**Sample Project Measures Corresponding to Program Measures for Annual Reports**

**Purpose**

The Office of Special Education Programs (OSEP) requires that each funded project submits an Annual Performance Report (aka Continuation Report). Projects are also required to report on the program measures for the program under which they are funded. Parent Training and Information Center[s] (CFDA 84.328) program projects include parent training and information centers (PTIs); community parent resource centers (CPRCs) and parent technical assistance centers (PTACs). The three *program measures* that must be included in all parent program projects’ annual reports are 1) quality, 2) relevance, and 3) usefulness. These program measures are in addition to the *project measures* each project determines for itself in its application and in consultation with its project officer.

*Program measures* are required under the Government Performance and Results Act (GPRA) for every Federal program and must be reported on a regular basis. The results of the *program measures* for the parent program are collected annually by OSEP with the support of a contractor, and are *not* based on the annual performance report data.

Beginning with the annual reports submitted in 2016, in order to have consistency in reporting measures that align with the program measures, all parent program projects will:

1. Include the *program measures* for quality, relevance and usefulness verbatim, including the program targets, in their report. The targets are set by the US Department of Education and will be provided to you for inclusion in your reports.
2. Include a *project measure* that aligns to the program measures for quality, relevance and usefulness immediately after the statement of the program measure, and include the targets set by the project and the actual performance data.
3. Have at least one project measure that aligns to each program measure for quality, relevance and usefulness at least once in the report.
4. Indicate the source of the data for each *project measure*, the data that corresponds to a positive response, and a numerical target.

Below you will find a) the exact language of the quality, relevance, and usefulness program measures that must be included in reports and 2) many examples of possible project measures. Please note that the *program measures* are the *only* ones that must be included *exactly* as written here. The *project measures* below are simply to suggest ways of responding and projects are *encouraged* to develop project measures that make sense for their projects and show *alignment* with the program measures.

**Quality**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Performance Measure | Measure Type | Quantitative Data | | | | | |
| The percentage of materials used by Parent Training and Information Centers projects deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products or services. | Program | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | 93/100 | 93 |  | 99/100 | 99 |
| 1b. Performance Measure | Measure Type | Quantitative Data | | | | | |
| X% of families who respond to the Program Measure Survey would recommend the parent center to friends and family.  *(N is number of respondents answering affirmatively and Y is number of responses. Z is the actual percentage.)* | Project | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | X/100 | X |  | N/Y | Z |

Note: The PROGRAM measure for quality must be included exactly as written above in the annual report, although it can be in any goal in any order. The PROJECT measure that aligns to quality must follow the PROGRAM measure; the one included here is simply an example, as are those that follow.

Other Examples of Project Measures for Quality

*Workshop Quality Measures*

* X% of responses on post-workshop surveys will indicate that they *would recommend* the workshop to friends and family.
* X% of youth responding to a post-workshop survey will indicate that they *would recommend* the workshop to other youth.
* X% of youth responding to a post-workshop survey will indicate that they *are likely to attend* another workshop by giving a rating of 2 or 3 on a 4-point Likert scale.[[1]](#footnote-1)
* X% of responses on post-workshop surveys will rate the *quality* of the workshop a 2 or 3 on a 4-point Likert scale.
* X% of families and youth attending Y workshop responding to a post-workshop survey will rate the *workshop organization* a 2 or 3 on a 4-point Likert scale.
* X% of families/youth attending Y workshop responding to a post-workshop survey will rate the *clarity* of the workshop a 2 or 3 on a 4-point Likert scale.
* X% of professionals attending Y workshop responding to a post-workshop survey will rate the *soundness* of the workshop information a 2 or 3 on a 4-point Likert scale.

*Assistance/Materials/Collaboration Quality Measures*

* X% of families who contact the center for assistance will indicate on a 6-month follow-up survey that they *would contact the center again for assistance*.
* X% of State Education Agency staff who review the parent center materials will indicate that they *will share the materials with families*.
* X% of collaborators will indicate on a survey of the parent center staff participation on collaborative activities that the participation of the parent center *added value to the collaboration* by rating that value a 2 or 3 on a 4-point Likert scale.

**Relevance**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Performance Measure | Measure Type | Quantitative Data | | | | | |
| The percentage of Parent Training and Information Centers products and services deemed to be of high relevance to educational and early intervention policy or practice by an independent review panel of experts qualified to review the substantive content of the products or services. | Program | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | 93/100 | 93 |  | 99/100 | 99 |
| 1b. Performance Measure | Measure Type | Quantitative Data | | | | | |
| X% of families who respond to the Program Measure Survey will indicate that the information or support they received met their needs by giving a rating of 2 or 3.  *(N is number of respondents answering affirmatively and Y is number of responses. Z is the actual percentage.)* | Project | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | X/100 | X |  | N/Y | Z |

Note: The PROGRAM measure for relevance must be included exactly as written above in the annual report, although it can be in any goal in any order. The PROJECT measure that aligns to relevance must follow the PROGRAM measure; the one included here is simply an example, as are what follow.

Other Examples of Project Measures for Relevance

*Workshop Relevance Measures*

* X% of youth who attend Y workshop responding to a post-workshop survey will indicate that the information or support they received *met their needs* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of responses on post-workshop surveys will rate the *relevance* of the workshop a 2 or 3 on a 4-point Likert scale.
* X% of families who respond to post-workshop surveys will indicate that the workshop *met their needs* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who respond to post-workshop surveys will indicate that the workshops *met their needs* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of [targeted group] families who participate in X workshop and who respond to post-workshop surveys will indicate that the workshop *met their needs* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of professionals attending Y workshop responding to a post-workshop survey will rate the *relevance* of the workshop information a 2 or 3 on a 4-point Likert scale.
* X% of professionals attending Y workshop responding to a post-workshop survey will indicate that the information in the workshop *addresses an issue facing all families*.
* X% of professionals attending Y workshop responding to a post-workshop survey will indicate that the information in the workshop *addresses an issue facing [targeted group] families*.

*Assistance Relevance Measures*

* X% of [targeted group] families responding to the Program Measure Survey will indicate that the information or support they received *met their needs* by giving a rating of 2 or 3 on a 4 point Likert scale.
* X% of youth responding to post-workshop surveys will indicate that the information or support they received *met their needs* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of families who contact the center with a problem will indicate on a 6-month follow-up survey that the information and support that they received *helped them solve that problem*.
* X% of [targeted group] families who contact the center with a problem will indicate on a 6-month follow-up survey that the information and support that they received *helped them solve that problem*.
* X% of professionals who contact the center with a problem will indicate on a 6-month follow-up survey that the information and support that they received *helped them solve that problem*.

**Usefulness**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Performance Measure | Measure Type | Quantitative Data | | | | | |
| The percentage of Parent Training Information Centers’ products and services deemed to be useful to improve educational and early intervention policy or practice by an independent review panel of experts qualified to review the substantive content of the products or services. | Program | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | 93/100 | 93 |  | 99/100 | 99 |
| 1b. Performance Measure | Measure Type | Quantitative Data | | | | | |
| X% of families who respond to the Program Measure Survey will indicate that they understood the information they received by giving a rating of 2 or 3.  *(N is number of respondents answering affirmatively and Y is number of responses. Z is the actual percentage.)* | Project | Target | | | Actual Performance Data | | |
| Raw Number | Ratio | % | Raw Number | Ratio | % |
|  | X/100 | X |  | N/Y | Z |

Note: The PROGRAM measure for usefulness must be included exactly as written above in the annual report, although it can be in any goal in any order. The PROJECT measure that aligns to usefulness must follow the PROGRAM measure; the one included here is simply an example, as are what follow.

Other Examples of Project Measures for Usefulness

*Workshop Usefulness Measures*

* X% of youth who respond to post-workshop surveys will indicate that they *understood the information they received* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who attend Y workshop and respond to a post-workshop survey will indicate that they *understood the information they received* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who respond to post-workshop surveys will indicate that the information they received *was useful* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who attend Y workshop and respond to a post-workshop survey will indicate that the information they received *was useful* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who respond to post-workshop surveys will indicate that the information they received *helped them learn more about their disability* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of professionals attending Y workshop responding to a post-workshop survey will state that they *will use the information when working with all families* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of professionals attending Y workshop responding to a post-workshop survey will state that *they will use the information when working with [targeted group] families*.
* X% of families who respond to a post-workshop surveys will indicate that they *understand how they can* *use the information to address a concern* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who respond to a post-workshop surveys will indicate that they *understand how they can use the information to address a concern* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of professionals who respond to a post-workshop surveys will indicate that they *understand how they can use the information to address a concern* by giving a rating of 2 or 3 on a 4-point Likert scale.

*Assistance Usefulness Questions*

* X% of families who respond to the Program Measure Survey will indicate that the information they received *was useful* by giving a rating of 2 or 3.
* X% of families who respond to the Program Measure Survey will indicate that the information they received *helped them learn more about their child’s needs* by giving a rating of 2 or 3.
* X% of families who respond to a 6-month follow-up survey will indicate that the information they received *helped them learn more about their options* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of youth who respond to a 6-month follow-up survey will indicate that the information they received *helped them learn more about their options* by giving a rating of 2 or 3 on a 4-point Likert scale.
* X% of families who contacted the center and respond to a 6-month follow-up survey will indicate they *can use the information when new challenges arise*.
* X% of youth who respond to a 6-month follow-up survey will indicate they *can use the information when new challenges arise*.
* X% of professionals who contacted the center and respond to a 6-month follow-up survey will indicate they *are likely to use the information when new challenges arise* by giving a rating of 2 or 3 on a 4-point Likert scale.

1. Likert scales are used in research interviews to measure the responses of survey participants. The researcher gives a statement or question and the survey participant has a number of choices that represent the degree of their answer. Likert scales can have anywhere from two to seven answer choices, though they generally have only four or five answers. Researchers assign points to each answer on the scale to give numerical value to data in the survey results. [↑](#footnote-ref-1)