) In relating to changes in laws/regulations/policy/practice, after participating in a training session on features of a range of communication devices, Medicaid and Blue Cross/Blue Shield representatives drafted changes in the augmentative communication vendor codes to include a more diverse range of equipment.

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9. Technical Assistance/Training

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8. Please check all areas the action plan(s) addressed:

- a. Increased skill
- b. Improved equipment match
- c. Change in laws/regulations/policy/practice
- d. Other (please specify):

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9. Technical Assistance/Training

9. Did you conduct any follow-up activities with non-consumer TA/training participants on their use of the information after the activity? (report consumer followup in Section 15)

Yes No

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9. Technical Assistance/Training

10. What follow-up activities were conducted with any TA/training participants? (Report specific efforts to measure consumer (i.e., individuals with disabilities/family members/advocates) satisfaction in Section 15, Consumer Satisfaction. Check all that apply.)

- a. Followed up by telephone
- b. Provided additional technical assistance (on-site or other)
- c. Provided additional printed materials
- d. Provided additional direct training
- e. Provided postcards/surveys to participants to complete and return to AT office
- f. Other (please specify):

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Go to Section 15. Consumer Satisfaction

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10. Outreach

This section addresses activities conducted to support statewide and community-based organizations that provide AT devices and services to individuals with disabilities or that assist individuals with disabilities in using AT devices and services, including a focus on organizations assisting individuals from underrepresented populations and rural populations. Such support may include outreach to consumer organizations and groups in the State to coordinate efforts to assist individuals with disabilities of all ages and their family members, guardians, advocates, or authorized representatives to obtain funding for, access to, and information on evaluation of AT devices and services.

Note: Outreach activities should be *counted/reported only once* on the form. All projects should complete *Question 1*. If an outreach activity is not already reported in other sections of this report (i.e., Section 8, Q3 Interagency Coordination and Partnerships, or Section 9, Q5 - Technical Assistance/Training), the activity should be *reported in this section, Question 2*.

1. Briefly describe the project's primary strategy (or main focus) of providing outreach services (including major populations served). For example, you may have conducted outreach activities in the areas of training and interagency coordination; however, the major focus of your outreach efforts targets training to Native Americans. Also report any outcomes resulting from these outreach services. Please limit your text to 250 words, or approximately one-half page, single spaced.

2. Has the project conducted other outreach activities not reported elsewhere on this form?

Yes No

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Go to 8. Interagency Coordination & Partnerships - q 3 & 4

Go to 9. Technical Assistance/Training - q 4 & 5

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10. Outreach

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3. What were those other outreach activities?

4. Were there any underrepresented groups targeted by these outreach activities (reported in Q3)? Yes No

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10. Outreach

5. Which of the following underrepresented groups were targeted? Check all that apply.

[Note: The underrepresented populations listed are those defined in the AT Act of 1998.]

- a. Persons with low-incidence disabilities
- b. Minorities
- c. Poor persons
- d. Persons with limited English proficiency
- e. Older Individuals
- f. Persons from rural areas
- g. Other (please specify):

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11. Alternative Financing Program

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Alternative Financing Programs (AFPs) support activities to increase access to, and funding for, AT devices and services. Reporting on activities in this section should only reflect those loan programs that are operating fully or in part with AT Act of 1998 Title I funding (not programs operating with AT Act of 1998 Title III funding and no Title I funding).

Note: Information on recycling centers should be reported in Section 12, Demonstrations.

Has the project conducted any alternative financing activities during the current reporting period that were funded fully or in part with AT Act of 1998 Title I funding (not programs operating with AT Act of 1998 Title III and no Title I funding)?

Yes No

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11. Alternative Financing Program

1. Status of the AFP for your state/territory:

a. Program in development

When do you anticipate start up?

October 2001

(month/yyyy)

b. Program in operation

2. Type of AFP model(s) in operation or in development: (Check all that apply.)

a. Traditional

b. Loan guarantee

c. Revolving

d. Interest/principal buy down

e. Combination (please describe):

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12. Demonstrations of Assistive Technology

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Demonstrations of AT devices may be conducted in settings where targeted individuals can see and try out AT devices, and learn more about the devices from personnel who are familiar with the devices and their applications or can be referred to other entities who have information on the devices. A demonstration setting is a venue for conducting demonstrations, for example, a library may be one setting; a mobile van unit may be one setting; or a regional demonstration center may be one setting.

Did the project conduct Demonstrations during this reporting period?

Yes No

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12. Demonstrations of Assistive Technology

2. Total number of persons served by all demonstration settings operated by the project:

3. Of the total in Question 2, how many were individuals with disabilities (do not count caregivers)

4. How many demonstration settings does the project operate? (total, unduplicated count)

Note: A mobile van unit that traveled to four different locations counts as one setting, not four.

5. Of the total number of demonstration settings operated by the project reported in Question 4: (b-d may be duplicated counts)

a. How many settings do subcontractors operate?

b. How many settings offer equipment exchange?

c. How many settings offer equipment lending?

d. How many settings have recycling programs?

6. For each location at which demonstrations were held, indicate whether the demonstration was conducted (a) only by the AT project staff (and/or subcontractors), (b) in collaboration with other agencies/organizations, or (c) both alone and in collaboration. If you operate a mobile van unit, report on all the locations the van traveled to during the current reporting period. Check only one column for each applicable location.

Location	Check here if location used	Demonstrations conducted solely by the project	Demonstrations conducted in collaboration	Both
a. AT regional centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Churches/synagogues	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Community-based employer organizations	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Community centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Conferences/expos/fairs/exhibits	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Federal agencies	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Health clinics/hospitals	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Independent demos/lending centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Libraries	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Non-profit organizations	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Rehabilitation centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Senior citizen centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Schools	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Shopping malls	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. State agencies	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Web-based demos	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Workforce development resource centers	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Other location (please specify)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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13. Interstate Activities

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As defined by the AT Act of 1998, an AT project may enter into cooperative agreements with other states to expand the capacity of the states involved to assist individuals with disabilities of all ages to learn about, acquire, use, maintain, adapt, and upgrade AT devices and AT services that such individuals need at home, at school, at work, or in other environments that are part of daily living.

Did the project conduct interstate activities in the current reporting period?

Yes No

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13. Interstate Activities

Interstate Activities

1. For each activity conducted across state(s)/region/nation, provide information on:

- a. your primary collaborator(s) by state abbreviation or region,
- b. the organization or entity(ties) from each of those states/regions with which you collaborate (limit 3 primary),
- c. the main purpose of the collaboration in brief (1-2 sentences), and
- d. primary strategies or activities used to achieve the main purpose (check all that apply).

State(s) or region	
NC, SC, VA, Western	
Organization(s) or entity(ties)	
Dept. of Education, Vocational Rehab, State AT	
Organization(s) or entity(ties)	
Dept. of Education, Vocational Rehab, State AT	
Main Purpose(s) of interstate activities	
Developing equipment exchange program to maximize number of AT devices available to individuals in the southeast region.	
Primary strategies/activities	
a. Conferences <input checked="" type="checkbox"/>	d. Outreach <input type="checkbox"/>
b. Grant projects <input type="checkbox"/>	e. Policy development <input checked="" type="checkbox"/>
c. Legislative initiatives <input type="checkbox"/>	f. Public awareness <input checked="" type="checkbox"/>
g. Other (please specify) <input type="checkbox"/>	
<input type="text"/>	

Interstate Activity Example

Interstate Activity 1

State(s) or region

Organization(s) or entity(ties)

Main Purpose(s) of interstate activities

Primary strategies/activities

- | | | | |
|----------------------------|--------------------------|-----------------------|--------------------------|
| a. Conferences | <input type="checkbox"/> | d. Outreach | <input type="checkbox"/> |
| b. Grant projects | <input type="checkbox"/> | e. Policy development | <input type="checkbox"/> |
| c. Legislative initiatives | <input type="checkbox"/> | f. Public awareness | <input type="checkbox"/> |
| g. Other (please specify) | <input type="checkbox"/> | | |

Interstate Activity 1

Interstate Activity 2

State(s) or region

Organization(s) or entity(ties)

Main Purpose(s) of interstate activities

Primary strategies/activities

- | | | | |
|----------------------------|--------------------------|-----------------------|--------------------------|
| a. Conferences | <input type="checkbox"/> | d. Outreach | <input type="checkbox"/> |
| b. Grant projects | <input type="checkbox"/> | e. Policy development | <input type="checkbox"/> |
| c. Legislative initiatives | <input type="checkbox"/> | f. Public awareness | <input type="checkbox"/> |
| g. Other (please specify) | <input type="checkbox"/> | | |

Interstate Activity 2

Interstate Activity 3

State(s) or region

Organization(s) or entity(ties)

Main Purpose(s) of interstate activities

Primary strategies/activities

- | | | | |
|------------------------------------|--------------------------|-----------------------|--------------------------|
| a. Conferences | <input type="checkbox"/> | d. Outreach | <input type="checkbox"/> |
| b. Grant projects | <input type="checkbox"/> | e. Policy development | <input type="checkbox"/> |
| c. Legislative initiatives | <input type="checkbox"/> | f. Public awareness | <input type="checkbox"/> |
| g. Other (<i>please specify</i>) | <input type="checkbox"/> | | |

Interstate Activity 3

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14. Advocacy

Annual Performance Report for Assistive Technology Grantees

Advocacy services are those services grantees provided to assist individuals with disabilities and their family members, guardians, advocates, and authorized representatives in accessing AT devices and AT services.

Did your project provide advocacy services to individuals during the current reporting period?

Yes No

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14. Advocacy

Advocacy services are those services grantees provided to assist individuals with disabilities and their family members, guardians, advocates, and authorized representatives in accessing AT devices and AT services.

1. Indicate the ways in which your AT project provided advocacy services to individuals during the current reporting period. Report for AT Projects only, not P&A. (Check all that apply.)

a. Provided legal representation to consumers

Yes No

1. Number of persons represented

2. Number of efforts resulting in action (i.e., any activity after the initial consultation)

b. Provided individual advocacy intervention with funding source

Yes No

1. Number of interventions

2. Number of interventions that resulted in a positive outcome (e.g., a person received an AT device or service)

c. Other (please specify):

Yes No

2. If you have a financial arrangement with the P&A (through a grant or a subcontract), report activities conducted by the P&A program that are supported by those funds. Check all that apply for responses b-d.

a. Is your subcontractor the state's legal

P&A entity?

Yes No

b. Provided legal representation to consumers

Yes No

1. Number of persons represented

2. Number of efforts resulting in action (i.e., any activity after the initial consultation)

c. Provided individual advocacy intervention with funding source

Yes No

1. Number of interventions

2. Number of interventions that resulted in a positive outcome (e.g., a person received an AT device or service)

d. Other (please specify):

Yes No

e. Unable to obtain data from P&A (please explain efforts):

Yes No

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15. Consumer Satisfaction

Annual Performance Report for Assistive Technology Grantees

Provide the following information on the consumer satisfaction activities, including evaluation forms, your project conducted during the current reporting period. Only report data on consumer satisfaction surveys or surveys that contain questions about consumer satisfaction; do not report on other types of surveys you may have conducted (e.g., needs assessment, pre- and post-testing, etc.) Consumers are persons with disabilities or their family members/guardians/advocates. DO NOT REPORT DATA FOR ANY OTHER RESPONDENTS IN THIS SECTION; report them in Section 9, TA/Training.

Did your project conduct any consumer satisfaction evaluation activities during the current reporting period?

Yes No

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15. Consumer Satisfaction

1. How many consumer satisfaction surveys (unduplicated count) did you conduct during the current reporting period?

2. Indicate all the topics on which you collected consumer satisfaction data this reporting period by checking all that apply.

- a. Advocacy/legal representation
- b. Annual conference
- c. Demonstration center
- d. Follow-up services
- e. Funding
- f. General status of AT access
- g. Information & awareness
- h. Lending library
- i. Newsletter
- j. Policy activities/initiatives
- k. Recycling program
- l. Technical assistance
- m. Training
- n. Web site
- o. Other products
- p. Other services
- q. Other (please specify):

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15. Consumer Satisfaction

Annual Performance Report for Assistive Technology Grantees

You have indicated that 2 consumer satisfaction survey(s) was/were conducted during the current reporting period. Use the link(s) below to enter information on each survey.

- [Satisfaction Survey # 1](#)
- [Satisfaction Survey # 2](#)

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15. Consumer Satisfaction

Satisfaction Survey # 1

3. Method(s) used for survey number 1 (Check all that apply.)

- a. Mail
- b. Telephone
- c. Mail/phone combination
- d. Personal interview
- e. Web-based
- f. Hard-copy (at location)
- g. Other (please specify):

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15. Consumer Satisfaction

Satisfaction Survey # 1

4. How many questionnaires were sent out/conducted during your most recent survey?

5. How many surveys were completed and returned?

6. Percentage of consumers who found product/service/training useful (or were satisfied, would recommend to others)?

 %

7. Please briefly describe the overall results of the survey.

Please briefly describe how your project intends to use the survey results.

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16. Additional Information/Data (Optional)

Annual Performance Report for Assistive Technology Grantees

Use this section to include additional information or data that you did not report in any other section of this form but that you feel is important to submit to NIDRR.



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