SPDG APR Guidance Webinar

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February 10, 2025

Purpose of Today's Webinar

Provide	SPDG Program's GPRA results from last year's APRs.
Remind	Program Measure reporting strengths & challenges.
Prepare	APR deadlines and guidance.
Gather	Fidelity Fridays? Other topics?
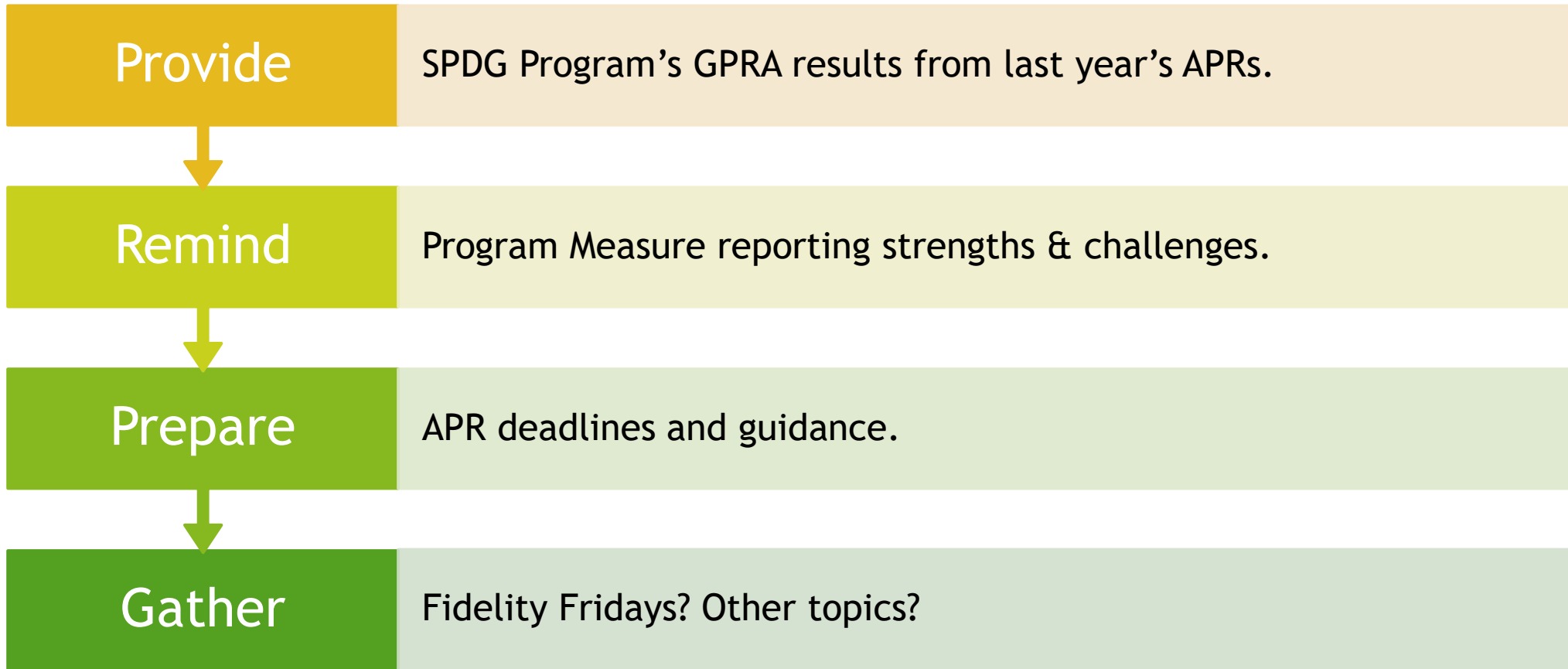
Learning Targets

Participants will be able to describe the type of fidelity measures now required for Program Measure 2

Participants will be able to navigate to the Program Measures page to review the APR resources.
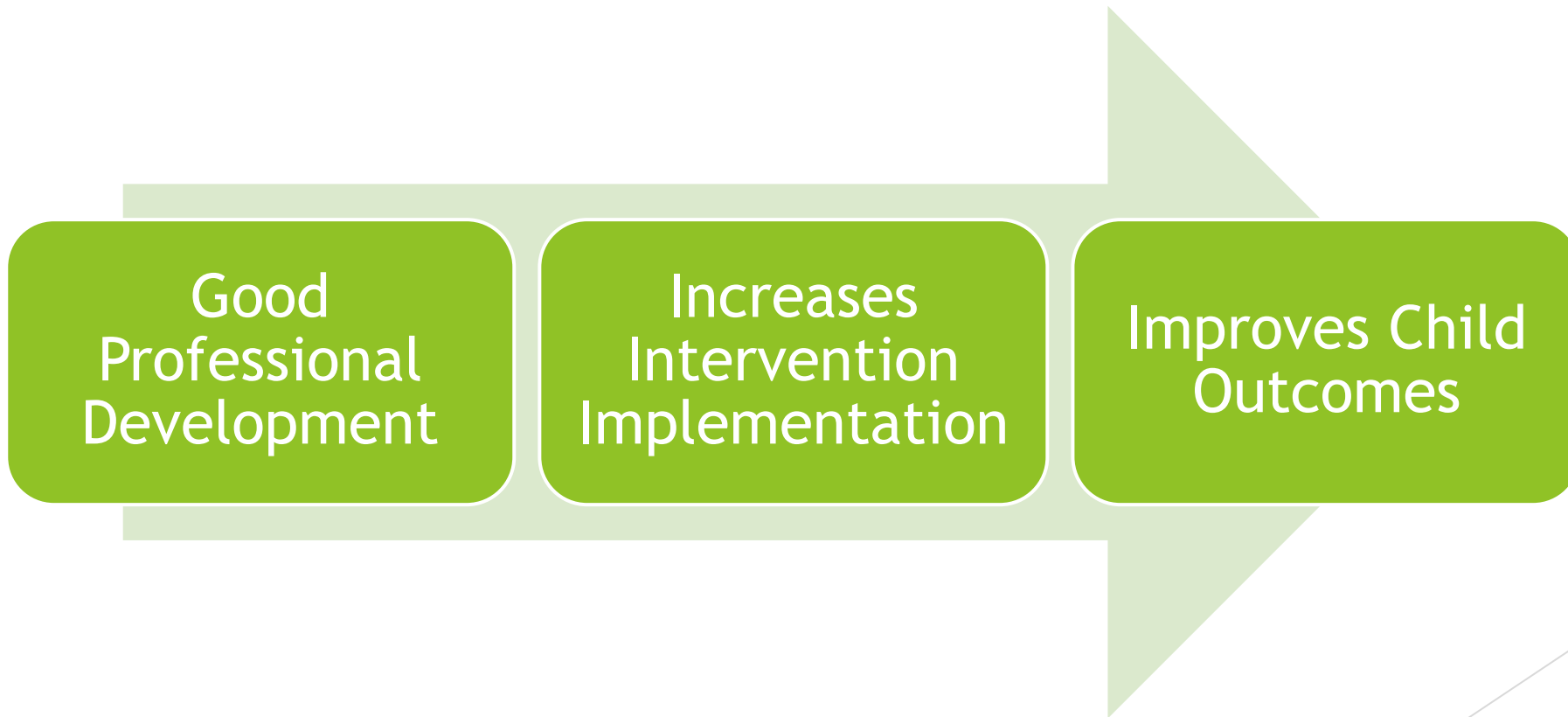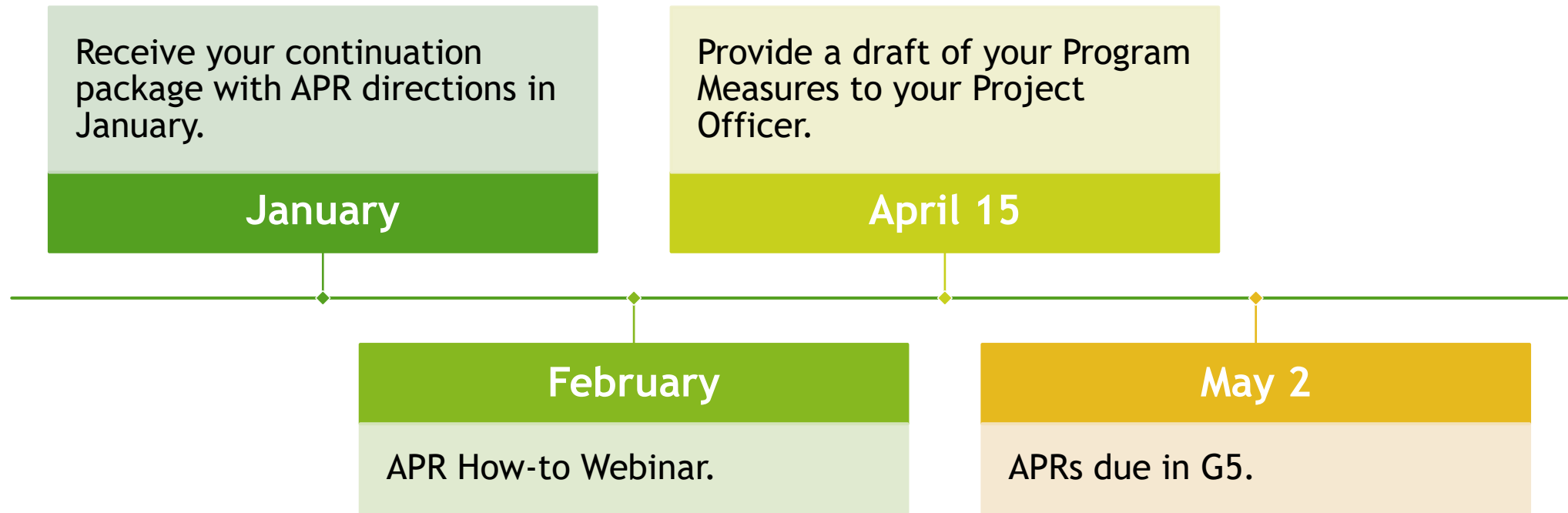
From intentions to actions

My Intention

You will have a better sense of APR expectations and the resources that will help you meet those expectations.

(simplified) SPDG Theory of Action

Good Professional Development → Increases Intervention Implementation → Improves Child Outcomes

Your APR Calendar *(not for new grantees)*

Receive your continuation package with APR directions in January.

January

Provide a draft of your Program Measures to your Project Officer.

April 15

February

APR How-to Webinar.

May 2

APRs due in G5.

New Grantees

▶New grantees provide all draft measures to your Project Officer PRIOR to the April 15th program measure submission.

▶Please determine the due date of your first draft with your Project Officer.

▶Keep in mind this is an iterative process.

GPRA Review Progression

Implementation Year 2

Contractor reviews EB-PD Worksheet for the first time (Program Measure 1).

Implementation Year 3, 4, (& 5)

Contractor reviews worksheet, fidelity measure, and cost measure (Program Measure 1, 2, & 3).

Final Report

Contractor reviews worksheet, fidelity measure, cost measure, and child outcome measure (Program Measure 1, 2, 3, & 4).

If in a no-cost extension EB-PD Worksheet not necessary.

NEW!!

If you are in a no-cost extension you **do not need to provide** an EB-PD Worksheet.

You can request a no-cost extension up to 10 days before your performance period ends (September 30th).

Use the link to the NCE Request Form available on the Grant Management page on SIGNetwork and email the form to your Project Officer.

Overview of GPRA Data

	Measure 1.1				Measure 2.1						Measure 2.2				
	Completed worksheet for all 16 components (Y/N)	Identify missing worksheet components (if applicable)	Percentage of worksheet components scoring 3 or 4	Meets target (Y/N)	Has fidelity measure (Y/N/NS)	Set target (Y/N)	Reported actual performance data (Y/N)	Meets target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)	20% observed by outsiders (Y/N, N/A)	Set target (Y/N)	Reported actual performance data (Y/N)	Correct equation (Y/N)	Within 5 points of target or exceeded target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)
Number (Yes):	31			27	25	24	18	13	7	12	32	32	30	28	0
Percentage (Yes):	97%			84%	96%	92%	69%	50%	54%	46%	100%	100%	94%	88%	0%
# of initiatives (Y2-final):	32				Initiative years 3-final		26		Yes+No	26	Initiative years 2-final		32		

Program Measure 4 (Child Outcomes)

Measure 4.1					
Identified a measure (Y/N)	Measured child-level outcome (Y/N)	Set target (Y/N)	Reported actual performance data (Y/N)	Meets target (Y/N)	If target was not met, was it due to inadequate data? (Y/N; if Y see column Z)
17	17	17	13	7	4
113%	113%	113%	87%	46.7%	40.0%
Number reporting data				15	

Individual Program Measures

Program Measure 1

Evidence-based Professional Development

Year	Target	Actual (or date expected)	Status
2016	70.0	75	Target Exceeded
2017	70.0	92	Target Exceeded
2018	77.0	82.8	Target Exceeded
2019	82.0	68.7	Did Not Meet Target
2020	85.0	81.3	Target Not Met, but Improved
2021	85.0	81.5	Target Not Met, but Slightly Improved
2022	82.0	88.5	Target Exceeded
2023	82.0	88.0	Target Exceeded
2024	**82.0**	**84.4**	**Target Exceeded**

Number of Initiatives Reviewed for Each Implementation Year

Initiative	Met Target	
	Yes	**No**
Implementation Year 2 (6 initiatives)	6	0
Implementation Year 3 (10 initiatives)	8	2
Implementation Year 4 (2 initiative)	1	1
Implementation Year 5 (0 initiatives)	-	-
Implementation Year 6 (8 initiatives)	7	1
Implementation Year 7 (6 initiatives)	5	1
Total (32 initiatives)	**27**	**5**
%	**84.4%**	**15.6%**

Rubric A Results

Initiative Year	Selection		Training						Coaching			Performance Assessment					Support	
	A1	A2	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2
Count of 1:	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0
Count of 2:	0	3	0	2	3	4	3	3	1	2	3	1	5	3	1	1	0	1
Count of 3:	27	27	14	24	28	21	28	14	12	26	13	20	23	27	13	9	26	29
Count of 4:	5	2	17	5	1	7	1	1	19	4	0	11	4	1	0	4	6	2

Components to Watch

B(4) **Trainers (the people who trained PD participants) are trained, coached, and observed.**

Required elements:
- Description of training provided to trainers.
- Description of coaching provided to trainers.
- Description of procedures for observing trainers.
- Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered.
- Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).
- Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).

C(3) Coaching outcome data are collected and analyzed to assess participant knowledge and skills.

Required elements:

- Description of how coaching is monitored for fidelity to content and quality.

- Description of how coaching fidelity data are used to identify potential training and coaching for coaches

- Description of procedures to assess the knowledge and skills gained by those who are coached.

- Description of how coaching outcome data are analyzed by the SPDG team.

- Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.

Components to Watch

D(2) Coherent data systems are in place at all education levels (SEA, regional, LEA, school).

- Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:

- Description of how targets/benchmarks are set for the various types of data

- Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.

- Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data

D(3) Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).

- Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol).

- Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies).

- Description of how fidelity and child outcome data inform modifications to project plans and processes.

Completing your EB-PD Worksheet

Review	Review **exemplar** worksheets
Use	Use the EB-PD Worksheet and attach it to your APR.
Perspective	Have a SPDG "novice" review your worksheet (good use of interns/doc students).

Questions about Program Measure 1?

Program Measure 2: Improving Implementation

The percentage of Special Education State Personnel Grant funded Initiatives that meet benchmarks for improvement in implementation of SPDG-supported practices over time.

Year	Target	Actual (or date expected)	Status
2016	60.0	74	Target Exceeded
2017	60.0	72	Target Exceeded
2018	65.0	54.5	Target Not Met
2019	65.0	48.0	Target Not Met
2020	70.0	60.0	Target Not Met, but Improved
2021	70.0	59.3	Target Not Met
2022	60.0	48.0	Target Not Met
2023	**60.0**	**70.6**	**Target Exceeded**
2024	**60.0**	**50.0**	**Target Not Met**

Initiative	Met Target	
	Yes	No
Implementation Year 3 (10 initiatives)	4	6
Implementation Year 4 (2 initiative)	1	1
Implementation Year 5 (0 initiatives)	-	-
Implementation Year 6 (8 initiatives)	6	2
Implementation Year 7 (6 initiatives)	2	4
Total (26 initiatives)	13	13
%	50.0%	50.0%

Considerations

Be clear about the fidelity measure you used.

How will the reviewers know it's a fidelity measure?

If your fidelity measure is a self-assessment, describe 20% external observation reliability check, if possible.

If it's not a self-assessment make that clear in your description.

Setting next year's targets… are your targets appropriate?

For Program Measure 2, **fidelity measures an intervention, practice, or program experienced by the child/student**.

- ▶ For instance, a SPDG is using a multi-tiered system of support (MTSS) that is focused on reading. Read180 is the program being used to teach reading.

- ▶ The SPDG should use a fidelity measure that captures personnel use of Read180.

  - ▶ A measure of MTSS implementation fidelity (*i.e., district and school level process support*) is still critical for the project and should be reported as a project measure.

Intervention Fidelity

Program Measure 2 Example

A SPDG is implementing MTSS and each site is choosing the content focus (i.e., behavior, reading, math).

- Systems are a big part of MTSS. The systems and procedures are in service of using evidence-based literacy practices.
  - The team processes may be the **implementation fidelity measure** reported as a **Project Measure**.
- Systems vs. Interventions
  - The fidelity measure you use for Program Measure 2 should determine the fidelity with which "interventions" are being used.
  - In this case, are classroom literacy practices being used with fidelity?
  - Fidelity data can then be reviewed alongside student outcome data.

How would you approach this?

Fidelity Requirements & Strategies

- Program/GPRA measure has changed to "intervention fidelity." The means the intervention that is expected to improve outcomes for children with disabilities.

- Strategies for data collection:
  - Sampling
  - Determining common essential features across different interventions
  - Determining benchmarks across different types of measures and reporting the percentage of sites that met their benchmarks?

- What other strategies can you think of?

Setting Targets

- Challenging but achievable
- Analyzing your history and the outcomes other initiatives are experiencing.
- Set the target for your out-years
    - Work with your Project Officer
    - Targets can be changed

Reliability Check

Only for fidelity measures that are "self-assessments"

20% reliability check conducted by someone not involved in the day-to-day of the work

Be clear regarding:
- Is it a self-assessment?
- If yes, who did the reliability check and what are they considered and "outside observer"

Deeper Dive

▶ **Question: What do you target for Program Measure 2** (implementation at the student level, professional development, team, or state level)?

▶ **Answer**: Implementation at the student level

> ▶ Consideration: Other fidelity measures can be included as Project Measures.

▶ **Other Questions?**

Fidelity Fridays
TGIFF: Thank Goodness It's Fidelity Friday

- **February: Jennifer Pierce (I-MTSS Center) – I-MTSS Fidelity**

- **March: Rebecca Zumeta Edwards (NCII) – Intensive Intervention Fidelity**

- **April: Steve Lipscomb (REL Central) & Alexa Hudak (OK SPDG) Collecting Fidelity Data**

Questions about Program Measure 2?

Program Measure 3

The percentage of Special Education State Personnel Grant-funded initiatives that meet targets for the use of funds to sustain SPDG-supported practices.

YEAR	TARGET	ACTUAL (OR DATE EXPECTED)	STATUS
2016	85.0	78	Target Not Met
2017	85.0	83	Target Not Met
2018	85.0	89.7	Target Exceeded
2019	85.0	100.0	Target Exceeded
2020	85.0	93.8	Target Exceeded
2021	85.0	81.5	Target Not Met
2022	85.0	88.5	Target Exceeded
2023	85.0	84.0	**Target Not Met**
2024	85.0	87.5	**Target Exceeded**

Initiative	Met Target	
	Yes	No
Implementation Year 2 (8 initiatives)	6	2
Implementation Year 3 (2 initiatives)	2	0
Implementation Year 4 (1 initiative)	1	0
Implementation Year 5 (3 initiatives)	3	0
Implementation Year 6 (6 initiatives)	4	2
Implementation Year 7 (5 initiatives)	5	0
Total (25 initiatives)	**21**	**4**
%	**84.0%**	**16.0%**

Program Measure 4

The percentage of State Personnel Development Grant-funded initiatives that meet their child outcome targets.
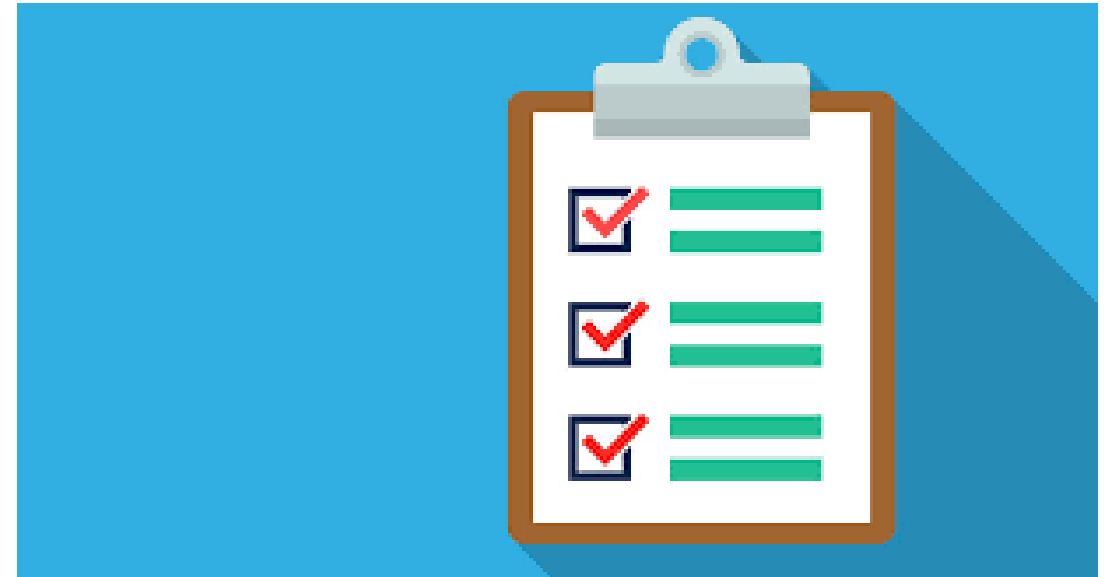
Steps for Program Measure 4

- ▶ If you have not already, determine a child outcome measure that is a direct result of your intervention.

- ▶ Collect baseline/ongoing data.

  - ▶ Set initial targets for each year.

  - ▶ Each year, determine if the targets still seem reasonable.

- ▶ CIPP, our GPRA contractor, will use the data from your final report.

- ▶ *Note that you can have only one Program Measure 4 per initiative.*
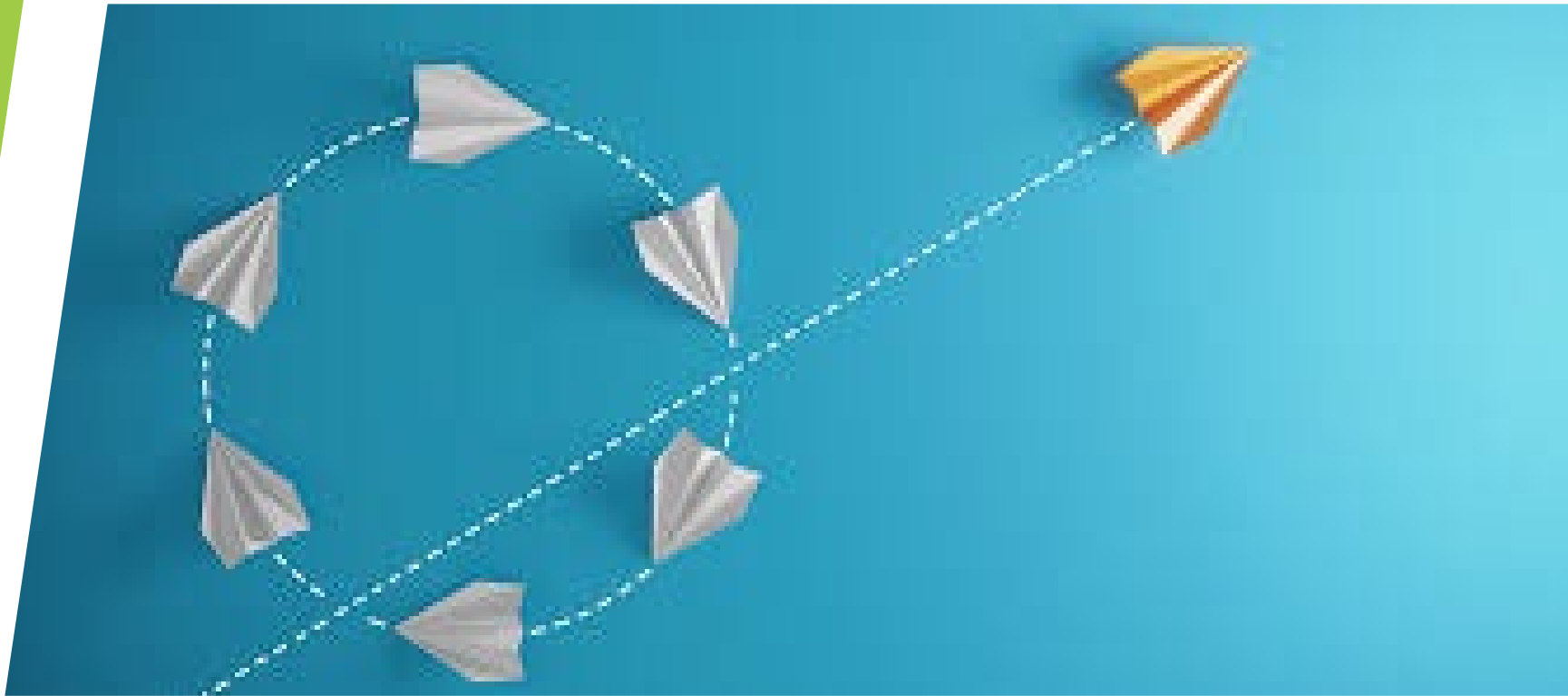
Considerations, Resources, & Your Questions

Rubric B & APR Fillable Form

▶ Rubric B (DOC)

▶ APR Fillable Form (PDF)

Overall APR Considerations

Submitting your Program Measures

Please submit your draft **Program Measures** to your Project Officer by April 15th, 2025 for review. You do **not** need to submit your Project Measures, only your Program Measures.

Reminder: If it is your first year please give a draft of all of your measures to your Project Officer.

Large Available Balances (LAB)

You will receive an email if you have a large available balance (*LAB = >70% of your annual budget*)

You may need to complete the SF-424 financial form and attach it to your APR in G5.

Note that the financial form is shown for every grantee, but only those who are notified must include it with their APR.

In APR Section B, please provide a strong description of reasons you have not been able to spend down your funds and your plans to do so going forward.

GRANTEE REPORTING REQUIREMENTS

- Annual Performance Report
  - Every year of your grant in early May.

- Final Performance Report
  - Due within 90 days of the last day of your grant.

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.

OMB No. 1894-0003
Exp. 04/30/2014

[ ] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/Award #: _____
   (Block 5 of the Grant Award Notification - 11 characters.)

2. Grantee NCES ID#: _____
   (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.)*

6. Project Director *(See instructions.)* Name: _____ Title: _____
   Ph #: (   ) _____ - _____ Ext: (   ) Fax #: (   ) _____ - _____
   Email Address: _____

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: _____/_____/_____ To: _____/_____/_____ (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** *(Match/Cost Share)*
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period *(For Final Performance Reports only)*		

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 (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___ No ___ N/A

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

11. Performance Measures Status
   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)

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.

_____ Title: _____
Name of Authorized Representative:

_____ Date: _____/_____/_____
Signature:

ED 524B

ANNUAL PERFORMANCE REPORTS

Reporting Period:

For first year grants, the date is the beginning (i.e., start date) of the project though February 28th.

For grants in years 2-5, it is the date from the end of the previous reporting period (March 1st, 20--) through February 28th, 20--.

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: _____/_____/_____   To: _____/_____/_____   (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** *(Match/Cost Share)*
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period (For Final Performance Reports only)		

ANNUAL PERFORMANCE REPORTS

Budget Expenditures:

Must be data or information from the business or grants office.

Report expenditures through the end of the "Reporting Period".

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: _____/_____/_____   To: _____/_____/_____   (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 *(Match/Cost Share)*
a. Previous Budget Period		
b. Current Budget Period		
c. Entire Project Period *(For Final Performance Reports only)*		

ANNUAL PERFORMANCE REPORTS

Performance Measure Status:
- This will be checked "**No**" for all performance reports. The APR contains data for **the reporting period.**
- The date entered here will be the due date for your Final Performance Report, which is 90 days after the end of the grant.
- Signatory must have authority to sign on behalf of the institution since the grant is from the Department to the institution and not to an individual. (This person is typically not the Project Director).

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

11. Performance Measures Status

   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)

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.

_____   Title: _____

Name of Authorized Representative:

_____   Date: _____/_____/_____

Signature:

ED 524B   Page 1 of 5

EXECUTIVE SUMMARY SHEET

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

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): _____

(See Instructions)

*** Provide highlights of the project's activities and the extent to which the expected outcomes and performance measures were achieved during the reporting period.   Do NOT include the project abstract.

PROJECT STATUS CHART

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

OMB No. 1894-0003
Exp. 04/30/2014

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.

1.a. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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

PROJECT STATUS CHART

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

OMB No. 1894-0003
Exp. 04/30/2014

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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.

Enter one of the project's objectives; on subsequent pages, you will enter additional project objectives as submitted in your grant application.

PROJECT STATUS CHART

Enter the **PROGRAM** performance measure(s) that align with the objective immediately followed by any **PROJECT** measure(s) developed to address that program measure.

Enter any additional **PROJECT** performance measures that show you are measuring progress toward meeting the objective (e.g., 1c., 1d.,).

1.a. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

PROJECT STATUS CHART

Here you identify if the performance measure is a PROGRAM measure, "PRGM," or a PROJECT measure, "PROJ."

1.a. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
	PRGM	Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Note: **Program** measure refers to one of the SPDG shared performance measures for the Professional Development Program. **Project** measures are unique to your grant.

PROJECT STATUS CHART

Quantitative data:
Depending on your measure, enter either a raw number **or** a ratio and percentage. Enter the target number identified in the performance measure and then the actual data for this year. If complete data are not available for the measure, enter actual data for the reporting period and provide an explanation at the bottom of the page.

1.a. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	8%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number 10 10	Ratio	%
			/			/	

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INFORMATION TO INCLUDE IN THE EXPLANATION OF PROGRESS SECTION

- Describe the data provided (e.g., what data collection methods were used, when were the data collected, how was a sample drawn, are there missing/incomplete data, what was the response rate, was a reliability measure taken). **Your Project Officer should be able to understand and interpret the numbers in the chart from your description in this section.**

    - What changes in the data occurred since last APR (i.e., trend)?

    - What activities were undertaken to achieve the targets?

    - If targets were not met, what are possible reasons?

    - How will activities that failed to meet targets be improved?

FINAL PAGE OF THE REPORT

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

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): _____

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

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

Section B & C: Refer to the instructions for Section B & C with the ED 524B

SECTION B – BUDGET INFORMATION

THIS SECTION IS NEVER BLANK!

A. Actual expenditures for reporting period.

B. Provide an explanation if you did not expend funds at the expected rate.

C. Describe any significant changes to your budget resulting from modifications to project activities.

D. Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.

E. Do you expect to have any unexpended funds at the end of the current budget period? (Explain why, provide an estimate, and indicate how you plan to use the unexpended funds [carryover] in the next budget period.)

F. Describe any anticipated changes in your budget for the next budget period that require prior approval from the Department.

SECTION C – ADDITIONAL INFORMATION

- If applicable, please provide a list of current partners on your grant and indicate if any partners changed during the reporting period. Please indicate if you anticipate any change in partners during the next budget period. If any of your partners changed during the reporting period, please describe whether this influenced your ability to achieve your approved project objectives and/or project activities.

- Describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope and objectives of your approved application.

SUBMITTING THE ED 524B

- Submit the ED 524B at http://www.g5.gov/ (there are instructions for using G5 in the continuation letter)

- A signed ED 524B Cover Sheet must be uploaded in G5.

- Refer to the Final Performance Report sections in the Grant Performance Report Instructions if you are submitting your final report.

- Contact your project officer for reporting requirements during a no-cost extension period.

Contact your OSEP Project Officer with any questions!

WHY IS THIS IMPORTANT?

HIGH-QUALITY OBJECTIVES & MEASURES:

Make it easier for you to measure your progress	Allow you to report progress easily and quantitatively
Establish targets (both short-term/annual and long-term)	Allow OSEP staff to gather evidence of program effectiveness

Taken from the Center for Evaluation and Education Policy (CEEP) presentation

PERFORMANCE MEASURES ARE:

Measurable indicators used to determine how well objectives are being met.

How will progress be assessed?

How much progress will constitute success?

How will it be known if an objective or part of an objective has been achieved?

Taken from the Center for Evaluation and Education Policy (CEEP) presentation

TYPES OF PERFORMANCE MEASURES

Program

Measures established by OSEP for the Personnel Development program. These include measures established for reporting to Congress under the Government Performance and Results Act of 1993.

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TYPES OF PERFORMANCE MEASURES

Project Measures

☐ Measures that the grantee establishes to meet their project objectives

- ☐ Project performance measures can address both the **process** of working towards an objective and the **outcome** related to meeting the objective
- ☐ Ensure a mix of both process and **outcome** measures

HIGH-QUALITY PERFORMANCE MEASURES

High-quality performance measures show:

- ☐ **What** will change.

- ☐ **How much** change you expect.

- ☐ **Who** will achieve the change.

- ☐ **When** the change will take place.

COMMON PROBLEMS

- Activities are **NOT** performance measures

- If the best response is "Yes, we did that," it is likely an activity (not a performance measure)

- Examples of activities:
    - Training a certain number of sites
    - Hold an Advisory Board meeting quarterly
    - Establish a mentoring program
    - Evaluate the project

- Performance measures need to be measurable

SUMMARY

- Projects should have a few clear objectives that explain what the project is doing to support their overall goal(s)

- Each objective should have a few, specific performance measures to demonstrate how progress toward meeting the objective is being measured