U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

HYBRID OUTCOME & OUTPUT FOCUSED SHELL EXAMPLE

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

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1. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Connect our state's diverse population impacted by disability, by creating opportunities that lead to natural mentoring supports between families and youth so they build trust, confidence, and a desire to collaborate in educational decision-making.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
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. **Required GPRA measure**	**PROGRAM** **This is a program measure b/c the data is about the entire parent center program**		93/100 Everyone will use this target number for quality.	93		100/100 Everyone will use this ratio for quality.	100

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
At least 85% of parents and youth rate the quality of materials to be high and indicate that they are likely to contact our parent center again in the future by giving a rating of 4 or 5 on a 5-point Likert scale. **Center's individual GPRA-related measure**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		85/100 Target identified in our grant	85		38/40 The number of surveys that came back as high quality/the total number of surveys we got back.	95

1.c. Performance Measure	Measure Type	Quantitative Data						
At least 3,000 individuals will receive virtual support and information via social media opportunities as documented using Facebook (and other social media) analytics. **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		3,000 Target identified in our grant			8,062		

1.d. Performance Measure	Measure Type	Quantitative Data						
At least 85% of parents report that, because of the high quality of their parent volunteer match, they feel better able to support their child by giving a rating of 4 or 5 on a 5-point Likert scale. **Outcome measure comes directly from our project's logic model.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			85 /100 Target identified in our grant	85		48/58 The number of surveys that came back with high quality ratings/the total number of surveys we got back.	82

1.e. Performance Measure	Measure Type	Quantitative Data						
Annually, at least 300 parents and youth will be matched with a parent volunteer as an opportunity for natural mentoring supports that promote the development of trust, confidence and a desire to collaborate in education decision making (as documented through Salesforce data entry of each individual match) **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		300 Target identified in our grant	/		613 Actual number as entered in our data system	/	

1.f. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
At least 85% of parents who attended support groups report that, because of the high quality information provided, they have increased knowledge and can make informed choices about services, by giving a rating of 4 or 5 on a 5-point Likert scale. **Outcome measure comes directly from our project's logic model.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			85/100 Target identified in our grant	85		479/482	99

1.g. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Annually, offer five support groups for under- and unserved families that provide attendees with natural mentoring supports so they build trust, confidence, and a desire to collaborate in educational decision-making (as documented via sign in sheets for each support group meeting). **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		5 Target identified in our grant			13 Actual number as entered in our data system	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. Additional information for this program measure is available from OSEP. (No need to provide additional information as this is OSEP's measure.)

1b. This data is collected via Survey Monkey on a quarterly basis. As a follow-up, we send out a customized email to each family member who received PTI services asking for their feedback. During this reporting period, 40 families responded to the survey and 38 of them indicated that our Parent Center used high quality of material and they would be likely to contact us again. (This is the quality measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data).

1c. As of the end of this reporting period, per Facebook analytics, we had 6480 followers on the agency Facebook page, 777 Twitter followers, 616 participants in the Parent Transition Facebook group, 87 Participants in the Youth Transition Facebook group, 83 members in our volunteer project and 128 members on a Facebook page created specifically to address the needs of our Spanish-speaking families. PTI staff regularly post relevant information for families and youth using each of these social media opportunities. In addition, we use Pinterest (267 followers), Instagram (267 followers) and LinkedIn (140 followers) and we continue to work to expand our reach using these networks. (This is "widget" or output data, and the details provided here give more specific information that supports the number we report as output data. This description also tells the reader where the data comes from and what tools or analytics we use to compile this data).

1d. One of the PTI services offered to families is a natural mentoring support provided by trained volunteers. A Peer Match survey is sent out to each Matched Parent one week after the match is made, via Survey Monkey. If the Matched Parent indicates any dissatisfaction with his or her match or difficulty in connecting with the Supporting Parent, the staff contacts the Matched Parent to either provide a new match and/or meet the unmet needs of the parent. Out of the 58 parents who were surveyed, 48 stated that they were better able to support their child because of the match. (This is another quality measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data).

1e. Supporting Parent match data is collected in our Salesforce database. Each time a parent or youth/young adult requests a match and is successfully matched, the match is documented in the database. The data reports that we run count each "match" as one. (This is "widget" or output data. This description tells the reader where the data comes from and what tools we use to compile this data).

1f. Parents and family members who attend Support Groups, each of which meets at least nine times per year, are asked to complete an evaluation that provides the PTI with qualitative and outcome data specific to their participation in these activities. Family Leaders who facilitate these groups submit completed evaluations to staff who enter the data into an Excel spreadsheet for analysis and tracking. (This is another quality measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data).

1g. During this period, 13 support groups were offered for unserved and underserved families across the state. Those groups include seven in rural parts of the state, two focused on transition to adulthood, two serving Spanish-speaking families, and one targeting families from East Africa. The data regarding families who regularly participate in Support Groups is compiled from the paper sign in sheets and evaluation forms completed by attendees. (This is "widget"/output data. This description tells the reader where the data comes from and what tools we use to compile this data).

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Educate families and individuals impacted by disabilities by creating culturally competent easily accessible information opportunities that increase knowledge on laws, trends, and best practice in education across the lifespan and build capacity to effectively use this knowledge.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance 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. **Required GPRA measure**	**PROGRAM** **This is a program measure b/c the data is about the entire parent center program**	Raw Number	Ratio	%	Raw Number	Ratio	%
			93/100 Everyone will use this target number for relevance	93		96.8/100 Everyone will use this ratio for quality	96.8

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
At least 85% of parents and youth attending trainings indicate that they received highly relevant information that they needed to make decisions about their child's education and service by giving a rating of 4 or 5 on a 5-point Likert scale. **Center's individual GPRA-related measure**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	Raw Number	Ratio	%	Raw Number	Ratio	%
			85 /100 Target identified in our grant	85		674/696 The # of training surveys that came back as highly relevant/the total number of surveys we got back	96

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Annually, provide at least 90 trainings throughout the state that increase families' and individuals' knowledge on laws, trends, and best practice in education across the lifespan. **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		90 Target identified in our grant			**146** Actual number as entered in our data system		

2.d. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
At least 85% of families receiving one-on-one assistance indicate that the PTI provided them with relevant information they needed to make decision about their child's education. **Outcome measure comes directly from our project's logic model.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			85 /100 Target identified in our grant	**85**		**43/50** The # of surveys that came back as highly relevant/the total number of surveys we got back	**86**

2.e. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Provide one-on-one assistance to at least 5,000 individuals (families) per year that increases their knowledge on laws, trends, and best practice in education across the lifespan and builds capacity to effectively use this knowledge. **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		5,000 Target identified in our grant	/		**5,519** Actual number as entered in our data system	/	

2.f. Performance Measure	Measure Type	Quantitative Data					
At least 85% of families receiving one-on-one assistance indicate that the information they received was very useful. **Outcome measure comes directly from our project's logic model.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		**Target**			**Actual Performance Data**	
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			85/100 Target identified in our grant	**85**		**43/50** The # of training surveys that came back as highly useful/the total number of surveys we got back	**86**

2.g. Performance Measure	Measure Type	Quantitative Data					
Annually, provide at least at least 200 new entries to the Special Needs Database in order to make available to families easily accessible information opportunities that increases knowledge on laws, trends, and best practice in education across the lifespan. **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		**Target**			**Actual Performance Data**	
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		200 Target identified in our grant	/		**285** Actual number as entered in our data system	/	

2.h. Performance Measure	Measure Type	Quantitative Data					
Provide at least 25% of total items available through the Virtual Library in languages other than English in order to be able to educate diverse families on laws, trends, and best practice in education across the lifespan. **Output measure comes directly from our grant and the activities we said we would do and the targets we set.**	**PROJECT** **This is a project measure b/c it is from the individual parent center project**		**Target**			**Actual Performance Data**	
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			25/100 Target identified in our grant	**25**		**934/3879** Actual number of products in different languages /total products	**24**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. Additional information for this program measure is available from OSEP. (No need to provide additional information as this is OSEP's measure.)

2b. Data from training evaluations are entered into an Excel spreadsheet on a monthly basis. During this reporting period, of the 696 parents/youth who responded to a question about relevance of the information provided, 674 rated it highly relevant by giving either a 4 or 5 on a five-point Likert scale. (This is the relevance measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data).

2c. The PTI offers trainings face-to-face and via webinar technology. Staff conducted 146 face-to-face trainings with 1,287 attendees during this reporting period. And, on our website, we offer over 50 webinars exclusively on education-related topics. Webinars are archived and made available to families 24/7. When needed, we provide one-on-one support to help parents access these webinars. Data related to face-to-face trainings are entered into Salesforce. Reports are available to enable staff to analyze data including, but not limited to, the numbers of trainings, locations, number of attendees, training topics and more. (This is "widget" or output data, and the details provided here give more specific information that supports the number we report as output data. This description also tells the reader where the data comes from and what tools or analytics we use to compile this data).

2d. Families who receive one-on-one assistance are sent a customized email through Salesforce that includes a link to a survey designed to assess their satisfaction and outcomes resulting from that assistance. The survey is collected using Survey Monkey and reports are generated that allow staff to analyze the results and feedback. (This is another quality measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data).

2e. One-on-one assistance data is reported by each staff member who provides such assistance. The data is entered into our Salesforce database and reports can be generated, as needed and using any date ranges, to analyze the data. The data can be examined to see the age ranges and diagnosis categories of children, race/ethnicity, and county of residence, types of assistance requested and types of assistance provided. (This is "widget" or output data. This description tells the reader where the data comes from and what tools we use to compile this data).

2f. Families who receive one-on-one assistance are sent a customized email through Salesforce that includes a link to a survey designed to assess their satisfaction and outcomes resulting from that assistance. Out of 50 respondents, 43 stated that the services they received was very useful. In addition, we conduct additional targeted follow up with families who receive intensive one-on-one assistance from us. Below are the results from this survey along with some quotes from families who responded to our follow-up survey (This is a usefulness measure we reported on in this chart. This is where we briefly describe where the data comes from and what tools we use to collect this data). While we reported on relevance for the GPRA measure in #2, we opted to include a usefulness measure under this Project Objective because it directly relates to the overall objective.

- Before receiving our help, 0% of parents stated that their relationship with the school was either good or very good. After receiving our services, this number jumped to 64%
- Before receiving our help, 92% of parents indicated that their stress levels were bad to very bad. After receiving our help, this number dropped to just 14%.
- Before receiving assistance, 7% of parents indicated that they believed their child was getting either a good or very good education. Afterwards, that number jumped to 57%.
- Before receiving our help, only 7% of parents indicated that they would describe their child's overall quality of life as good to very good. This number jumped to 46%, after they received our services.

Here are some comments/thoughts from parents:

"Thank you for enlightening the path for my son, we really did not know how to proceed and you gave me lots of valuable information"

"After Irma contacted the school it took them 10 minutes to call me back and help me solve the issue, which was getting someone in Spanish to look at the IEP that my son brought from Puerto Rico to start services"

"Provided information about policies. Christy was fantastic. Explained things so I understood how IEPs function and other topics. I am feeling hopeful and have more confidence because of the education provided by Christy. She was awesome; actively listened; asked questions to confirm understanding. Felt that she actually HEARD me and CARED. It changed my stress level by empathizing with me. Information and support went above and beyond. Now I don't worry about upcoming IEPs because I know there's someone to help me brainstorm and educate. I don't have to bear the burden alone. She gave me perspective on the situation. I'm so hopeful!!"

"They were supportive and understanding. They supplied me with important forms and phone numbers to other resources"

"Patricia was thorough, gave me the facts, and followed up with me more than once. She deserves an A+"

"There were aspects of the 504 plan and IEP that we were not aware of. The information provided was very useful in meeting with our child's teachers and 504 coordinator"

2g. [PTI] maintains a Special Needs Database which helps connect families to resources in their community. The Database contains more than 6,500 resources. Families can access this database via our website or they can call us and a staff member can generate a list of resources based on a number of criteria, including but not limited to child's age, category/type of provider (example: behavior specialists), county, and payment type (Medicaid, private pay, etc.). The information regarding number of resources added and updated in the Database is gleaned from reports generated in Salesforce. During this reporting period, 22,817 Database searches were conducted and 1,728 resources were added or updated. (This is "widget" or output data. This description tells the reader where the data comes from and what tools we use to compile this data).

2h. The Virtual Library, which helps families make informed education-related decisions for their child, is a collection of resources on education and health-related topics that were compiled from reputable sources such as state and federal departments and agencies, OSEP-funded Technical Assistance and Dissemination projects and private organizations. The Virtual Library currently includes 3,879 resources in a cloud-based file-sharing system that can be accessed by staff across the state on behalf of families seeking assistance from the PTI. The Virtual Library includes 934 resources in 34 languages (target/goal is 30 different languages) in addition to English. Data and statistics about the Virtual Library is compiled by running reports in the file-sharing system as well as hand-counting the translated resources and the languages available. (This is "widget" or output data. This description tells the reader where the data comes from and how we compile this data).