**Parent Center Data Collection Worksheet**

Please see the ***KEY TO PARENT CENTER DATA COLLECTION FORM***for definitions and details about what information to include for each data point. Hovering over the footnote number will also display definitions in a pop-up window.

# CONTACTS

|  |  |
| --- | --- |
| ***A. Trainings*** | ***Training***  ***Numbers*** |

|  |  |
| --- | --- |
| 1. Number of **parents of children under transition age[[1]](#endnote-1)** attending **in-person trainings[[2]](#endnote-2)** |  |
| 1. Number of **parents of children under transition age[[3]](#endnote-3)** attending **virtual trainings[[4]](#endnote-4)** 2. Number of **parents of transition-age youth and older[[5]](#endnote-5)** attending **in-person trainings[[6]](#endnote-6)** 3. Number of **parents of transition-age youth and older [[7]](#endnote-7)** attending **virtual trainings[[8]](#endnote-8)** |  |
| 1. Number of **professionals/others[[9]](#endnote-9)** attending **in-person trainings** |  |
| 1. Number of **professionals/others** attending **virtual trainings** |  |
| 1. Number of **students under transition age[[10]](#endnote-10)** attending **in-person trainings** |  |
| 1. Number of **students under transition age[[11]](#endnote-11)** attending **virtual trainings** 2. Number of **youth and young adults of transition age and older** attending **in-person trainings** 3. Number of **youth and young adults of transition age and older** attending **virtual trainings** |  |

|  |  |
| --- | --- |
| ***B. Individual Assistance Contacts*** | ***Individual Assistance***  ***Numbers*** |
| 1. Number of **parents of children under transition age[[12]](#endnote-12)** reached through: |  |
| 1. **Phone calls[[13]](#endnote-13)** |  |
| 1. **Letters[[14]](#endnote-14)** |  |
| 1. **Emails/ Texts and other electronic modes[[15]](#endnote-15)** |  |
| 1. **In-person meetings[[16]](#endnote-16)** |  |
| 2. Number of **parents of transition-age youth and older[[17]](#endnote-17)** reached through   1. **Phone calls** 2. **Letters** 3. **Emails/Texts and other electronic modes** 4. **In-person meetings**   3. Number of **professionals/others** reached through: |  |
| 1. **Phone calls** |  |
| 1. **Letters** |  |
| 1. **Emails/ Texts and other electronic modes** |  |
| 1. **In-person meetings** |  |
| 4. Number of **students under transition age** reached through: |  |
| 1. **Phone calls** |  |
| 1. **Letters** |  |
| 1. **Emails/ Texts and other electronic modes** |  |
| 1. **In-person meetings**   5. Number of **youth and young adults of transition age and older** reached through:   1. **Phone calls** 2. **Letters** 3. **Emails/ Texts and other electronic modes** 4. **In-person meetings** |  |

# II. UNDUPLICATED NUMBER OF PARENTS SERVED

|  |  |
| --- | --- |
| ***PARENTS SERVED: UNDUPLICATED NUMBER*** | ***Number*** |
| 1. **Unduplicated number[[18]](#endnote-18)** of parents of children under transition age reached through individual assistance, support at meetings, and trainings 2. **Unduplicated number[[19]](#endnote-19)** of parents of transition-age youth and older reached through individual assistance, support at meetings, and trainings 3. **Unduplicated number[[20]](#endnote-20)** of youth and young adults reached through individual assistance, support at meetings, and trainings |  |
|  |  |

|  |
| --- |
| ***LIST OF CONTACTS FOR PROGRAM MEASURES SURVEY (to be uploaded during online submission)*** |
| Three (3) Lists of Contacts are needed to complete Part 2 Data Collection, referred to as the Program Measures Survey, where your Center will ask a specific number of parents and youth/young adults with disabilities about their satisfaction with the information or services they received from your Center in the last six (6) months of the program year.  Parent Centers need to submit three (3) lists to conduct the surveys:  (a) one list with the unidentified contacts of the families of children under transition age that have been served by the center during the last six months of the program year. (FC)  (b) one list with the unidentified contacts of the families of transition-age youth and older that have been served by the center during the last six months of the program year. (FT)  (c) one list with the unidentified contacts of youth who are of transition age and older that have been served by the center during the last six months of the program year. (Y)  Each list must have a minimum of two (2) unidentified contacts.  You will need to create one Excel document with three (3) sheets (Excel format required). Name the document *[Your Parent Center's Name]- Lists of Contacts*:  (1) Sheet 1= List of families of children under transition age. Name this sheet "FC".  (2) Sheet 2= List of families of transition-age youth and older. Name the sheet "FT".  (3) Sheet 3= List of youth who are of transition age and older. Name this sheet "Y".  These 3 lists should only include contacts for whom you have either a phone number or an email address, so that you will be able to contact them in order to administer the Program Measures Survey.  Personal identifiable information for the contacts (i.e., name, address, phone, etc.) is NOT required. However, the list should be coded (numerically or alphanumerically) in such a way that you will know who the person is, if you are asked to contact them for the Program Measures Survey. |

# III. Demographic Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***A. Federal Disability Categories [[21]](#endnote-21)*** | | *\*Children=Infants/Toddlers /Children*  *YA=Young Adults*  *Transition Age-as defined by your state* | | | |
| ***Individual Assistance***  ***Contacts*** | | ***Training***  ***Contacts*** | |
|  | | *# Contacts Children\* UNDER*  *Transition Age* | *# Contacts Youth/YA OF/OVER*  *Transition Age* | *#*  *Attendees Children\* UNDER*  *Transition Age* | *# Attendees Youth/YA OF/OVER*  *Transition Age* |
| 1. Autism | *1* |  |  |  |  |
| 2. Deaf-Blindness | *2* |  |  |  |  |
| 3. Deafness | *3* |  |  |  |  |
| 4. Hearing Impairment | *4* |  |  |  |  |
| 5. Developmental Delay (Early Childhood) | *5* |  |  |  |  |
| 6. Emotional Disturbance | *6* |  |  |  |  |
| 7. Intellectual Disability | *7* |  |  |  |  |
| 8. Multiple Disabilities**[[22]](#endnote-22)** | *8* |  |  |  |  |
| 9. Orthopedic Impairment (physical) | *9* |  |  |  |  |
| 10. Other Health Impairment | *10* |  |  |  |  |
| 11. Specific Learning Disability | *11* |  |  |  |  |
| 12. Speech or Language Impairment | *12* |  |  |  |  |
| 13. Traumatic Brain Injury | *13* |  |  |  |  |
| 14. Visual Impairment including Blindness | *14* |  |  |  |  |
| 15. Children who may be inappropriately identified**[[23]](#endnote-23)** | *15* |  |  |  |  |
| 16. Children where a disability is suspected or not yet identified**[[24]](#endnote-24)** | *16* |  |  |  |  |
| 17. Children whose disability was not disclosed[[25]](#endnote-25) | *17* |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***B. Ages*** | ***Number of Infants/Toddlers /Children/Youth*** | |
| ***Individual Assistance Contacts*** | ***Trainings*** |
| Birth up to age 3 |  |  |
| Ages 3 through 5 |  |  |
| Ages 6 through 11 |  |  |
| Ages 12 to transition age |  |  |
| Youth who are of transition age and older |  |  |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *\*Children=Infants/Toddlers /Children*  *YA=Young Adults*  *Transition Age-as defined by your state* | | | |
| ***C. Race/Ethnicity*** | ***Individual Assistance Contacts*** | | ***Trainings*** | |
|  | *# Contacts Children\* UNDER*  *Transition Age* | *# Contacts Youth/YA OF/OVER*  *Transition Age* | *#*  *Attendees Children\* UNDER*  *Transition Age* | *# Attendees Youth/YA OF/OVER*  *Transition Age* |
| ***Ethnicity*** |  |  |  |  |
| Hispanic or Latino**[[26]](#endnote-26)** |  |  |  |  |
| Not Hispanic or Latino |  |  |  |  |
| Undisclosed**[[27]](#endnote-27)** |  |  |  |  |
|  |  |  |  |  |
| ***Race*** |  |  |  |  |
| Caucasian/White**[[28]](#endnote-28)** |  |  |  |  |
| African-American/Black**[[29]](#endnote-29)** |  |  |  |  |
| American Indian/Native American/Alaskan Native**[[30]](#endnote-30)** |  |  |  |  |
| Asian**[[31]](#endnote-31)** |  |  |  |  |
| Native Hawaiian/Pacific Islander**[[32]](#endnote-32)** |  |  |  |  |
| Two or more races**[[33]](#endnote-33)** |  |  |  |  |
| Undisclosed**[[34]](#endnote-34)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***D. Primary Language Spoken by Parent(s)*** | ***Individual Assistance Contacts*** | | ***Trainings*** | |
|  | *# Contacts About Children\* UNDER*  *Transition Age* | *# Contacts*  *About Youth/YA OF/OVER*  *Transition Age* | *#*  *Attendees related to Children\* UNDER*  *Transition Age* | *# Attendees*  *Related to Youth/YA OF/OVER*  *Transition Age* |
| English |  |  |  |  |
| Spanish |  |  |  |  |
| Other |  |  |  |  |

# IV. MEETINGS

|  |  |
| --- | --- |
| ***A. Meetings Attended To Support Parents*** | ***Number of Meetings*** |
| 1. Number of **IFSP/IEP/504 meetings** attended**[[35]](#endnote-35)** 2. Number of **transition IEP meetings** attended |  |
| 1. Number of **facilitated IEP meetings** attended**[[36]](#endnote-36)** |  |
| 1. Number of **due process hearings** attended**[[37]](#endnote-37)** |  |
| 1. Number of **manifestation determination hearings** attended**[[38]](#endnote-38)** |  |
| 1. Number of **mediations** attended**[[39]](#endnote-39)** |  |
| 1. Number of **resolution sessions** attended**[[40]](#endnote-40)** |  |
| 1. Number of **suspension/expulsion hearings** attended**[[41]](#endnote-41)** 2. Number of **student-led IEP meetings** where your Center provided support |  |

|  |  |
| --- | --- |
| ***B. COLLABORATIONS FOR IMPROVING SYSTEMS*** | ***Number of Meetings*** |
| 1.Number of **meetings attended** for **local/community-level systems[[42]](#endnote-42)** |  |
| 2. Number of **meetings attended** for **state-level systems[[43]](#endnote-43)** |  |
| 3. Number of **meetings attended** for **national/federal-level systems[[44]](#endnote-44)**  4. Number of **meetings attended related to system serving youth/young adults** (of the meetings attended above, how many are with systems directly related to serving youth and young adults) |  |

# 

# V. OUTREACH AND DISSEMINATION

|  |  |
| --- | --- |
| ***A. Outreach and Dissemination*** | ***Outreach Numbers*** |
| 1. **Newsletters** – number **disseminated[[45]](#endnote-45)** |  |
| 1. **Social media** – number of **individuals reached[[46]](#endnote-46)** |  |
| 1. **Exhibits, poster sessions, resource fairs** – number of **materials disseminated[[47]](#endnote-47)** |  |
| 1. **Exhibits, poster sessions, resource fairs** – number of **events attended[[48]](#endnote-48)** |  |
| 1. **Website** – number of **page views[[49]](#endnote-49)** |  |
| 1. **Media Events** – number of **events** **held[[50]](#endnote-50)** |  |

# Key to the Worksheet

1. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-1)
2. **In-person trainings** | Count # of people attending trainings presented face to face by the parent center rep *(e.g.,* trainings, workshops, conferences, institutes, forums, etc. that are funded, in whole or in part, by the parent center project). Count attendees based on a visual count, sign-in sheets, registration lists, etc.

   * Attendees should be counted once for each training attended.
   * For multi-session events (e.g., conferences or institutes), count attendees in each session that parent center presented.
   * When presenting multiple sessions at a conference, institute, forum, etc., count individuals who attended each separate session presented.

   Count is duplicative (i.e., the same individual may have attended multiple parent center in-person trainings). [↑](#endnote-ref-2)
3. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-3)
4. **Virtual trainings** | Parent Center presentations delivered using methods that are not in-person and that are funded, in whole or in part, by the Parent Center project, including:

   * Training using live web, live social media platforms, or phone/video conferencing technology or other live virtual methods;
   * Training delivered via access to Parent Center presentation materials (e.g., recordings of webinars, phone conferences, on-lined self-paced training, and other means of access to presentations) available via Parent Center’s website, social media platforms, or other methods used to reach participants that are not in-person.

   The data worksheet asks for a count of people who attended such virtual trainings. Count attendees based on:

   * Number of participants seen on the webinar attendance list during the conference, roll call, number of video views on social media, or in conference log for phone conference.

   Number of views (e.g., pageviews reported in web analytics) of archived on-line trainings. Mirroring reporting for in-person training, people should be counted once only by using the unique views for webinar, social media and website training; and unduplicated number of participants for roll call, or in conference log for phone conference. [↑](#endnote-ref-4)
5. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-5)
6. **In-person trainings** | Count # of people attending trainings presented face to face by the parent center rep *(e.g.,* trainings, workshops, conferences, institutes, forums, etc. that are funded, in whole or in part, by the parent center project). Count attendees based on a visual count, sign-in sheets, registration lists, etc.

   * Attendees should be counted once for each training attended.
   * For multi-session events (e.g., conferences or institutes), count attendees in each session that parent center presented.
   * When presenting multiple sessions at a conference, institute, forum, etc., count individuals who attended each separate session presented.

   Count is duplicative (i.e., the same individual may have attended multiple parent center in-person trainings). [↑](#endnote-ref-6)
7. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-7)
8. **Virtual trainings** | Parent Center presentations delivered using methods that are not in-person and that are funded, in whole or in part, by the Parent Center project, including:

   * Training using live web, live social media platforms, or phone/video conferencing technology or other live virtual methods;
   * Training delivered via access to Parent Center presentation materials (e.g., recordings of webinars, phone conferences, on-lined self-paced training, and other means of access to presentations) available via Parent Center’s website, social media platforms, or other methods used to reach participants that are not in-person.

   The data worksheet asks for a count of people who attended such virtual trainings. Count attendees based on:

   * Number of participants seen on the webinar attendance list during the conference, roll call, number of video views on social media, or in conference log for phone conference.

   Number of views (e.g., pageviews reported in web analytics) of archived on-line trainings. Mirroring reporting for in-person training, people should be counted once only by using the unique views for webinar, social media and website training; and unduplicated number of participants for roll call, or in conference log for phone conference. [↑](#endnote-ref-8)
9. **Professionals/Others** | Includes anyone who is not the “parent” or “student” such as: special education and general education school staff, principals, administrators, related services personnel, board members, providers, disability agencies and organizations, medical personnel, other types of providers, attorneys and other professional advocates (paid), etc. *If someone is both a parent of a child with a disability and a professional/other, count them as a parent.* [↑](#endnote-ref-9)
10. **Student under transition age** | Count children, youth, and young adults with disabilities who have not reached transition age according to your state regulations. [↑](#endnote-ref-10)
11. [↑](#endnote-ref-11)
12. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-12)
13. **Phone calls** | Count each individual telephone call to an individual or received from an individual related to providing individual assistance. Do not include text messages here; count text messages under “Emails/Texts and other electronic modes.” [↑](#endnote-ref-13)
14. **Letters** | Written correspondence regarding provision of individual assistance sent or received by parent center via hand delivery (e.g., delivered by hand or by U.S.P.S or other mail carrier). Note that “emails” and “texts” are not counted as “letters” but as a separate data item. [↑](#endnote-ref-14)
15. **Emails/ Texts and other electronic modes |** Count number of contacts using email or other electronic modes (e.g., text messages, Facebook messages, etc.) specifically for one-to-one individual assistance. Do not include mass e-mails that are for disseminating resources or for outreach activities. [↑](#endnote-ref-15)
16. **In-person meetings** | = when a parent center representative meets with individuals in-person for the purpose of *providing individual assistance* related to a specific child or family. Include the # of individuals who attended the meetings you also report under Section IV.A. Meeting locations may be: the parent center office, the parent’s home (includes “homeless” location or other “home” location), school site, church, coffee shop, restaurant, or other community setting. [↑](#endnote-ref-16)
17. **Parent** | Biological or adoptive parent of a child; foster parent; guardian; individual acting in the place of a guardian or adoptive parent (grandparent, stepparent, or other relative with whom the child lives); surrogate parent; other family members (such as sibling, other relative), parent advocates (who are unpaid IEP partners, parent mentors, etc.). If someone is both a parent of a child with a disability & a professional/other, count them as a parent. [↑](#endnote-ref-17)
18. **Unduplicated number of parents served |** Count only the actual number of individual parents served during the reporting period for whom you have contact information (e.g., phone number, address). The same parent may have participated in a number of workshops and received individual assistance multiple times; but for this data point, count each parent only one time. *Example:* If Jane Smith attended 5 trainings, called the center 10 times, and was supported in 1 IEP meeting and 1 mediation, she would only be counted as one (1) parent served. [↑](#endnote-ref-18)
19. **Unduplicated number of parents served |** Count only the actual number of individual parents served during the reporting period for whom you have contact information (e.g., phone number, address). The same parent may have participated in a number of workshops and received individual assistance multiple times; but for this data point, count each parent only one time. *Example:* If Jane Smith attended 5 trainings, called the center 10 times, and was supported in 1 IEP meeting and 1 mediation, she would only be counted as one (1) parent served. [↑](#endnote-ref-19)
20. **Unduplicated number of parents served |** Count only the actual number of individual parents served during the reporting period for whom you have contact information (e.g., phone number, address). The same parent may have participated in a number of workshops and received individual assistance multiple times; but for this data point, count each parent only one time. *Example:* If Jane Smith attended 5 trainings, called the center 10 times, and was supported in 1 IEP meeting and 1 mediation, she would only be counted as one (1) parent served. [↑](#endnote-ref-20)
21. **Federal Disability Categories |** Unless otherwise noted, the disability terms below are defined as in IDEA. The definitions of each term in IDEA can be found at: <http://www.parentcenterhub.org/repository/partb-subparta/#300.8> [↑](#endnote-ref-21)
22. **Multiple disabilities** | Please note that a child who has more than one disability is *not* included as a child with multiple disabilities. Please only include in the category of “Multiple Disabilities” those children who have been identified as meeting the definition of “multiple disabilities” as defined in IDEA. [↑](#endnote-ref-22)
23. **Children who may have been inappropriately identified** | Include in the category the number of families who contacted you for individual assistance who have a child who may have been inappropriately identified as being a child with a disability due to lack of appropriate instruction in reading or math, cultural factors, environmental or economic disadvantage, or limited English proficiency. [↑](#endnote-ref-23)
24. **Children where a disability is suspected or not yet identified** | The number of families who contacted you for individual assistance who have a child who is suspected of having a disability but who has not yet been identified as having a specific disability or who has not yet been identified as having a disability to determine eligibility for IDEA. [↑](#endnote-ref-24)
25. **Disability not disclosed** | The number of families who contacted you for individual assistance who chose not to disclose their child’s disability status.  
     [↑](#endnote-ref-25)
26. **Hispanic or Latino** | A Latino or Hispanic person is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. [↑](#endnote-ref-26)
27. **Undisclosed** | A person who declines to disclose his or her ethnicity. [↑](#endnote-ref-27)
28. **Caucasian/White** | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as “White” or use a term such as Irish, German, English, Scottish, Italian, Lebanese, Near Easterner, Arab, or Polish. [↑](#endnote-ref-28)
29. **African-American/Black** | A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as “Black” or “African American” or use a term such as Kenyan, Nigerian, or Haitian. [↑](#endnote-ref-29)
30. **American Indian/Native American/Alaskan Native** | A person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. [↑](#endnote-ref-30)
31. **Asian** | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Indonesia, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” “Vietnamese,” and “Other Asian.” [↑](#endnote-ref-31)
32. **Native Hawaiian/Pacific Islander** | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicate their race as “Native Hawaiian,” “Guamanian or Chamorro,” “Samoan,” and “Other Pacific Islander.” [↑](#endnote-ref-32)
33. **Two or more races** | A person identifying as being multi-racial, inter-racial, or mixed race. [↑](#endnote-ref-33)
34. **Undisclosed** | A person who declines to disclose his or her race. [↑](#endnote-ref-34)
35. **IFSP/IEP/504 Plan meetings attended** | Meetings to support parents and/or students in developing, reviewing, and revising an individual’s IFSP, IEP, or 504 Plan. Include: initial, review/revision, annual, and 3-year re-evaluation meetings. Do *not* include facilitated IEP meetings. Facilitated IEP meetings are reported in Section IV.A2. [↑](#endnote-ref-35)
36. **Facilitated IEP meetings attended** | Only include IEP meetings that are facilitated by a neutral third party. Do *not* include IEP meetings that do not meet this description.  
     [↑](#endnote-ref-36)
37. **Due process hearings** | Includes attendance to support parents and students at the hearing that is conducted by a due process hearing officer. [↑](#endnote-ref-37)
38. **Manifestation determination meetings** **attended** | Includes attendance to support parents and students at each manifestation determination meeting. [↑](#endnote-ref-38)
39. **Mediations attended** | Count attendance to support parents and students at a mediation session conducted by a qualified and impartial mediator to resolve a disagreement between a parent and a public agency. [↑](#endnote-ref-39)
40. **Resolution meetings** **attended** | Includes attendance to support parents and students in resolution meetings that are required to be held when a parent has requested a due process hearing. [↑](#endnote-ref-40)
41. **Suspension/expulsion hearings attended** | Includes hearings attended by parent center representatives to support parents and students in suspension and expulsion hearings. [↑](#endnote-ref-41)
42. **Local/community-level systems** | Meetings where the focus is on *systems* serving children with disabilities (education, health, DD, etc.) within a community, county, school district, municipality, or other governmental unit that is smaller than statewide. [↑](#endnote-ref-42)
43. **State-level systems** | Meetings where the focus is on *systems* serving children with disabilities (education, health, DD, etc.) through a state or territory. [↑](#endnote-ref-43)
44. **National/federal-level systems** | Meetings where the focus is on *systems* serving children with disabilities (education, health, DD, etc.) and are national in scope. [↑](#endnote-ref-44)
45. **Newsletters disseminated |**

    Count the total number of parent center periodicals distributed (print or on-line newsletters, magazines, e-newsletters, etc.).

    Count print periodicals mailed or handed out.

    Count number of subscribers or recipients of newsletters sent via e-mail.

    Count number of pageviews of newsletters posted on parent center’s website.  
     [↑](#endnote-ref-45)
46. **Social media reach** | Social media reach refers to the total number of users who have seen your content in any of your given social media platforms. This is not dependent on the number of followers, likes, or shares.

    For example, you can have 10,000 followers; however, if you post an article, it may only be seen by 300 people. That’s your reach and the number you should report.

    This reach encompasses all content that your Parent Center posts on the various social media platforms, such as but not limited to Facebook, Twitter, Instagram, etc.

    Social media reach can typically be viewed under each post or through social media analytics tools. The best practice to collect social media analytics is to run monthly reports.

    Note: Views of training videos posted in social media (e.g., Facebook Live, YouTube, InstaLive, etc.) are counted under “Virtual Trainings” only. [↑](#endnote-ref-46)
47. **Exhibits, poster sessions, resource fairs—materials disseminated** | # of materials disseminated at activities or events (not including events counted as “trainings”) where parent center publications, products, or promotional items are handed out or picked up by individuals. Events may be information tables, conference exhibits, poster session presentations, etc. Materials distributed are funded, in whole or in part, by the parent center project. [↑](#endnote-ref-47)
48. **Exhibits, poster sessions, resource fairs—events attended** | Count the number of events attended by parent center representatives who are funded, in whole or in part, by the parent center project. [↑](#endnote-ref-48)
49. **Website page views** | Count the number of pageviews your website received. A pageview is each time a visitor views a page on your website, regardless of how many hits are generated. This is not the same as “hits.” These data are generated by your web analytics program. [↑](#endnote-ref-49)
50. **Media events held** | An event or activity that exists for the sole purpose of media publicity. It may also include any event that is covered in the mass media or was hosted largely with the media in mind. This number should *not* include trainings, workshops, or conferences. [↑](#endnote-ref-50)