

Strategies for Success

An Evaluation Handbook

*for Parent Training and Information Centers
and Community Parent Resource Centers*



**Technical Assistance ALLIANCE for Parent Centers
National Technical Assistance Center**



Strategies for Success:

An Evaluation Handbook for Parent Training and Information Centers and Community Parent Resource Centers

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Ohio Coalition for the Education of Children with Disabilities (OCECD)

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Website: www.peakparent.org

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INTRODUCTION

This handbook is a basic “how-to” guide to help your Parent Training and Information Center (PTI) or Community Parent Resource Center (CPRC) evaluate its programs. Evaluation may seem overwhelming, but your center already performs some steps of the evaluation process for the reports required by the Technical Assistance ALLIANCE for Parent Centers (Alliance) and the U.S. Department of Education Office of Special Education Programs (OSEP). This guide provides additional information for conducting a more thorough outcome evaluation of your organization. The handbook covers six steps of evaluation:

1. Preparing to Evaluate
2. Developing Evaluation Questions
3. Determining Information Needed and Data Collection Methods
4. Analyzing the Data
5. Reporting Evaluation Results
6. Using Evaluation Results

As accountability and outcomes become more important in the nonprofit world, Parent Centers must be able to demonstrate the effectiveness of their programs. Program evaluation will help you to improve the effectiveness of your center as well as to showcase your accomplishments.

PREPARING TO EVALUATE

Choosing What Programs to Evaluate

The first step when starting a new evaluation is to determine what programs you are going to evaluate. PTIs and CPRCs have reporting requirements that can guide your decision (these will be discussed in more detail later), but there may be other aspects of your Parent Center that you would also like to include. Perhaps your center has a lending library on which you would like feedback, or you may want to have more in-depth outcome data about the trainings and workshops your parent advocates provide. Maybe your PTI or CPRC is part of a larger organization that provides services to adults with disabilities, and you would like to evaluate those projects. In any case, before you go any further in the evaluation process you need to decide what programs or projects will be included in the evaluation.

Choosing Who to Involve

After choosing what programs are going to be evaluated, you must also decide who to include in the evaluation process. This group of stakeholders should determine the goals for the evaluation and the questions you want the evaluation to answer. Some possibilities of people to involve in the evaluation process include:

- The project director
- Program staff
- A parent or other individual who has received services from the project to be evaluated
- Someone representing the audience of the report (board member, for example)
- An individual who is knowledgeable about evaluation
- The person responsible for implementing the evaluation and preparing the report (whether from inside the organization or an outside consultant)

You may decide you need a consultant to help design the evaluation or to carry out some of the evaluation activities such as collecting data or writing the report. Even if staff members are not the people responsible for planning the evaluation, it is important that they be involved in all phases of the evaluation design. An outside expert cannot design an effective, useful evaluation without the help of program staff who are knowledgeable about the daily work of the project and the people who use the center's services. Additionally, staff members will be more likely to complete the parts of the evaluation for which they are responsible (data collection, meeting records, etc.) if they feel involved in the process and understand the overall purpose of the evaluation.

Identifying Program Outcomes

To evaluate a project or program, you need to first identify the goals of the project. These will come from the organization's mission statement as well as activities required by the PTI/CPRC grant and other grants your organization holds. Although it may seem rather basic, it is essential to formally state the program's intended goals and outcomes. This can be done in a three-step process:

1. You must identify the project components of the program you are going to evaluate. For PTIs and CPRCs, these are typically parent training, information services, and individual assistance. IDEA 2004 outlines all of the required activities for PTIs and CPRCs (see Appendix 1). You should also review your grant for the specific project requirements. Some sample components listed in the FY 2006 PTI and CPRC grant applications include:

- Serving parents of children with the full range of disabilities from birth through 26 years
- Ensuring that training and information meets the needs of parents who have low incomes and parents of children with limited proficiency in English
- Encouraging the use of alternative dispute resolution methods

There may be other components you want to include, such as professional training, outreach, and parent-professional collaboration.

2. You must determine the activities and objectives that correspond to each of these components. This is where the content of your grant is most critical. It should outline very specifically the objectives and corresponding activities your organization promised to accomplish during certain periods of time. For example, your center might have an objective of providing individual assistance to 500 parents of children with disabilities each year. Activities under the objective may include phone consultations and attending Individualized Education Program (IEP) meetings.

In addition to your center's own project objectives, you must consider the Department of Education's Program Performance Measures. Currently, the performance measures are in draft form, but once

they have been defined they will need to be included in your performance reports to OSEP. The performance measures as of FY 2005 are:

- The extent to which projects provide high quality products and services.
- The relevance of project products and services to educational and early intervention policy and practice.
- The use of products and services by parents to improve educational and early intervention policy and practice.

3. You must define the outcomes of the objectives and activities. It is easy to make the mistake of listing activities as outcomes. For example, the statement “Our Parent Center provided individual assistance to 350 parents” may seem like an outcome. However, that only lists the immediate output of the program—a quantity of service provided. An outcome goes deeper and should reflect the mission of the project. What did parents gain by receiving assistance? A better stated outcome for that component may be “Parents were able to more effectively participate in IEP meetings.” Similar programs in other agencies, program staff, and people who use your center’s services are great sources of help with identifying specific project outcomes.

Logic models can also be used to help clarify your program’s outcomes. A basic logic model includes four components: Inputs, Activities, Outputs, and Outcomes.

- Inputs** → Resources used to implement program activities (staff, money, supplies)
- Activities** → What a program actually does; the services provided (workshops, phone consultations)
- Outputs** → Quantity of service provided; products or accomplishments of program (number of people attending trainings, materials published)
- Outcomes** → Changes that occurred because of services provided (parents more knowledgeable about their rights; improved services for children)

A logic model describing some sample Parent Center outcomes could look like the following:

- Inputs** → Parent trainer, administrative assistant, training materials
- Activities** → Conduct workshops for families and professionals
- Outputs** → 10 workshops presented each year with 100 or more total participants
- Outcomes** → Enhanced knowledge, improved ability to advocate for child

- Inputs** → Director, parent advocates, travel expenses
- Activities** → Participate on statewide committees, stakeholder groups
- Outputs** → Number of meetings attended and people reached at meetings
- Outcomes** → Increase others’ understanding of parent perspective and make systems more responsive to family needs

DEVELOPING EVALUATION QUESTIONS

Evaluations typically address three types of questions: project implementation, project effectiveness, and project impact. All three point to the overall purpose of evaluation: determining how well your project is performing. All three categories should be represented in your project outcomes.

Implementation

The basic purpose of project implementation questions is to determine whether your project is doing what it is supposed to be doing. Referring to the grant is essential for this type of evaluation question. Is your Parent Center meeting the mandated objectives? Your center's grant application or proposal should indicate the specific activities you planned to carry out to meet the requirements; the awarded grant will confirm the agreement.

Implementation questions are descriptive and cover overall operations of the program. They generally do not require any additional data collection to answer. Some sample implementation questions are:

- How many people on the board of directors are parents? professionals? people from racially and culturally diverse backgrounds?
- Did you carry out project activities as planned? If not, why not?
- What types of services did you use to provide training to parents (workshops, individual consultation, etc.)?
- What strategies did you use to reach underserved populations?

Effectiveness

Effectiveness questions move beyond simply describing whether or not you are meeting stated objectives. Instead, they ask about the degree to which your Parent Center achieved the objectives. The effectiveness questions are generally what are captured by the Alliance annual data collection (found in Appendix 2). The following is a list of some effectiveness questions asked in the data collection forms:

- How many parents and professionals did you reach through trainings and workshops?
- How many parents and professional contacts did you make through calls, e-mails, and home visits?
- How many people did you reach through Parent Center newsletters?
- How many IEP meetings and mediations did your staff attend with families?
- What were the ages and disabilities of the families served by your Parent Center this past fiscal year?
- How many racially diverse families did you reach through trainings and other contacts?
- How satisfied were parents with the services they received from your Parent Center?

Although many of the effectiveness questions focus on quantitative data (number of people reached, percentage of children with certain types of disability, etc.), qualitative data should also be gathered. Open-ended questions on surveys are especially useful for determining how satisfied people are with your center's services. Follow-up comments on surveys can provide insight into program effectiveness.

Impact

Impact questions have become more important in recent years. As overall funding has decreased and more attention has been focused on best practices, programs are increasingly being required to demonstrate the specific impact their project has had on the people who have used the services. Impact questions attempt to gather information on the outcomes of your program. What were the effects of your project's activities? The questions seek information on not only how many people attended trainings, but what happened as a result of those trainings? What changed or improved?

Many nonprofits, PTIs and CPRCs included, have a difficult time measuring impact. Most Parent Center activities are focused on parents, but the intended final outcome is improving the educational results of children with disabilities. Program evaluations can NOT prove that children's educational outcomes were a result of Parent Center services. That would require a more complex experimental research design that is not realistic for Parent Centers to undertake. Program evaluations can, however, indicate the extent to which parents report being helped by your Parent Center and whether they feel your Parent Center played a role in improving a child's educational program and services. Although you will not be able to prove that your center's work resulted in improved outcomes for children with disabilities, it is important to include impact questions in your evaluation. Impact questions lead to revealing the effect your center has had on parents, children, and the community.

Impact questions should identify specific outcomes experienced by parents who received services from your center.

- What knowledge or skills did parents gain as a result of receiving services from your Parent Center?
- How did parents become more involved in educational planning for their child?
- How were the child's services improved as a result of information learned from your Parent Center?

These kinds of questions reveal the impact that your PTI or CPRC has on families. Impact questions are addressed in the Alliance workshop and phone intake data collection (see Appendix 3). The follow-up surveys ask questions such as "My child has received more appropriate services because I have put to use the information I learned at the workshop" and "The information and support I received from the Parent Center helped me to resolve a disagreement with the school." The results from these questions demonstrate how your Parent Center has assisted parents in improving the education outcomes of their children.

DETERMINING INFORMATION NEEDED & DATA COLLECTION METHODS

After you have determined outcomes and evaluation questions for your project, you must develop a method of measuring them. Your center should have some type of documentation system in place that can be used for much of the data needed for an evaluation. Ongoing data collection is important for overall project management, and it also makes program evaluation much easier. If your center is regularly collecting data from those receiving services, you will need only to sort and compile it for the evaluation report. Data collection devices that you may have in use at your center are contact logs; a database such as Alliance Information Management System (AIMS) to track individual assistance; workshop and training sign-in sheets; training evaluations; meeting logs, etc. (see sample forms in

Appendix 4). Whether you use paper records or a computer database, it will be important for you to be able to collect data at different intervals. Different grants or projects may have different reporting periods, so you will need to be able to easily access whatever data is needed.

The following lists data collection methods for the three types of evaluation questions:

1. Project Implementation Questions

The two types of data collection instruments needed to answer project implementation questions (did your center do what it was funded to do) are (1) contact logs and (2) activity reports. Individual entries on the logs and reports are often referred to as “intakes” or “contacts.” A database, such as AIMS, may be used for your center’s contact log, or you may use a paper form.

- A contact log is used to keep track of individual assistance. For PTIs and CPRCs, individual assistance will probably most often occur over the phone. Contact logs provide staff a place to take notes about issues and basic demographic information. Your center will also want to track follow-up action taken (any information packets sent, referrals given, etc.).
- Activity reports are used to track “events” involving a group of people. Some such activities include trainings, meetings, presentations, conference calls, and dissemination of materials. Your center may be actively involved in the planning of the event (conducting a workshop, sending a newsletter), or you may just be a participant (attending a conference or task force). More in-depth technical assistance given to parents, such as IEP meetings or mediations attended with families, may also go in this category. Workshop sign-in sheets are also a form of activity report. They record the names of people attending and may contain demographic information such as the ages and disabilities of the attendees’ children. Activity reports should track the date of the event, who was involved, how many people were present, and any other information your center wants to track.

2. Project Effectiveness Questions

Effectiveness questions assess how well your center is performing its required activities. Some information for project effectiveness questions comes from contact logs and activity reports. The aggregated or combined data from those instruments can describe how many people attended trainings, how many people received phone assistance, etc. It can tell you how many professionals and parents your center reached through presentations. Beyond numbers, project effectiveness questions ask how satisfied people were with the services they received. People who attend workshops could complete surveys at the end of the session. Centers may also mail surveys to people who receive information packets. Possible project effectiveness questions include:

- To what extent did the training meet your learning objectives?
- How knowledgeable was the presenter?
- Was the training provided in a good location?
- To what degree was the information useful?
- Did the Parent Center respond to your call in a timely manner?
- Were the Parent Center staff helpful?

3. Project Impact Questions

Impact questions examine the outcomes that occur as the result of services received from your Parent Center. What was the parent able to accomplish because of knowledge gained from your Parent Center's training or phone assistance? For PTIs and CPRCs, project impact data generally come from surveys and interviews. In addition to the Alliance impact surveys, interviews can provide more in-depth descriptions of the impact a project has had. Any parent comments provided during phone surveys are a very basic type of interview that can enrich the data through personal stories. Your center may want to conduct additional interviews to provide opportunities for parents to tell you how they perceive your services and what they have been able to achieve as a result of them. Interviews and surveys are particularly helpful in determining changes that could improve your center's services.

General Suggestions for Data Collection

- Keep records current. It is much easier to enter information in the contact log as you are talking to a person or to record information about a conference or presentation immediately after the event when the memories are fresh. Keeping up with tabulating results of workshop surveys and other data will also save time when it is necessary to prepare the evaluation report. Complete, up-to-date parent contact lists are also essential when administering surveys.
- Make sure your center has a process for backing up your database. It is also a good idea to keep a copy off site.
- Define what data you are collecting. Everyone on your staff should have the same definition of what is being recorded. In order for the data to be valid, everyone in your center must have the same understanding of the task and be documenting the same way.

Surveys

Surveys are often an important part of an organization's evaluation. Their main purpose (in this context) is to provide information that will lead to improving your organization's services. When conducted on an ongoing basis, surveys are capable of eliciting a steady flow of systematic, generalizable data (statistics). Implementing a formalized method of collecting feedback from parents and professionals will be very helpful in answering project effectiveness and impact questions.

There are times, however, when surveys are not a good method of collecting data. If the same data is more easily obtained elsewhere (agency records, for example), then it is not cost-effective to use surveys. Surveys should not be used when people would need to recall events that occurred over a year in the past, or if detailed answers are required. Sensitive, confidential information should not be collected in surveys if the information is not necessary to improving the agency's services.

Survey tips:

- Survey length is correlated with response rate. Don't make your survey too long – try to only include questions directly related to improving outcomes.
- Using mostly closed-ended questions, where responses are limited to those listed on the questionnaire, keeps the economic and time cost of surveys down. An example of a closed-ended question is: "Did the Parent Center provide you with the information you needed to make decisions about your child's education? Please circle 'yes' or 'no'."

- It can be very helpful, however, to include at least some follow-up open-ended questions such as “Please explain” or “What suggestions do you have to improve the services our agency provides?”
- Questions and response alternatives should be unbiased and easy to understand.
- Only ask questions that parents are able and willing to answer.

Other Data Collection Issues to Consider

Remember that it takes time for the effects of a Parent Center’s assistance to become evident. After a parent attends a training or receives phone assistance, it may take a few months for that family to use what was learned and make changes in their child’s education program. Surveys measuring impact must not be given until sufficient time has passed to allow Parent Center services to have an impact on children’s outcomes (but not so much time that respondents forget what happened at a specific training or workshop).

For both interviews and surveys, you must consider the needs of people who do not speak English and those with low literacy skills. Their input is valuable in determining the overall effectiveness of your program. To ensure that you get their input, it may be necessary to translate your surveys into other languages or have an interpreter available to ask interview questions.

Neutral parties should conduct any evaluation interviews, whether they are in person or over the phone. Parent advocates who have worked directly with the parents should not be completing this part of the program evaluation. The people responding may not feel free to answer honestly if someone they know is asking the questions. In some cases, Parent Center staff who do not work directly with parents and professionals as advocates or trainers can conduct the interviews. Another option is to hire an outside person who is not an employee.

ANALYZING THE DATA

Although data collection and data analysis are two distinct processes, they must be considered together when you are designing an evaluation. To ensure all the necessary information is captured, you need to know what kind of analysis you will perform before you collect the data. Your project may have specific grant reporting requirements that may determine what type of analysis you need to perform. At a minimum, Parent Centers must do the analysis required for the Alliance yearly data collection and the Department of Education performance reports. Your PTI or CPRC may want to perform additional analyses for your project or other projects in your center.

Quantitative Data

Much of the data you will have collected for your evaluation will be quantitative. This information includes the number of people attending trainings, the percentage of parents served who have children with a certain disability, or the average overall rating of a workshop. Most quantitative analysis can be done through simple mathematical calculations (averages, percentages, etc.). It is also important to examine the frequency distribution of the data, because sometimes a few outlying responses can skew averages. Spreadsheet software is very useful in reducing the time needed to make these calculations, and many programs can also create graphs and charts.

The numbers you obtain must be put in context to have meaning. If you have been collecting data for a long time, you can compare the current findings to previous outcomes and determine if they have improved. Perhaps your organization set goals, and you can see if you met them. You can also compare your results to those of similar organizations providing similar services. In some circumstances, comparing outcomes by demographic group is helpful (age, race, gender, disability of child, etc.). If data collection is relatively new to you, it may take a while to collect enough data for it to be meaningful.

Qualitative Data

Qualitative data is nonnumeric information and does not have as concrete a method of analysis as quantitative data. You may have collected qualitative data through comments on surveys or interviews. One analysis method is to group similar responses to obtain a better feel for the distribution of comments. Through this process, you can find issues or ideas that are most prominent. Qualitative data is an effective way to contextualize statistics and make the quantitative data more meaningful and personal.

For example, your workshop evaluation questionnaire may ask attendees, “What was the most important piece of information you learned today?” One way to analyze the data generated from that question would be to group similar answers and see what category had the most responses. If a majority of workshop attendees listed “the importance of documenting communication with the school,” you would know that particular part of the training was seen as being valuable and perhaps should be expanded in the future.

Explaining Unusual or Unexpected Results

If any of your evaluation findings seem unusual (unusually high or low numbers, unexpected trends in qualitative results), you need to do some searching to determine why those outcomes occurred. It could be as simple as rechecking mathematical calculations or reviewing your contact logs and activity reports for mistakes. If the data analysis was performed correctly, you should consider contextual factors that may explain the discrepancies. Were there any significant staff changes during the reporting period? Did your center start any new projects or end others? Input from program staff is critical to this step because staff may have insight into factors that could explain why certain outcomes occurred.

REPORTING EVALUATION RESULTS

There are many different ways to report evaluation results. Whatever format you choose, it needs to be easy to understand and relevant to the intended audience. You may decide to prepare different versions of your evaluation report for different groups of people. The information you send to the Alliance National Center is one type of evaluation report. Your Final Performance Report sent to OSEP is a different report (see sample in Appendix 5). In addition, your organization may want to create an overall evaluation summary that incorporates evaluation of all the projects at your center, if there are others besides the PTI or CPRC grant.

A basic report format may include highlights or an executive summary; a profile of who received services and responded to surveys; the findings of the evaluation (with table and graphs); and an appendix with any additional information. A report used internally by program staff will be much more detailed than reports distributed outside the organization. When creating an evaluation report, you must remember the audience and include and highlight the information that is most relevant to their particular needs.

Graphs and tables are frequently used in reporting evaluation results. They are a simple way to communicate information in a small amount of space. Graphs also make reports more interesting and readable by breaking up pages of written information. They should be used to highlight important outcomes and to show comparisons. You can add variety by using pie graphs, bar charts, and tables. To ease readability, make sure to clearly label charts and tables. It may also be helpful to simplify graphs by combining response categories (i.e., combining “very satisfied” and “somewhat satisfied” into “satisfied”).

General Report Tips

- The report should be clear, comprehensive, and concise.
- Summarize major points in an executive summary page.
- Highlight important information by underlining, bolding, or using different colors.
- Don't crowd too much information on a single page.
- Define what was being measured and identify the data source.
- Use qualitative outcome data to provide a context for quantitative results.

USING EVALUATION RESULTS

Presenting the evaluations in a report format is necessary to make the findings useful to both people within your organization and those outside of it. Funders (OSEP, foundations, and others) often require reports at regular intervals. However, evaluation reports have many more uses other than fulfilling grant requirements. They can be used internally for staff to identify areas in need of improvement and showcase accomplishments. For example, workshop evaluations should be read by the Parent Center director and other staff to reveal any changes that need to be made in training content or presentation style. Evaluations can also help clarify an organization's mission and goals. Program managers and organizational directors can use the results to make decisions about the internal operations of the center. Evaluation reports can inform an organization's board of directors on a program's status.

Evaluation results can also be used to develop a public policy plan. For example, if your evaluation results reveal that a large proportion of calls from parents are about problems in implementing a positive behavior plan, your center could work with the local and state school system to create better policies on that issue. In some cases, public policy plans may involve the legislature. (Private funds would need to be used to address these types of policy issues.) Documenting the problem through program evaluation will give more credibility to your case when you advocate for policy changes.

Externally, evaluations can assist in fundraising and marketing. The report can be disseminated to potential funders to demonstrate organizational accomplishments. A history of program evaluation will also demonstrate that the organization is familiar with evaluation methods and will be able to document outcomes achieved as a result of any future funds received. In addition, evaluation reports can be used for marketing, to help attract new volunteers, and to reach parents and professionals who could use your center's services. Identifying a plan for using the results before the evaluation is completed will insure that the report will accomplish the intended goals.

SUMMARY

Evaluation is essential to maintaining and enhancing Parent Center programs. In addition to highlighting the successes of your parent training project, program evaluations can reveal areas that need improvement. Evaluation takes time and effort, but even simple evaluation techniques can yield valuable results. The increased emphasis on accountability and outcomes has required Parent Centers to become more knowledgeable about program evaluation methods. Through the evaluation process, your PTI or CPRC will be able to build on its strengths and become even more effective in working with families of children with disabilities.

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Appendix 1

Section 671 – Parent Training and Information Centers.

(a) Program Authorized-

(1) In General- The Secretary may award grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities under this section.

(2) DEFINITION OF PARENT ORGANIZATION- In this section, the term 'parent organization' means a private nonprofit organization (other than an institution of higher education) that—

(A) has a board of directors--

(i) the majority of whom are parents of children with disabilities ages birth through 26;

(ii) that includes--

(I) individuals working in the fields of special education, related services, and early intervention; and

(II) individuals with disabilities; and

(iii) the parent and professional members of which are broadly representative of the population to be served, including low-income parents and parents of limited English proficient children; and

(B) has as its mission serving families of children with disabilities who--

(i) are ages birth through 26; and

(ii) have the full range of disabilities described in section 602(3).

(b) Required Activities- Each parent training and information center that receives assistance under this section shall--

(1) provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified, to enable their children with disabilities to--

(A) meet developmental and functional goals, and challenging academic achievement goals that have been established for all children; and

(B) be prepared to lead productive independent adult lives, to the maximum extent possible;

(2) serve the parents of infants, toddlers, and children with the full range of disabilities described in section 602(3);

(3) ensure that the training and information provided meets the needs of low-income parents and parents of limited English proficient children;

(4) assist parents to--

(A) better understand the nature of their children's disabilities and their educational, developmental, and transitional needs;

(B) communicate effectively and work collaboratively with personnel responsible for providing special education, early intervention services, transition services, and related services;

(C) participate in decisionmaking processes and the development of individualized education programs under part B and individualized family service plans under part C;

- (D) obtain appropriate information about the range, type, and quality of--
 - (i) options, programs, services, technologies, practices and interventions based on scientifically based research, to the extent practicable; and
 - (ii) resources available to assist children with disabilities and their families in school and at home;
- (E) understand the provisions of this title for the education of, and the provision of early intervention services to, children with disabilities;
- (F) participate in activities at the school level that benefit their children; and
- (G) participate in school reform activities;
- (5) in States where the State elects to contract with the parent training and information center, contract with State educational agencies to provide, consistent with subparagraphs (B) and (D) of section 615(e)(2), individuals who meet with parents to explain the mediation process to the parents;
- (6) assist parents in resolving disputes in the most expeditious and effective way possible, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in section 615(e);
- (7) assist parents and students with disabilities to understand their rights and responsibilities under this title, including those under section 615(m) upon the student's reaching the age of majority (as appropriate under State law);
- (8) assist parents to understand the availability of, and how to effectively use, procedural safeguards under this title, including the resolution session described in section 615(e);
- (9) assist parents in understanding, preparing for, and participating in, the process described in section 615(f)(1)(B);
- (10) establish cooperative partnerships with community parent resource centers funded under section 672;
- (11) network with appropriate clearinghouses, including organizations conducting national dissemination activities under section 663 and the Institute of Education Sciences, and with other national, State, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities described in section 602(3); and
- (12) annually report to the Secretary on--
 - (A) the number and demographics of parents to whom the center provided information and training in the most recently concluded fiscal year;
 - (B) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities; and
 - (C) the number of parents served who have resolved disputes through alternative methods of dispute resolution.

(c) **Optional Activities-** A parent training and information center that receives assistance under this section may provide information to teachers and other professionals to assist the teachers and professionals in improving results for children with disabilities.

(d) **Application Requirements-** Each application for assistance under this section shall identify with specificity the special efforts that the parent organization will undertake--

- (1) to ensure that the needs for training and information of underserved parents of children with disabilities in the area to be served are effectively met; and
- (2) to work with community based organizations, including community based organizations that work with low-income parents and parents of limited English proficient children.

(e) **Distribution of Funds-**

(1) In general- The Secretary shall--

(A) make not less than 1 award to a parent organization in each State for a parent training and information center that is designated as the statewide parent training and information center; or

(B) in the case of a large State, make awards to multiple parent training and information centers, but only if the centers demonstrate that coordinated services and supports will occur among the multiple centers.

(2) Selection requirement- The Secretary shall select among applications submitted by parent organizations in a State in a manner that ensures the most effective assistance to parents, including parents in urban and rural areas, in the State.

(f) **Quarterly Review-**

(1) Meetings- The board of directors of each parent organization that receives an award under this section shall meet not less than once in each calendar quarter to review the activities for which the award was made.

(2) Continuation Award- When a parent organization requests a continuation award under this section, the board of directors shall submit to the Secretary a written review of the parent training and information program conducted by the parent organization during the preceding fiscal year.

Section 672 – Community Parent Resource Centers.

(a) **Program Authorized-**

(1) In general- The Secretary may award grants to, and enter into contracts and cooperative agreements with, local parent organizations to support community parent resource centers that will help ensure that underserved parents of children with disabilities, including low income parents, parents of limited English proficient children, and parents with disabilities, have the training and information the parents need to enable the parents to participate effectively in helping their children with disabilities--

(A) to meet developmental and functional goals, and challenging academic achievement goals that have been established for all children; and

(B) to be prepared to lead productive independent adult lives, to the maximum extent possible.

(2) Definition of local parent organization- In this section, the term 'local parent organization' means a parent organization, as defined in section 671(a)(2), that--

- (A) has a board of directors the majority of whom are parents of children with disabilities ages birth through 26 from the community to be served; and
- (B) has as its mission serving parents of children with disabilities who--
 - (i) are ages birth through 26; and
 - (ii) have the full range of disabilities described in section 602(3).

(b) **Required Activities-** Each community parent resource center assisted under this section shall--

- (1) provide training and information that meets the training and information needs of parents of children with disabilities proposed to be served by the grant, contract, or cooperative agreement;
- (2) carry out the activities required of parent training and information centers under paragraphs (2) through (9) of section 671(b);
- (3) establish cooperative partnerships with the parent training and information centers funded under section 671; and
- (4) be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

Appendix 2

Technical Assistance ALLIANCE for Parent Centers

Parent Center Data Collection

Twelve-month reporting period: October 1, 2004-September 30, 2005

Parent Center: _____ Director: _____

Address: _____ Phone: _____

_____ Fax: _____

Email: _____

I. Number of Participants

A. Training/Workshops

- 1. Number of **parents** attending training _____
- 2. Number of **professionals/others** attending training _____
- Total participants attending trainings **Total** _____

B. Contacts (Calls/Letters/Home Visits/Emails)

Parents

Calls/Letters _____

Home Visits _____

Emails _____

Total (B1) _____

Professionals/Others

Calls/Letters _____

Home Visits _____

Emails _____

Total (B2) _____

Total (B1+B2) _____

C. Presentations/Conferences

- 1. Number of **parents** reached at presentations/conferences _____
- 2. Number of **professionals/others** reached at presentations/conferences _____
- Total parents and professionals/others at presentations/conferences **Total** _____

D. Totals

- 1. Number of contacts with **parents** in training (A1),
Calls/letters/home visits/emails (B1) & presentations (C1) **Total Reached** _____
- 2. Number of contacts with **professionals/others** in training (A2),
calls/letters/home visits/emails (B2) & presentations (C2) **Total Reached** _____
- Total number of contacts with parents and professionals/others
reached during the year (*Total D should = Total A + Total B + Total C) **Total** _____

II. Other Activities

- A. Number of those receiving Newsletters/Mailings **Total** _____
- B. Web site visits (total for 12 months) **Total** _____
- C. Number of IEP Meetings attended with families (*optional*) **Total** _____
- D. Number of hearings attended with families (*optional*) **Total** _____
- E. Number of meetings attended (task forces, committees, etc.) (*optional*) **Total** _____

(Continued)

Please Return by **October 14, 2005** to Alliance, 8161 Normandale Blvd., Mpls, MN 55437, fax 952/838-0199

III. Alternative Dispute Resolution Methods (Optional)

- A. Number of Resolution Sessions attended by Parent Center staff _____
- B. Number of Mediations attended by Parent Center staff _____
- C. Other
 - 1. Number of Facilitated IEP Meetings attended by Parent Center staff _____
 - 2. Did your Parent Center help resolve disputes informally before the family found it necessary to use alternative dispute resolution methods (ADR)?
 yes _____ no _____ If yes, number of parents assisted (if available) _____

IV. Additional Information (for trainings, contacts, and presentations as listed above in Section I A, B, & C)

A. Number of culturally and racially diverse families and others reached:

- Through training/workshops _____
- Through calls, letters, and contacts _____
- Through presentations/conferences _____
- Total number of culturally and racially-diverse families and others reached **Total** _____

B. Disability

Federal Disability Categories

- Autism _____
- Deaf-Blindness _____
- Deaf-Hearing Impairment _____
- Developmental Delay (Early Childhood) _____
- Emotional Disturbance _____
- Mental Retardation _____
- Multiple Disabilities _____
- Orthopedic Impairment (physical) _____
- Other Health Impairment _____
- Specific Learning Disability _____
- Speech or Language Impairment _____
- Traumatic Brain Injury _____
- Visual Impairment including Blindness _____

Other Disability Categories

- ADD-ADHD _____
- Gifted _____
- No I.D.E.A. Disability _____
- Suspected _____

Total for Federal and Other Disability Categories _____

(Continued)

Please Return by October 14, 2005 to Alliance, 8161 Normandale Blvd., Mpls, MN 55437, fax 952/838-0199

C. Ages (Totals)

Birth-2	_____
Preschool, 3-5	_____
Elementary, 6-11	_____
Middle School/Junior High, 12-14	_____
High School, 15-18 (or until graduated)	_____
Beyond High School	_____
Total for Ages	_____

IV. Please indicate if your center receives funding from any of these agencies: (optional)

State or Local Part C (Early Childhood)	___ Yes	___ No
State IDEA Discretionary	___ Yes	___ No
• Do you have a contract with your SEA to inform parents about mediation?	___ Yes	___ No
• Are you receiving funds from your State Improvement Grant?	___ Yes	___ No
State Rehabilitation	___ Yes	___ No
State Children’s Mental Health	___ Yes	___ No
State Developmental Disabilities	___ Yes	___ No
Other	___ Yes	___ No

Describe other services you may provide here (feel free to use the back of this page if necessary):

V. Do the total number of parent and professional contacts include numbers from other grants and funds, not just the Parent Training and Information Center grant from OSEP?

_____ Yes, the numbers on page 1 include persons served through other projects because we do not have a method to separate this information by individual grants.

_____ No, the numbers on page 1 include only persons served through the Parent Training and Information Center grant or CPRC from OSEP.

Please Return by October 14, 2005 to Alliance, 8161 Normandale Blvd., Mpls, MN 55437, fax 952/838-0199

Make 25 copies of this form.
Use these to record individual calls.

Impact Data Collection: Phone Intakes from Parents

Phone Follow-up on Phone Intakes

Intake Date: _____ Follow-up Date: _____
 Name: _____ Phone: _____
 Child's name: _____ Age: _____
 Address: _____ Disability: _____
 Concern of Original Call: _____ School District: _____ Other: _____

Introduction:

Hello. I am _____ from (Parent Center). Several months ago you called _____ in _____, and we are doing a follow-up on that call for evaluation purposes. I would like to ask you a few questions that will require no more than five or ten minutes of your time. Can we speak now? (If "yes," then continue. If "no," then arrange to call back at _____.)

1. **How useful was the information you received from your contact with the Parent Center? (Circle one)**

Very Useful Not Useful
 Comments:

2. **The Parent Center provided me with the information I needed to make decisions about my child's education. (Circle one)**

Yes No
 Comments:

3. **Because of information I received from the Parent Center, I am more knowledgeable about how to work with schools. (Circle one)**

To a great extent To some extent Not at all
 Comments:

4. **My child has received more appropriate services because I have put to use the information I have learned from the Parent Center. (Circle one)**

Yes No
 Comments:

5. **To what extent have you shared the information you received from the Parent Center with other families? (Circle one)**

To a great extent

To some extent

Not at all

Comments:

6. **The information and support I received from the Parent Center helped me to resolve a disagreement with the school. (Circle one)**

Yes

No

Not applicable/No disagreement

Comments:

7. **Because of the information I received from the Parent Center, I was able to work with the school to address a critical need related to my child's education. (Circle one)**

Yes

No

Not applicable

Comments:

8. Additional Comments:

***Confidentiality of information will be protected.**

**If a parent needs individual help, the person making these phone calls should suggest that the parent call their parent center.
The evaluating person is not able to answer individual questions.**

5. **To what extent have you shared the information you received from the Parent Center with other families?**

#: ____ / ____ % To a Great Extent

#: ____ / ____ % To some extent

#: ____ / ____ % Not at all

Comments:

6. **The information and support I received from the Parent Center helped me to resolve a disagreement with the school.**

#: ____ / ____ % Yes #: ____ / ____ % No #: ____ / ____ % Not applicable – No Disagreement

Comments:

7. **Because of the information I received from the Parent Center, I was able to work with the school to address a critical need related to my child's education.**

#: ____ / ____ % Yes #: ____ / ____ % No #: ____ / ____ % Not Applicable

Comments:

8. Additional Comments:

Please return to Alliance by October 14, 2005.

Alliance, 8161 Normandale Blvd., Minneapolis, MN 55437, 1-888-248-0822, Fax: 952-838-0199

***Confidentiality of information will be protected.**

**If a parent needs individual help, the person making these phone calls should suggest that the parent call their parent center.
The evaluating person is not able to answer individual questions.**

Make 25 copies of this form.
Use these to record individual calls.

Impact Data Collection: Workshops for Parents

Phone Follow-up of Workshop Participants

Workshop date: _____ Place: _____ Follow-up Date: _____
Name: _____ Phone: _____

Introduction:

Hello. I am _____ from (Parent Center). Several months ago you attended a _____ workshop in _____. We are interested in doing a follow-up on the workshop for evaluation purposes. I would like to ask you a few questions that will require no more than 5 to 10 minutes of your time. Can we speak now? (If "yes," then continue. If "no," then arrange to call back at _____.)

1. **How useful was the information you received from the workshop? (Circle one)**

Very Useful Not Useful
Comments:

2. **The workshop provided me with the information I needed to make decisions about my child's education. (Circle one)**

Yes No
Comments:

3. **Because of information I received at the workshop, I am more knowledgeable about how to work with schools. (Circle one)**

To a great extent To some extent Not at all
Comments:

4. **My child has received more appropriate services because I have put to use the information I learned at the workshop. (Circle one)**

Yes No
Comments:

***Confidentiality of information will be protected.
If a parent needs individual help, the person making these calls should suggest that the parent call their parent center.
The evaluating person is not able to answer individual questions.**

5. **To what extent have you shared the information you received at the workshop with other families? (Circle one)**

To a great extent

To some extent

Not at all

Comments:

6. **Because of the information I received at the workshop, I was able to work with the school to address a critical need related to my child's education. (Circle one)**

Yes

No

Not applicable

Comments:

7. Additional Comments:

***Confidentiality of information will be protected.**

If a parent needs individual help, the person making these calls should suggest that the parent call their parent center.

The evaluating person is not able to answer individual questions.

Summary Sheet (Page 2)
Impact Data Collection: Workshops for Parents
Phone Follow-up of Workshop Participants

5. **To what extent have you shared the information you received at the workshop with other families?**

#: ____ / ____% To a Great Extent

#: ____ / ____% To some extent

#: ____ / ____% Not at all

Comments:

6. **Because of the information I received at the workshop, I was able to work with the school to address a critical need related to my child's education.**

#: ____ / ____% Yes #: ____ / ____% No #: ____ / ____% Not Applicable

Comments:

7. Additional Comments:

Please return to Alliance by October 14, 2005.

Alliance, 8161 Normandale Blvd., Minneapolis, MN 55437, 1-888-248-0822, Fax: 952-838-0199

*Confidentiality of information will be protected.

If a parent needs individual help, the person making these calls should suggest that the parent call their parent center.

The evaluating person is not able to answer individual questions.

PRIMARY CONTACT
 First Name: _____ Last Name _____
 Employer/Organization Contact Type: _____

SECONDARY CONTACT
 First Name: _____ Last Name _____
 Employer/Organization Contact Type: _____

Address: _____ City: _____

 State/Province: _____ Zip/Postal Code: _____ Country: _____
 Phone:(H) _____ (W) _____
 Cell _____ Fax: _____
 E-mail: _____ Web site: _____

PERSON TYPE:

- PARENT
 - Consumer
 - Foster
 - Grandparent
 - Parent
 - Relative of Child with Disability
 - Student
 - Surrogate Parent
- PROFESSIONAL
 - Administrator
 - Advocate Representative
 - Health Care Provider
 - OSERS/ OSEP
 - Para
 - Post Secondary
 - Professional
 - Regular Education Professional
 - RSA
 - Service Provider
 - Special Education Professional
 - State Agency
 - State VR
- OTHER
 - Media
 - Other
 - Volunteer

HOW CONTACT WAS MADE:

- Attended Hearing
- Attended IEP Meeting
- Attended Mediator
- Home Visit
- Individual Assistance (calls/letter/email)
- Presentations/Conferences
- Training Workshops

MULTICULTURAL:

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Somali
- Not Available

LEARNED OF PARENT CENTER FROM (check one or more):

- Doctor
- Friend
- Is parent in touch with any other organizations?
- Newspaper
- Other
- Other organization
- Parent group
- Radio
- Referred to
- Schools
- TTY
- Website

MATERIALS TO BE SENT

Name of Person doing Intake: _____
 Date of Intake: _____
 Record in AIMS on: _____

CHILD
 First Name: _____ Middle Name: _____ Last Name: _____
 Birth Date: Month _____ Year: _____ Age: _____ Grade: _____
 School District: _____ Gender: Male Female Unknown

MULTICULTURAL(CHILD):

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Somali
- Not Available

CHILD FEDERAL DISABILITIES

- | | Primary | Secondary |
|---------------------------------------|--------------------------|--------------------------|
| Autism | <input type="checkbox"/> | <input type="checkbox"/> |
| Deaf-Blindness | <input type="checkbox"/> | <input type="checkbox"/> |
| Deaf-Hearing Impaired | <input type="checkbox"/> | <input type="checkbox"/> |
| Developmental Delay (Early Childhood) | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional Disturbance | <input type="checkbox"/> | <input type="checkbox"/> |
| Mental Retardation | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiple Disabilities | <input type="checkbox"/> | <input type="checkbox"/> |
| Orthopedic Impairment (Physical) | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Health Impairment | <input type="checkbox"/> | <input type="checkbox"/> |
| Specific Learning Disability | <input type="checkbox"/> | <input type="checkbox"/> |
| Speech or Language Impairment | <input type="checkbox"/> | <input type="checkbox"/> |
| Traumatic Brain Injury | <input type="checkbox"/> | <input type="checkbox"/> |
| Visual Impairment Including Blindness | <input type="checkbox"/> | <input type="checkbox"/> |

CHILD OTHER DISABILITIES

- | | Primary | Secondary |
|-----------------------------------|--------------------------|--------------------------|
| ADD-ADHD | <input type="checkbox"/> | <input type="checkbox"/> |
| Gifted | <input type="checkbox"/> | <input type="checkbox"/> |
| Mental Illness (for RSA Projects) | <input type="checkbox"/> | <input type="checkbox"/> |
| No I.D.E.A. Disability | <input type="checkbox"/> | <input type="checkbox"/> |
| Suspected Disability | <input type="checkbox"/> | <input type="checkbox"/> |

GRANT: _____

CONTENT: _____

MAIL LIST: _____

<p>NOTES</p>	<p>AIMS General Intake Form</p>
---------------------	--

Sample Workshop Sign-in Sheet

Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Address	City	State	Zip	Home Phone	Work Phone
Parent of a Child with a Disability: <input type="checkbox"/> Child's Age: <input type="text"/>		<input type="checkbox"/> Organization Name (if professional): <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Sample Workshop Evaluation Form

We'd appreciate your feedback on this workshop.

- 1. Are you a:** (Please check all that apply)
- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Surrogate / Foster parent | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Other relative / Guardian |
| <input type="checkbox"/> Regular educator | <input type="checkbox"/> Special educator | <input type="checkbox"/> Professional | <input type="checkbox"/> Student |
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Other (please specify) _____ | | |

2. What is your child/young adults's age? _____

3. Does your child/young adult have a disability? Yes (please answer #4) No (skip to #5)

- 4. What is your child/young adult's primary disability?** (Check one)
- | | |
|--|--|
| <input type="checkbox"/> ADD-ADHD | <input type="checkbox"/> Multiple Disabilities |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedic Impairment (physical) |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Other Health Impairment _____ |
| <input type="checkbox"/> Deaf-Hearing Impairment | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Developmental Delay (Early Childhood) | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Mental Illness | <input type="checkbox"/> Visual Impairment including Blindness |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Suspected disability _____ |

5. On the whole, how would you rate this workshop?
 Excellent Very good Good Fair Poor

6. Have you learned anything new at this workshop? Yes No
I found these topics most worthwhile: _____

7. Has this workshop helped you learn what you can do if you ever have questions or concerns about your child/young adult's educational program? Yes No

8. What suggestions do you have for improving this workshop? _____

- 9. How did you learn about this workshop?** (Please check all that apply)
- | | | | | |
|--|--|------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Parent group | <input type="checkbox"/> Parent Center | <input type="checkbox"/> Friend | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Radio / TV |
| <input type="checkbox"/> Flyer from school | <input type="checkbox"/> Flyer from another organization | <input type="checkbox"/> Physician | <input type="checkbox"/> Web site | |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Other (please specify) _____ | | | |

- 10. To help with planning future workshops, what topics would be of interest to you?**
- | | | |
|--|---|--|
| <input type="checkbox"/> Achievement in Special Ed | <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Parent Professional Partnership |
| <input type="checkbox"/> ADHD | <input type="checkbox"/> Emotional/Behavioral Disorder | <input type="checkbox"/> Results in Special Ed |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Graduation Standards/ Requirements | <input type="checkbox"/> School reform |
| <input type="checkbox"/> Alternate Assessments | <input type="checkbox"/> Health Info, insurance, etc. | <input type="checkbox"/> Section 504 |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Housing | <input type="checkbox"/> Services for adults |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> IEP | <input type="checkbox"/> Social Security |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Inclusion | <input type="checkbox"/> Supported Employment |
| <input type="checkbox"/> Disability information | <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Discipline/Behavior Interventions | | <input type="checkbox"/> Understanding Research |
| | | <input type="checkbox"/> _____ |

11. Other comments _____



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1890-0004
Exp. 10-31-2007

Check only one box per Program Office instruction.

Annual Performance Report Final Performance Report

General Information

1. PR/ Number #: _____ 2. NCES ID#: *N/A*
(Block 5 of the Grant Award Notification - 11 Characters.) *(See Instructions - Up to 12 Characters.)*
- 3 Project Title: _____
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification)*: _____
5. Grantee Address *(See Instructions.) Only need to enter if address has changed.*
6. Project Director Name: _____ Title: _____
 Ph #: () ____ - ____ Ext: () _____ Fax #: () ____ - ____
 Email Address: _____

Reporting Period Information *(See Instructions.)*

7. Reporting Period: From: *04/17/05 or 10/1/05 if 1st year of grant* To: *04/16/06 (subject to change)* (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	<i>Leave blank if in first budget period</i>	
b. Current Budget Period	<i>Actual budget expenditures for current budget period to date</i>	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other *(Please specify)*: _____
 Type of Rate *(For Final Performance Reports Only)*: Provisional Final Other *(Please specify)* _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects *(See Instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? Yes No N/A

Performance Measures Status and Certification *(See Instructions.)*

11. Performance Measures Status *(Only check "Yes" if Final Performance Report)*
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? ___/___/___ (mm/dd/yyyy) *90 days from end of grant*
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

 Name of Authorized Representative: *(Usually board president)* Title: _____

 Signature: Date: ___/___/___

ED 524B

Page 1 of 5



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) _____

(See Instructions)

Provide a 1-2 page executive summary for annual reports, and a 2-3 page executive summary for final reports. List population served, highlights of project's goals, and the extent to which outcomes and performance measures were achieved. The executive summary for final reports covers the entire project period, not just the final reporting period.

SAMPLE

State X's Parent Training Project serves parents of infants, children, and youth with all types of disabilities, as well as related professionals. Parent Center was awarded the parent training grant on October 1, 2003. The overall goal of the Parent Training Project is to improve outcomes of children with disabilities by providing information and training to parents and professionals on special education law and scientifically-based research.

Parent Training Project has five major goals. This report summarizes the project's activities and accomplishments under each goal for the period of April 17, 2005-April 16, 2006.

Goal 1: Workshops

Parent Training Project presented twelve workshops this reporting period, exceeding the goal of 10 workshops. A total of 325 parents and professionals attended these trainings. Workshop topics included "Introduction to the IEP," "Positive Behavior Interventions," and "Transition to Adulthood." Workshop evaluations were very high, with an average rating of 3.7 out of a possible 4 points.

Goal 2: Individual Assistance

The goal of providing 1,000 parents and professionals with individual assistance via phone, email, and in-person consultations was exceeded. Parent Training Project assisted 1,628 individuals during the last year. Parent advocates also attended 10 facilitated IEP meetings and 5 mediation sessions. Parent Training Project strives to resolve disagreements at the lowest level possible. Parent advocates assist parents to understand their rights and responsibilities under the law so they can more effectively participate in their children's education. An emphasis is places on parent-professional partnerships.

Goal 3: Outreach to Underserved Parents

Parent Training Project is committed to reaching underserved populations through trainings and individual assistance. Three of the 12 trainings presented during this reporting period were in languages other than English- 2 in Spanish and 1 in Vietnamese. A Spanish-speaking parent advocate works at Parent Center 3 days a week and is available to provide individual assistance via phone or in person at the center or parent's home.

Goal 4: Parent-Professional Partnerships

Parent Training Project provides workshops for parents and professionals on how to communicate more effectively and better understand the other's perspective. Parent Center staff participate on 5 state and local boards and committees.

Goal 5: Information Dissemination

Parent Center maintains a Web site to keep parents and professionals up-to-date on special education news and research. The Web site received over 10,000 visits this reporting period, which is a 25% increase over last year. Parent Training Project also mailed 367 information packets to parents and professionals.



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

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

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

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

Goal 1: Provide workshops to parents and professionals on IDEA, NCLB, and other relevant topics.

I.a. Performance Measure	Measure Type	Quantitative Data			
		Project		Target	
		Raw Number	Ratio	Raw Number	Ratio
Present 10 workshops each year on special education topics.		10	/	12	/

I.b. Performance Measure	Measure Type	Quantitative Data			
		Project		Target	
		Raw Number	Ratio	Raw Number	Ratio
Reach 100 professionals (teachers, social workers, doctors, etc) through workshops and trainings.		100	/	75	/

*(** Your data should be entered in the Raw Number column or the Ratio and % columns-not all 3. If quantitative data is not appropriate for a program measure, enter "N/A" in the Raw Number and % columns of the Target and Actual boxes.)*

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

1a. The goal was exceeded by presenting a total of 12 workshops. Total attendance for all workshops was 325 people, and the average score on workshop evaluations was 3.7 out of a possible 4 points.

1b. Parent trainers presented 4 workshops geared toward professionals, and some professionals also attended parent trainings. A total of 75 professionals were reached this reporting period through workshops and trainings. Two more workshops will be held this grant year, which will enable us to meet the goal of reaching 100 professionals.



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Grant Performance Report (ED 524B)
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OMB No. 1890-0004
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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.

Goal 2: Individual Assistance

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Document 1,000 contacts annually with parent and professionals	Project	1,000	/	1,628	/

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
Attend IEP meetings and mediations.	Project	N/A	/	15	/

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

2a. Through telephone calls, emails, and in-person meetings, Parent Center staff have documented 1,628 individual assistance contacts. Technical assistance is given through consultations, materials, and referrals to appropriate agencies.

2b. Parent Center staff attended 10 facilitated IEP meetings and 5 mediation sessions. Next year, the goal will be to increase the number of meetings and mediations attended by 20% (No target was established for this measure in the grant application).



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Grant Performance Report (ED 524B)
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OMB No. 1890-0004
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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

We do not anticipate any significant budget changes in the next reporting period.

(In this section, explain any unexpected budget information. Provide an explanation if funds have not been drawn down from GAPS, you did not expend funds at the expected rate, any changes have been made to your budget that affected your ability to achieve your approved project activities.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

We do not expect any significant project changes in the next reporting period.

Annual Performance Reports:

- Provide a list of current grant partners and any changes that occurred during the reporting period or that you expect to occur in the next reporting period.
- Describe any changes you wish to make in the grant's activities for the next budget period
- Indicate any requested changes to approved key personnel for the next budget period (Departmental approval must be received before making changes)
- Provide any other appropriate information about the status of your project and any unanticipated outcomes

Final Performance Reports:

Answer the following question-

1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes of benefits from your project and any barriers that you may have encountered.

“Strategies for Success: An Evaluation Handbook for Parent Training and Information Centers and Community Parent Resource Centers” is a guide to help Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) evaluate their programs. The handbook describes the evaluation process and shows Parent Centers how they can use program evaluations to improve their center’s effectiveness and showcase their accomplishments.



**Technical Assistance ALLIANCE for Parent Centers
National Technical Assistance Center**

**National Toll-Free: 888.248.0822
Web site: www.taalliance.org**