Slide 1:

Welcome to the training on the performance measures collection for 2022. I’m Julia Martin Eile, lead for the TA&D program, and the Research to Practice Division of OSEP, and with me are Elaine Carlson, Kerri Wills, and Myriell McKinnon, our contractors for the performance measure collection.  We will have time for questions at the end, but you can also type your questions in the chat space and we will try to answer it at the appropriate time in the presentation.

Please note that we are recording this today. So that will be helpful for those who can't be with us. Next slide. Thank you.

Slide 2:

So the purpose of this training is to describe the process of collecting the program measured and clarify what's expected in the 2022 data collection. We will describe the Program GPRA Performance Measure requirements, share results from last years’ collection, suggest ways to enhance the quality of grantee submissions, demonstrate the website grantees will use to upload materials, review the schedule for the data collection, and respond to grantee questions.

Slide 3:

GPRA requires performance assessments of Government programs for purposes of assessing agency performance and improvement. The Office of Management and Budget, together with the Federal agencies, determines how programs will be assessed. Congress uses program performance assessment data to justify program funding. So it's important.

Next slide, please.

Slide 4:

How it works is that OSEP reports progress on program performance measures annually to OMB and Congress. This provides an aggregate picture of performance. The review of our performance data affects the continued funding of IDEA programs. OSEP also uses the data to improve the TA&D program performance. So the data, like I said is important.

Next slide.

Slide 5:

This is the general description of the purpose of the TA&D which is to promote academic achievement and to improve results for children with disabilities by providing TA, supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Slide 6:

So annually, we have measures, many of you are familiar with them around quality, relevance and usefulness or QRU of new services or new products, involve collecting data, in addition to what you provide to OSEP in your APR. You already provide the milestone data for the efficiency measure to us in your APR. For long‑term measures data collection occurs only 2 years. Those measures address the implementation of evidence-based practices and promotion of effective models. Data for the long-term measure will not be reported this year.

Slide 7:

Okay. How is quality rated? What does it mean to have a high-quality product or service? OSEP has determined that there are two dimensions for quality: substance and communication. The substance dimension is “Does the product content or the content delivered through the service reflect evidence of conceptual soundness and quality, grounded in legislation or policy?”

The communication dimension is “Is the product content or content delivered through the service presented in such a way so as to be clearly understood, as evidenced by being well-organized, free of editorial errors and appropriately formatted?”

The independent panel of reviewers judges the quality of a product or service by scoring each dimension on a 4-point scale, ranging from 0 = Very Low to 1= Moderately Low to 2= Moderately High to 3= Very High. In addition, the score for the substance dimension is double weighted, which means that services can receive 0, 2, 4, or 6 points for substance. Together, the two dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered high quality.

That was a lot. I hope if you have questions, you'll put them in the chatbox. Next slide, please.

Slide 8:

How is relevance rated? Again, what does it mean to have a highly relevant product or service? OSEP has determined that there are three dimensions for relevance: need, pertinence, and reach. The need dimension is “Does the product or content delivered through the service attempt to solve an important problem or deal with a critical issue?”

The pertinence dimension is “Does the product or content delivered through the service address a problem or issue recognized as important by the target audience(s)?” and the reach dimension is “To what extent is the product or content delivered through the service applicable to diverse segments of the target audience(s)?”

The independent panel of reviewers judges the relevance of a service by scoring each dimension on a 4-point scale, Very Low to Very High. Together, the three dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered high relevance.

Slide 9:

So how is usefulness rated? What does it mean to have a high-quality product or service? OSEP has determined that there are two dimensions for usefulness: ease and suitability. The ease dimension is “Does the product or content delivered through the service address a problem or issue in an easily understood way, with directions or guidance regarding how the content can be used to address the problem or issue?” and the suitability dimension is “Does the product or service provide the target audience(s) with information or resources that can be used again or in different ways to address the problem or issue?”

Again, the independent panel of reviewers judges the usefulness of a service by scoring each dimension on a 4-point scale, ranging from Very Low to Very High. In addition, the score for the suitability dimension is double weighted, which means that services can receive 0, 2, 4, or 6 points for suitability. Together, the two dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered highly useful.

I noticed there was chat in -- some conversation in the chatbox about being able to understand closed captioning, but I understand the closed captioning is on. So are ‑‑ oh, now the captions are on. Okay.

Great. Okay, we're on to slide ten.

Slide 10:

How is effi1ciency reviewed? The cost-efficiency of the TA&D program includes the percentage of milestones achieved in the current APR period and the percentage of funds spent during the current fiscal year. You submitted milestone performances as part of your APR. We consider allocations and drawdowns from G5. It is important to note that you don’t need to do anything additional for the efficiency measure.

Next slide.

Slide 11:

These are our 2021 QRU results. As you can see, the chart shows the results of products and services for the TA&D and in 2021, 97.2% of TA&D products and services were judged to be of high quality, and all were of high relevance and high usefulness. All three targets were met.

Slide 12:

In slide 12, we are talking about the 2021 milestones achieved and funds drawn down. In 2021, 94.5% of TA&D milestones were achieved and 91.6% of funds were drawn down. There are no targets for this measure.

Slide 13:

Here, last year, 90% of states working closely with the grantees were promoting the implementation of evidence-based practices which was the target.

Slide 14:

So who participates? And you'll see our coding is 84.326 for our technical assistance centers. Those that participate, are 84.326 Centers in their 2nd-5th year of funding in FY2021, and all 84.326 Centers operating under a no-cost extension during FY2021 are included in the performance measurement process. 84.326 Centers operating in their first year of funding during FY2021 are not included.

Slide 15:

Thanks, Julia. I am going to talk about the data collection that we have planned for you in 2022. So first, I'm with the Center to Improve Program and Project Performance and we'll be managing the process for OSEP. Initially, we will ask you for a list of new products and new services that your grant released in Fiscal Year 2021. CIPP then randomly selects one item from each list, meaning one product and one service. And those are the products and services that will be reviewed by an external panel.

So when developing your lists of products and services, remember, you don't have to include 10 new products and 10 new services, that's just the maximum. We encourage you to focus on listing the major products and services that you released for the first time in fiscal year 2021. Projects will then provide the description of the selected new product and new service. And we'll spend quite a bit of time talking about that description.

Slide 16:

So which panels will review your guide? The answer is that depends. As part of the Description Guide, grantees specify whether their product/service is policy-based or evidence-based. Evidence-based products and services are reviewed for quality by the Science Expert Panel. Policy-based products and services are reviewed for quality by the Stakeholder Expert Panel. All products and services are reviewed for relevance and usefulness by the Stakeholder Expert Panel.

So I just want to clarify, evidence-based and policy-based products/services are of equal value. It’s not preferable for a product or service to be evidence-based or policy-based. They are judged in the same way. The only difference is that the qualifications of the reviewers and the wording of the rubric are slightly different. In choosing between evidence-based and policy-based, remember that the Science Panel that reviews evidence-based products and services does not necessarily have expertise in TA&D. And the Stakeholder Panel does not necessarily have expertise in rigorous research. You should keep those things in mind when you are deciding on the evidence-based or policy-based determination. In fact, it may be helpful for you to know that the Science Panel judges quality not only for TA&D products and services but also for ETech, so they have a much broader reach.

Slide 17:

Elaine, I know I'm supposed to be asking you these questions. What is a product is our first question.

For the purposes of performance measurement, a product is a piece of work, in tangible or electronic form that informs a specific audience on a topic relevant outcomes for children with disabilities. Here are some examples: journals, booklets, pamphlets, research reports, DVDs or CDs, multimedia kits, PowerPoint presentations, decision‑making tools, implementation resources, and then frameworks like system frameworks. Please note that for the purposes of the performance measurement process, maintaining a website is not considered to be either a product or a service.

Other items that are not considered products include databases, meeting agendas, materials that are developed for one-time use by an individual, archived chats, conference proceedings, contact lists, or any kind of performance evaluation report that you have done for your grant.

Slide 18:

I know you were trying to clarify products to services. What is a service?

For performance measurement, it's considered work that provides information to a specific audience. Again, relevant to outcomes for children with disabilities. And here, under services, examples include hosting a conference, facilitating topics of cohorts, conducting training, leading and convening informational meetings, responding to inquiries, organizing learning communities, and providing on-site TA. That sort of thing. Again, a website is not considered to be a service. Nor was it a product.

Slide 19:

Okay. So the new product and new service description guide that we were, that I referenced earlier, and the supplemental materials that may accompany it are very important in this review process. And that's really where your time and attention is going to be required. So these guides that you will prepare on the one service and one product that is selected, are the primary source of information used by the expert panel in making the quality, relevance, and usefulness ratings.

You are encouraged to include supporting materials along with the guide. But the guide itself must be complete because the panelists are not required to read through the supplemental materials. We have found they usually do. The guide cannot simply say “see attached PowerPoint” or give a URL and expect that the panel is going to go to that location to find the product or service that you are asking for them to review.

So they do value the reattachments, believe that they look and them, but the guide needs to stand alone. We find just overall that projects that submit complete, detailed, and clear guides with supporting materials make it so much easier for the panel to rate the product and service quality, relevance, and usefulness.

And we know that low ratings are almost always a result of inadequate descriptions. If it's not documented on the description guide, they are going to assume that it wasn't done. So just keep that in mind when you are working on the description guides. We will distribute a set of tips for completing the guides that might be helpful. And so you can take a look at those when you have a chance. Keep in mind that your project officer and the CIPP staff are always willing to have a conversation with you about this. And also, to review your draft description guide if that would be helpful.

Slide 20:

Elaine, I see we have how to write a good description. That seems like a pretty important piece.

The first point is to take the time that's necessary to develop a complete, clear and accurate description. The document, as I said, is important and it is the primary source of information for the panel in coming up with the quality, relevance, and usefulness scores. But here are tips. First, please read each criterion carefully and respond fully and clearly. There are two-part questions embedded in the guide. For those of you who have taught, it's common, for people to answer the first question and somehow miss the second one. Please take some time to ensure that you read the whole question and respond to each part thoroughly.

Try to guide your reader to the response criteria so that you can easily see how your service meets them. Share your description with others so they can ask clarifying questions and correct any inadvertent mistakes. And lastly, proofread. Mistakes in spelling, grammar, et cetera, can be distracting to a reader, as I'm sure many of you know and the panelists are no different.

Slide 21:

So we pulled some examples of entries that have been submitted in prior years and that received high ratings. And the purpose of sharing these examples is not to tell you what to write but to give you an idea of the level of detail that panelists really want to see in these description guides. The first quality measure has to do with the relevance of legislation and policy to your product or service.

And this is what one grantee wrote, they started with IDEA, they said it requires that each state develop an SPP evaluating its implementation describing how the state will improve the implementation. Then it goes into the indicators. It talks about the indicators C3 and B7 of the SPP/APR. Requiring Part C early intervention and Part B Section 619 preschool special education programs to report on the percentage of infants, toddlers, and preschoolers” Et cetera.” It goes into a lot of detail about what specific policy or legislation this product or service was designed to address.

Slide 22:

So the second quality measure asks to you show that the product or service is presented in a way that is clearly understood. So here, one grantee wrote the : “…the materials were reviewed carefully by TA staff and other content experts, including state Part C and Part B 619 staff, as well as OSEP staff. Review by a professional editor was a key strategy for ensuring the information was well-written, clear, and free of errors. Furthermore, staff with expertise in publication design, online learning, and web-based dissemination were utilized to create high-quality, accessible, and user-friendly materials.”

Again, a number of steps they took to meet that criterion.

Slide 23:

I'll talk about relevance and here, you will see how this example of how they address the important problems, you'll see within this paragraph that there's a challenge that states are continuously working to improve the quality of their child outcome data. This TA center gets a lot of asks from the states about how to collect high-quality child outcome data and how hard the work is to do.

And that they feel that the process that they've developed and helped to support in states allows programs to synthesize their information about a child from multiple sources and across different assessment tools to produce the data that can be summarized. They show the relevance of why this TA tool is so useful to the states.

Slide 24:

In the next slide, there's a second relevance highlighting the importance of the issue. They reflect on the state-level coordinators. They consistently rate child outcome data quality as an area of high need for TA. And in addition, the center receives a large number of TA requests. As I mentioned earlier since most states use this process to collect their data. The center often receives multiple requests around designing and implementing their comprehensive professional development on this process.

You'll see they go into great depth in this paragraph on the importance of the issue.

Slide 25:

In the next slide, we talk about relevance that the content is applicable to diverse audiences. You'll see in this paragraph, they talked about the materials and how they were developed. They used a variety of stakeholders to help them support and implement the TA resources. They actually listed out who those stakeholders were and they show a variety of folks engaged in that work showing that it has quite diverse, it is developed for a diverse audience.

Slide 26:

The last group of measures pertains to usefulness. The first usefulness measure is ensuring that the problem is easily understood. So in this example, the grantee wrote that. “To assist with navigating and using the materials on the webpage, a guidance document was developed describing the various tools and resources in the collection. In addition, guidance on using the materials was provided through a national webinar. A small group of participants from the target audience provided feedback via an online survey, reporting that they gained an understanding of the potential uses of the materials for improving their team. “

Slide 27:

Then last, but not least, measure for usefulness showing how the content can be used again. One grantee wrote, “The COS-TC includes a variety of tools and resources intentionally developed to be accessed by multiple audiences and used in multiple ways to ultimately increase practitioner knowledge about high-quality teaming and collaboration practices for the COS process. For example, the training scenarios were developed for professional development or TA providers to stimulate discussion during face-to-face trainings around important issues or problems of practice while the online practice site was developed to provide practitioners with a mechanism for engaging in self-guided learning to further their understanding of the quality teaming and collaboration practices. Throughout all of the materials, the COS-TC Quality Practices Checklist and Descriptions are referenced and used, providing multiple opportunities for building a rich understanding of the practices.”

So this is really, again, not intended to suggest that you write text, obviously, that's just like this. But hat it gives you an idea of the level of detail the panelists are looking for. If you’re writing a sentence you probably don’t have enough. You should anticipate for each of these measures that you will have a paragraph or two with this type of detail.

Slide 28:

So how do they submit the materials?

The grantees will be uploading a copy of their completed guide and any supporting materials to CIPPsite.org. For those of you who have participated in this process in the past, it will be similar to what you've done before. Please be sure that the URL addresses for supporting materials that you upload are marked clearly. So that the panelists can find them. We do ask that you limit supporting materials to no more than five files per guide. Again, the panelists do like looking at materials, but they don't want to open 20 different files to try to get through the process.

The deadline is April 4th. Let's talk about the timeline overall.

Slide 29:

So again, you were notified of your participation the week of February 14th. Obviously, today we're having the training for the data collection. We ask that by March 11th, you upload that list of products and services to the CIPP website. Again, it's up to ten services and up to ten products. All you have to do is give the name of the product or service. It's not a very detailed submission.

We will use that to select the one product and one service that you will be submitted. So the week of March 21st, we will notify you which product and which service was selected. And we will then request the product and service description guides and supplemental material that you want to send with those.

We'll ask that by April 4th, you upload the one product description guide and one service description guide and then any supporting materials on to the CIPP website. Let me stop there for a moment and ask if there are any questions. Let me look in the chat and see if there are any questions.

All about captioning. Okay. So we're going to keep plowing ahead after Myriell does the demonstration of the website.

Some of you may be familiar with this. This is the homepage of the CIPP site. Whether or not you are a returning user or if this is your first time accessing the site, you will first click on log in.

Then it's going to prompt you to log in with your username and password. And to do that, you will be clicking forgot password. You'll enter your email address and click send password. The system will generate an email to you that has a temporary password for you to use at your initial login; that email looks like this.

So you're going to go, you can use the link here. So I'm going to go back to the login page. You’ll be entering your username, which is going to be the email address you are using to communicate with us. And then the password, you're going to retrieve from that email. And it's like a series of random letters, numbers. And again, this is just the one that you are going to be using for the initial set up and you'll be prompted to create your own unique password.

So this is the page that you'll get to where you will be creating unique password and there are some criteria to keep in mind when creating it. I'm going to go ahead and paste that. The current password is the temporary one that you receive in the email. The new password and confirm password, those two fields is where you create your own password.

All right. And then you'll go on to reset your password. It's giving me a message that the new password does not meet the requirement. It looks like I left something off there.

Let's try that again. Oh‑oh. So it does give you a lot of error messages until you get that just right. So now we're on to continue to the home page. And so this is what it looks like when you first log in and you'll see there are three tiles here. The first two are not relevant for the GPRA process. It's the other services that CIPP provides.

To continue you click on “Conduct GPRA reporting” then “QRU review”, “QRU Review 2022”. There aren't really any other options to choose from. We've tailored your view, so you are basically just navigating through until you get to the folder you need to get to.

Then you'll click on “Stakeholder Panel” and then the “TA&D anel documents” tile. And once you click there, you'll see, there are two folders, one is labeled grantee documents.

The other is guidance documents. The guidance documents folder contains resources that are useful for completing. We have the PowerPoint here. We have the forms in PDF version. The tips and product description guide tips document. And this is where we'll also have a recording of today's training.

And then when you click on the grantee documents folder. This is where each grant will click in order to locate their folder. So as you can see here, you will need to click on TA grants. And then there is a folder for each of the grants that were sampled for this year's data collection. And so once you find your respective folder for your grant, you will click on that and I'll use this first one here as an example. And you will drag and drop or either upload your files here. And so as we've mentioned, the first document that you'll need to submit is going to be your list of services. And then when, if you choose to upload here or again, you can drag and drop, you'll be selecting for the next submission, it's going to be your service description guide and product description guide and any documents to go along with that.

And so here, as you can see, you'll want to make sure you don't have any characters or it won’t upload. For today's example, this is the naming convention you will use when you upload your description guide or your documents. That information will be given to you in further detail when you receive the email letting you know which of your products and services were sampled. We like for you to name them with the grant number, service description guide, and then for your documents, your supporting documents, it will also be the grant number and service document that you are uploading.

And so this pretty much concludes the training for today. I'm sorry. This concludes the demo portion of the training. We can hold here if you have any questions about anything on the CIPP site that you'd like to see again.

I know a few people from the chat were having trouble getting into the CIPP site. It seems you have to put the WWW in front of it People found it worked better once they did that.

Great. Yes. I know we have the links in some email communication. If you have issues accessing the site, definitely let us know and we'd be more than happy to assist you in getting access.

Again, all users are going to do the password reset regardless of if you have ‑‑ I see someone raised a hand. Let me get back here.

Yeah. I had a question about is there a special way you are supposed put your email when you do forgot password?

It's going to be the email that we're using where you receive the initial correspondence from us.

Okay. I need to find out who that was.

Or, you can, if you would like to drop your name and email address in the chat or just reach out to us, we'll provide the email for the CIPP-GPRA@westat.com in the next slides. You can reach out to us and we can have our system administrator add you so that you have your own account if you are going to be the one uploading information.

Great. Thank you. I see that there. We'll add you.

Thanks so much.

Any other questions? Okay.

Slide 31:

We have one final question to gauge your comfort level with the information and your need for additional assistance. So if you would, please complete this quick poll question to indicate the areas where you think you need additional clarification or assistance. How to prepare your lists of new products and services. How to prepare description guides, how to access the website or none of the above. You feel like you are in pretty good shape. Or other if you feel like you have some other need.

We will use the results of the poll, share them with OSEP so that that project officers, if we find that there are grants need particular help with one topic or another, project officers or CIPP staff will reach out to help folks with that.

Yeah, Elaine, this is Julia, I would say if you are confused or concerned, talk to your project officer. I'm in touch with all of them. They can get in touch with me and we can make it work for you all. So...

Again, this is just the contact information. Myriell and Kerri are the folks at the other end of the CIPP‑GPRA email address.

I want to say, if something comes up that you are not sure about or you are struggling, with please, please, please ask us. We do not want you to spin your wheels. It's likely what is challenging you has a fairly simple solution. We want to make this as painless as possible. Please reach out to us or your project officer and we'll get through this together.

I know it's not people's favorite thing to do, but OSEP really does use the data. Every year we present to leadership at OSEP and they really do take time to look through the data to understand what's going on and to try to make improvements to the program. Even going above and beyond reporting to OMB and to the Budget service, I think OSEP really uses the data internally to make adjustments to the program.

Please keep that in mind as you are working your way through. Okay. Thanks so much, everyone. Have a great day.