Slide 1:

Tina Diamond: Well, again, Thank you. Guys. All for coming and joining us on a Friday. Welcome. This will be our training on Performance Measure Collection for 2023.

Most of you know me but if you don't I’m Tina Diamond from OSEP, and with me today, or Brad Keller, Kerri Wills, Myriell Mckinnon and Rufus Settles our contractors for the Performance Measure Data Collection.

We'll have time today for questions at the end, but you can also type your questions in the chat, and we'll try to answer it at the appropriate time during the presentation. Please note we are recording the session. So, if you don't want to be recorded on camera keep your camera turned off. In addition, if you guys can just put your name and the project that you're attending on behalf in the chat box. That would be great.

Finally, the training is being transcribed. If you'd like to see live transcription. You can click on the closed caption button at the bottom of your screen. If you need any additional assistance, please share that in the chat.

Slide 2:

So, the purpose of the training for today is to describe the process of collecting the program measures and clarify what's expected in the 2023 data collection. We'll describe the programs. GPRA performance measurement requirements, suggest ways to enhance the quality of grantee submissions, demonstrate the website grantees will use to submit your materials, review the schedule for data collection and respond to any granted questions that you have.

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 and Congress uses this program performance assessment data to justify our program funding. So, this is a critical piece of the work that we do.

Slide 4:

So how does it work? OSEP reports progress on program performance measures annually to OMB and Congress. This provides an aggregate picture of performance.

Their review of our performance data affects the continued funding of IDEA programs. OSEP also uses the data to improve the ETechM2 Program’s performance, so the data are very important to us.

Slide 5:

Tina Diamond: We have annual measures that are collected through this data collection. The annual ETechM2 Program Performance Measures include the quality of new service, product or video clips; the relevance of new service, product, or video clips; the usefulness of new service, product, or video clips; and the efficiency of the ETechM2 program (cost per unit). The QRU ratings are based on an expert panel review.

Slide 6:

Tina Diamond: All right, so we'll jump into. 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 with current research 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, 1= Moderately Low, 2= Moderately High, and 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. Next.

Slide 7:

Tina Diamond: 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 8:

Tina Diamond: What does it mean to have a highly useful 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?”

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.

Slide 9:

Tina Diamond: Finally, how is Efficiency reviewed? There are additional measures specifically for our accessible educational materials (AEM (327Z) projects, Media Description projects and National Instructional Materials Access Center (NIMAC)). We calculate the federal cost per unit of accessible educational materials funded by the ETechM2 Program, video description funded by the ETechM2 Program, and accessible educational materials from the NIMAC .

IMPORTANT NOTE: The cost measures are collected though request via email from the OSEP Project Officer.

Slide 10: So who participates?

Tina Diamond: All ETechM2 program Media Services and all other 84.327 grants receiving funds in FY2022 (10/1/2021-9/30/2022) so all of those projects participate in the Quality, Relevance and Usefulness review.

At this point I'm going to turn it over to Brad Keller from CIPP to discuss the data collection process.

Slide 11:

Brad Keller: Thanks, Tina.

For the 84.327 grants (not Media Services grants), CIPP first asks for a list of up to 10 new products and 10 new services released in FY2022. CIPP randomly selects one item from each list. These are the new products and new services that will be reviewed. When developing your lists, remember:

You don’t have to include 10 new products or services. 10 is just the maximum. Focus on listing the major products and services you released for the first time in FY2022.

If you have more than one grant in this time period, tell us which grant each product or service belongs to.

For Media projects, you submit 3 video clips of your choice, but they must be at least 3 minutes each, as well as a new Media Description Guide.

Slide 12:

Tina Diamond: Which panels will review your guide?

Brad Keller: 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 reviewed for relevance and usefulness by the Stakeholder Expert Panel. Evidence-based and policy-based products/services are of equal value. It is no better to have an evidence-based product or service than a policy-based one. The qualifications of the reviewers and wording of the rubric are the only differences. 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 ETechM2, and the Stakeholder Panel does not necessarily have expertise in rigorous research. In fact, the Science Panel judges TA&D products and services as well as ETechM2 ones, so they are generalists.

Slide 13:

Tina Diamond: What is a Product?

Brad Keller: A product is a piece of work, in tangible or electronic form developed and disseminated by an OSEP-funded project to inform a specific audience on a topic relevant to improvement of outcomes for children with disabilities. Examples include software or hardware products, journals or informational articles, research reports, booklets or pamphlets, modules, PowerPoint presentations, manuals, or web-based instructional materials.

For the purpose of this performance measurement review process, maintaining a website is not considered to be either a product or a service. Other items not considered products include databases, meeting agendas, materials developed for one time use by an individual, archived chats, conference proceedings, contact lists, and progress/performance/continuation/evaluation reports.

Slide 14:

Tina Diamond: What is a service?

Brad Keller: A service is work performed by an OSEP-funded project to provide information to a specific audience relevant to the improvement of outcomes for children with disabilities. Examples include providing captioning, video description, Braille, or other accessible formatting; conducting training; providing technical assistance; leading and convening informational meetings; and responding to inquiries.

Slide 15:

Brad Keller:

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Brad Keller: The new product and new descript service Description guides are very important to the GPRA review process, and they really do need your time and attention.

The guides are the primary source of information consulted by the expert review panels in making their QRU ratings but they expect to see the actual product if possible. That may mean attaching a document or providing a link. If you record a meeting, webinar, or training session, include a link to that as well as PowerPoints and handouts.

We encourage you to include supporting materials along with each guide, but the guide itself must be complete because the panelists are not required to read through the supplemental materials in their entirety, even though they usually do.

Projects that submit complete, detailed, and clear guides with supporting materials make it easier for the expert review panels to rate product and service quality, relevance, and usefulness. And I think about it as you know, we want them to rate what you're actually doing, not be caught up in whether or not they can decipher what you're trying to say in the in the guide. So, we we'll talk a little bit more about that in a moment.

CIPP will distribute a set of tips for completing the guides that can be helpful. You have, or will, receive a copy to consult when developing your guide(s).

Keep in mind that your PO and CIPP staff are always willing to have a conversation with you about this task and to review a draft of your response. So please reach out if you have questions.

Slide 16:

Tina Diamond: How does one write a good description?

Brad Keller: It's very important to first. Just take the time necessary to develop a complete, clear, and accurate Service Description. This document is extremely important – it’s the primary document reviewed by the panel and the quality of the written description of a service correlates to high reviewer ratings.

Please note all the tips mentioned on this slide. Read each criterion carefully. Respond fully and clearly, paying attention to two-part questions. Guide your reader to your response to criteria so that they can easily see how your service meets the criteria. Share your description with others so that they can ask clarifying questions and correct inadvertent mistakes. Lastly, proofread carefully. Mistakes in spelling, grammar, etc. can be distracting to readers.

As Myriell will show later during the live demonstration, you can download the description and email it around to others, if they don't have access to the website where you're submitting the info.

Slide 17:

Brad Keller To give you a sense of the detail required, we pulled some examples of past entries from product or service description guides that scored well with the panelists. In this case, it is important to mention specific legislation of policy.

Here’s what one grantee wrote: This content …was selected to support policy such as: (a) Common Core State Standards for math and English/language arts; (b) Standards for early learning from National Association for the Education of Young Children, state standards, and the Head Start Early Learning Outcomes Framework; and (c) Multiple content-area specific standards development efforts such as the College, Career & Civic Life (C3) Framework for Social Studies State Standards.

Another grantee wrote: Section 504 of the Rehabilitation Act of 1973 and Part B of IDEA require that schools provide a “free appropriate public education.” To meet this requirement, schools must provide “educational services designed to meet the individual education needs of students with disabilities.” The captioning and description included on this clip allow users to meet this requirement by providing accessibility to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind.

In both cases, the grantee names specific policy that links to the product or service.

Slide 18:

Brad Keller: The second quality measure asks you to show that the product or service is consistent with OSEP interpretation and presented in a way that is clearly understood. One grantee wrote: The scope of the {project} and parameters for its operations are defined in IDEA 2004… The release of the new … online system did not involve any new interpretation of the legislation or policy. The redesigned and improved system is consistent with previously established policies and procedures.”

A media grantee wrote: “To ensure that the video content is formatted appropriately for the audience, the content is specifically focused on these users’ accounts, and involves a demonstration of the online system that walks the user through each aspect of the system functionality in real time. Editorial errors are avoided by having each presentation scripted in advance and reviewed by the project director. This also helps ensure that the video presentations are smoothly delivered, well-organized, and well-paced.”

Slide 19:

The first relevance measure asks the grantee to show that the content addresses an important problem or critical issue. One grantee wrote: The target audiences … had varied levels of awareness of the spectrum of issues related to accessibility of educational materials and technologies. When charged with selecting, acquiring and using accessible materials and technologies, both developers and consumers routinely express confusion about the meaning of accessibility in general, and specifically how it relates to materials and technologies. This service was developed to provide statutory and regulatory information as well as practical considerations and steps that stakeholders with different responsibilities and interests can take to increase the availability and use of accessible educational materials and technologies. “

Slide 20:

Tina Diamond:

The second relevance measures asks the grantee how they ensure the problem or issue is recognized as important. One grantee wrote: The importance of the content …was established by the stakeholders themselves. This service was developed, delivered and disseminated in response to multiple, repeated questions from the field for some level of clarification on what it means for a material and/or technology to be “accessible,” what services are available from the … Center and related projects funded by OSEP, and ways to work to increase accessibility of materials and technologies across the country. Requests for clarification came from both consumers and developers via multiple venues, such as stakeholder meetings, conference presentations, webinars, email and phone, and formative feedback.”

Slide 21:

Tina Diamond: And the third relevance measure asks grantees to show that the content is applicable to diverse audiences. One grantee wrote: the content is applicable across the center's wide-ranging stakeholder groups, early learning, K-12, higher education, and workforce development. Each of these sectors is responsible for providing accessible materials and technologies to learners who need them in a timely manner. Knowing why it's necessary to purchase, select or acquire accessible materials and technologies. As well as how to determine. If a material or technology is accessible are pretty requisite to meeting accessibility requirements, and the needs of all learners. The presentation was designed to provide clear and succinct information about the robust services and supports provided by the center to the highly diverse stakeholders involved in any part of the continuum of knowledge, skills and actions needed to increase accessibility of materials and technologies.

Slide 22:

Brad Keller: For the first usefulness Measure grantees are asked to show that the content addresses problems in an easily understood way, and includes instruction and use. This one's a little bit long. So bear with me, because I think it shows the type of detail required.

The grantee wrote without captioning a description. The message of the content is lost from students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. Captions are written at a reading rate which is appropriate for the grade level of the student and description is written using vocabulary, which is age appropriate. In addition, all media is open-caption and open-described, which eliminates any difficulty in getting to the accessibility.

The website, the primary method for ordering and accessing content is fully accessible. It includes a detailed help center providing users with assistance in locating and using accessible materials. Video dialogue and accessibility scripts are offered via a transcript feature which provides for reinforcement and facilitates access to the content by those for whom video is not the optimum teaching medium, such as students who are deaf-blind. Further, all author Dvds include talking menus for users who are blind or visually impaired.

Slide 23:

Brad Keller: And this is the last one I promise the second usefulness measure. This measure asks the grantees to show how the content can be used again when granting accessible content is available via number of methods. One grantee wrote: “… accessible content is available via a number of methods. First, and primary, is the {project} website. Teachers, parents, and school personnel may utilize video streaming, or order a fully accessible DVD, to be used with students. Student accounts can be established to allow direct use of the materials by students. Secondly, the {project} provides media via other technological means such as set-top-boxes which can be connected to the television in the classroom or the home, native mobile apps for tablets and smartphones, and supports inclusion in classroom Learning Management Systems which can support individualized or group learning experiences. Additionally, the interactive transcript feature provides text-based access to program and accessibility content.

In addition to these examples, we have an annotated Description Guide on the CIPP website that you can review. It goes through a complete Guide and notes where and how the critical content is presented.

Slide 24:

Tina Diamond: How do I submit my materials?

Brad Keller: This slide details the data collection methodology, which has changed this year, Myriell will get into the details and provide a demonstration of the new process. Grantees complete an online guide and attach video clips or any supporting materials to the online form of CIPPsite.org

In the past you all have generally email things to us, but it's all going to be submitting online this year. Be sure that URL addresses for supporting materials for your product and our service are clearly marked, and limit supporting materials to no more than 5 attachments per guide.

Slide 25:

Tina Diamond: How are your descriptions rated?

Brad Keller: As we described before, panelists rate products/services against each criterion for high quality, relevance and usefulness using a 4-point scale ranging from very low to very high, and ratings of 6 or higher across the criteria are deemed of high quality, relevance, and usefulness. Please give some thought to the products, services, and video clips you include. Sometimes products or services that are innovative and exciting don’t have as much evaluative information as those that are better established. Take a look at the description guide before deciding what to submit either on your list or 10 products and services or in selecting your clips.

Slide 26:

Brad Keller: The week of February 13, Media and 84.327 projects were notified about GPRA process via email. By March 3, Media projects upload 3 sample video clips and their Media Description Guide to the CIPP website. By March 3, 84.327 projects should upload their Lists of New FY2022 Products and Services. By March 13, CIPP will notify 84.327 grants which product and which service was selected, and request Product and Service Description Guides for them. Finally, by March 27, 84.327 projects should upload one Product Description Guide, one Service Description Guide, and any supporting materials to CIPP website.

I’m now going to turn it over to Myriell McKinnon, who will perform a live demo of the SharePoint site.

Slide 27:

Myriell McKinnon: Thank you, Brad and I'm going to share my screen.

So this is the website, and for any of you have who have done this before, this may look a little different. We did update our main page of the CIPP-site, and this is the page that you will land on to start with the process. And so we do have a change this year. In addition to the way that it looks, we are using a newer version of applications and software to ensure security and functionality. And those 2 major changes are that the process in the process of the MFA requirement and online service descriptions. So, as you may know, several websites use like a multi-step login process where you have to either receive a call or use a code for security purpose. So we will be implementing that, and another changes to the description guides. So previously you would have provided paper versions, and we are now using online versions of description guides and a little bit of background is that it is an improvement that we are working on, for when our panels review the way that they're reviewing the information. Now they can conveniently access your description, which is going to be provided kind of in a paragraph format for them, and they'll have the opportunity to rate that description for each of those sections right away. So it' more of a combined form for the reviewer as opposed to the reviewer cross-referencing and looking through different materials.

Okay. And so now we're going to demo the initial login process. So with the MFA requirement it does utilize the Microsoft live access account. So if the email address you're using to access, or that you've provided us with for accessing the CIPP-site. Some universities already utilize the Microsoft live feature. If that is the case for you, you would just log in with your credentials. Otherwise, there is a login setup wizard that will take you through some through some steps to get that account created, and we're going to walk through that now.

Myriell McKinnon: So you will enter that email address. And then it sends a code to that email that you can retrieve.

 So you will get that code and go back and paste it in. And this is just asking for your permission to set up the MFA. And you can read through that and press accept. And this lets you know that there's more information that's required, and it's just letting you know the next step, which is where it's going to sync to your phone. So you'll select authentication phone your country or region which for most of us will be United States, and you'll enter the number that you'd like to use to receive that verification phone call. And press next. And it's gonna give you a call. And the number is (855) 330-8653, so there's a specific number that calls every time. This information is also in a guide. And it was successful and I press the pound feature, and it tells you, when you answer to press pound. So, you press pound from your phones keyboard, and so it processes, and it lets you know that it's been successful, and you can press done.

This is the customized view for the media. If you're a grantee, and you're providing media clips. You can disregard this, but your view is customized so you will only see the EtechM2 Media Project Description Guide. Which you would click on that. And then this shows you your guide, and this information will be pre-filled for you to complete. And so the only thing you'll see, here is a guide when you access.

Tina Diamond: Myriell. This is Tina. Before you move on to the next portion. There was a question about the authentication method in the chat, and it's Can we use another authentication method? Eg. Authenticator.

Myriell McKinnon: So it's specific to this version. So you wouldn't be able to use like Google Authenticator. But I do believe that there is another method where you can download that, and if you're interested in that, you can contact us at CIPP-GPRA@westet.com and we can provide those instructions for you.

Myriell McKinnon: But in that initial step where I selected verification phone. If you go to the drop down, it does say, use the app. So, I would have to provide further instructions on exactly which app for you to use and provide you with those instructions to use the app for anyone that's interested.

Myriell McKinnon: And were there any other questions in the chat?

Tina Diamond: No, there was just an additional comment that many folks do use the Microsoft Authenticator App.

Myriell McKinnon: Oh okay, perfect, Brad provided the email address. And that's it. All right. Great. Thank you. So when you access your account for the Media Grantees. You'll notice that you'll have a guide that's assigned to you. There's nothing that you need to do but edit the guide, and on the right side is where we have a window where you can access resources like today's slides and a recorded version of the training.

That will be available for you to access here, and you can go to the next resources and just click on “learn more” to open up that document. So that's where your guidance documents are going to be located, and then to edit the description Guide, you would click on that link.

Okay, and so the way that you would share this you would have to print. Do a print review, and then you can print to Pdf and save it on your desktop, and then you can share that and email that with others. You can't share the link directly to those who don't have access to the site, because it will require them to log in to view your guide. You can print to PDF, and then it will allow you to save it as a file on your desktop.

Brad Keller: Myriell there was one additional question, and it’s probably something you can’t address right now. But there is a question about whether or not the CIPPsite is down. And when I saw that I did try to open edge browser as well as a chrome browser to get there, and it doesn't seem to be loading up on my end. So, I think other users might be having that same problem right now.

Myriell McKinnon: Yes, so users will have access to that on Monday. So that link is currently deactivated. And then, after the demo, when you try to log in to upload. If you are an EtechM2 Grantee that are non media, you'll be able to upload your lists. Media, you don't have that list, but you'll be able to access that on Monday with the instructions that you were given.

Brad Keller: Myriell, yes, The homepage isn’t even loading. So, I think that's different than them not being able to log in. It might be that they might be doing some maintenance or something. Right? Yeah, it's possible they're doing some maintenance. It should be loading it's just that you wouldn't be able to log in until Monday. There’s just a mad rush of everyone clicking it right now, we crashed it. Thanks for looking into that.

Myriell McKinnon: To edit the form you will click on edit and then these are structured so the context is the same as the paper versions. But again, it's just electronic. You’re entering it here, and a portion of this information is already pre-filled, because the grants that are providing their services, so this form is geared to Etech media, and we're gonna go over the non media form as Well, but this information is already pre-filled. So you'll see that information there.

It'll have the person that it's assigned to; the person completing the form. There's some other details for you to enter again this is similar information. You may not have seen a previous paper version, but there are details for you to provide about your grant. You'll also want to provide the name and contact information for the person completing. So that's just like your name, phone number and email.

And so for the media clips, the way that your form is set up is that you have the section here where you are labeling, so clip 1 2, and 3. You will indicate whether it is video, description or video description and captioning. So, depending on which one you can write yes, in the appropriate text box, and then you will also provide the title of that clip. And the way that it this form works is, it allows you to attach your clip right into the form in the respective section. So, as you're uploading, clip one here, you can add that as an attachment under Clip 1, and then add clip 2 here and clip 3 here.

And then the next sections. C through G. are going to be repetitive for each of the 3 clips. It asks for the target audience of the media clip. So, you're gonna choose up to 3, and you can make that selection by typing 1 2, and 3 into the form. And then target areas identified. So, you can make that selection by making selections from the drop down.

And then I do want to just pause to show you a feature of save versus apply. So we have our save. But in here, if you press that it does save your progress and exit you from editing the form. But if you want to just save your progress and remain in the form you can actually press, apply and so it just saves your progress, and then you can continue. You don't have to press edit. You can just continue with editing the form.

Okay. And so now we're in the Quality Section. It has the definition and asks you to describe. You can type your information or your description in the text box, which will expand, so that you can type out what you need. There are some additional features here for formatting if you're interested in providing bullets, and then also what’ll be useful is if you have any links to include, you can include the links by using this in the link feature. So, you'll be providing the quality of your media clip in each of the quality sections.

Tina Diamond: Myriell, while you're bringing that back up. There is also another question about: is there a file size limit for the clips? The limit is very large, and we've tested this so you should be able to upload you shouldn't have any issues uploading media document or media files. If you do, just let us know, and we'll work something out.

Brad Keller: One of the one of the benefits of using the system is that it can accept a lot bigger files that an email, you know system or others.

Myriell McKinnon: Yes, okay. And so, I’m just entering information here. But basically, you will provide the information for each clip. So for clip 1. you'll provide your Quality Descriptions. Then it moves on to Relevance of the Media Clip which you can provide your information there. And again, this is all for clip 1 So you're gonna do your quality sections, relevance sections, and then your usefulness sections for Clip 1, and then you can expand and go down into the next section, because this is going to be those same questions. But it's going to ask you that as it pertains to clip 2.

You'll do that for clip 3, and then you can save. Again, to save it will save your progress and exit you from the form, and that is the difference between save and apply; whereas, as I showed you before, apply saves your progress, but allows you to remain on the form to make edits. And so that is how you complete a media description guide, and we're going to visit the Etech non media form.

So, when you log in for the Etech Non-media grantees, you will see a list of services folder, which you can click on, and you can go into here and drag and drop or upload your list of services. So that's how we collect that information.

And then, once we have sampled your service and your product, when it’s time to go in to do your description guides for those you will see the other tile, and that’s going to be the “EtechM2 Description Guides”. And so, your page, your home, or your page for the guides, is formatted a little differently because it gives you a section for a product, and it gives you a section for a service guide as you will be providing one for both for the non-media grantees. Similar to the media page, you also have this section here where you can access any guidance documents and training documents like today's PowerPoint and recording. And so, we'll go through here, and I’m just gonna go through a service description guide. There's mainly the same. It's just the language, whether it refers to product or a service.

When you edit your guide, you'll go ahead and click that edit button there. and then you'll notice similar information that it has just like the media form that we just went through. The difference is just gonna be starting here, so you will provide the target audience for the service. and you can select. You know what applies, and then the level of technical assistance for the service. You'll have to make that selection from the drop down.

In the target area, you can make those selections from the drop down. And then the difference here is for ETech non media grantees. You will make selections on whether or not your product or service is evidence-based or policy based. And that language for quality does change depending on which one you select it has a slightly different definition if its policy-based versus if it's evidence-based.

So, you will go on to complete this section similar to the media form where it asks for quality and then quality 2 quality, 3 sorry quality 2b quality, 2c and then the relevance of the product and the usefulness.

Brad Keller: Myriell we have another question, it’s about login credentials, someone asked if we send you name and emails of people who are responsible for doing this for our project can we have them added to the system? Or is it only project directors currently?

Myriell McKinnon: Yes, please do send that to us, if you have someone that will completing this form instead of the main contact of the grant. Let us know who that person is, so we can provide them with access and get that form assigned to them.

Brad Keller: But is it only each? Is each form only assigned to one person?

Myriell McKinnon: No, you can assign the form to multiple people, if there’s going to be collaborations. So, you can specify and let us know if it will be assigned to multiple people. But we need to know of any additional staff that will need access, so we can make sure they get added into the system.

Brad Keller: The only caution we have is to just to make sure that people are aware that others might have access and you know somebody is coordinating so that people don’t undo somebody else’s work that type of thing. But I imagined you guys would do that anyways. That to me that’s the only thing that makes me worried when 4 0r 5 different people have log in, so they don't know that the other person you know who's doing what? Just as long as we that's done it, it can work from a technical sense in our end.

Myriell McKinnon: Yes. And then, when we get to the bottom, you may add your supporting documentation as an attachment into the form. In the email that you will receive once your service and product has been sampled we do also provide text in that email for naming conventions which helps us sort things out. When you add your supporting documentation, you can reference to that email. It will let you know how to name it. Grant number, supporting document number one, and then, and if you have additional ones, you'll name them with your Grant number supporting documentation 2, and so on and so forth. And you can add that into the attachments right here in this form. And just be mindful that you are completing a product form and a service form. So, you want to attach your product supporting documentation into the product guide that you're completing for your selected product. Then you want to make sure that you upload your service, supporting materials as attachments in the Service Guide. And then you can press, press, save, and that will save.

Just a few other things, this site does not time out, and so you will not lose your information by inactivity. But we do want to remind you to either use that apply feature. I showed you just to save your progress as you go, because if you navigate away, or if your computer shuts down then you could possibly lose your information that way if you know, exit out of the browser, or if it shuts down. But if you are not interacting with it for 5 or 10 minutes that will not cause you to lose your information and boot you off of the form.

Okay, and that concludes the demo. We have one more slide, and then we can move on to questions. Bear with me trying to navigate with all of the browsers, and I can't get back to where we are. There we go.

Slide 28:

Brad Keller: All right, thank you. We have a question to gauge your comfort level with the information we discussed today, and your desire for additional assistance. So please note the areas below in what you'd like, more clarification or assistance, and we'll work with that to provide support.

Response Categories are: “how to prepare your list of new products and services”, “how to prepare your description guides”, “how to access and use the website” or “I don't need any additional support”.

This open for a few moments.

Over half of the people have chimed in. Looks like there are a few areas, but a good number of people would say that they feel pretty comfortable with it.

Thank you all for that. If you take anything away from this, it's just reach out to us or if you have any questions for your Project Officer. We want you all to submit materials that adequately, adequately reflect what you're actually doing. So, we really hate to see Grants get a lower rating because something about the instructions didn’t make sense. So, we really want to help that out.

There's a question if we have examples of policy-based descriptions. Can you show us evidence-based descriptions?

I think that's referring to the ones that we read out loud. We don't have any in the slide show, but we do have an annotated description guides that will be available on the website. I believe it has Evidence Based descriptions. I think we looked into that. But I will double check that and get back to you, James.

Thank you. That's a good question.

Tina Diamond: Brad. There's also a request for a copy of the presentation for reference.

Myriell McKinnon: Yes, yeah, I can jump in. So, I did put a comment in the chat. In your user guide there is one of the first sections includes where there'll be a link of today's recording, and it's actually on the CIPP home page. And when you go to resources they will be uploaded there, and you can utilize that link that's in your guide.

Brad Keller: I put a link to the website in the chat, although, as we mentioned earlier it seems to be not running right now, but that's where it will be.

Myriell McKinnon: And there's another question from Sherry, so the link is to the recording that you can access outside of logging in in case you need a step-by-step instruction to get in. But the copy of the slides are going to be made available in that window with the left and right arrows that you can navigate through those resources once you get logged in.

I think we may be able to share the slides, if you know outside of you having to log in in addition to the recording, if that's helpful.

Brad Keller: There's also a question about CC. Would it be okay to get us something by the Monday? The sixth? Yeah, we can look at that. I think that that's reasonable.

Don’t stay up all night to work on this if you're out of town at this conference, or you know, if you're doing remotely. So, thanks for asking.

If something comes up and you you're not going to meet a deadline or something. Just let us know. I mean, we can within reason work with you on things. There are some deadlines that we can't get past. That's why we have a schedule. But there are oftentimes that if we have a conversation with you about it, we can work something out.

Slide 29:

Brad Keller: Okay. So, the last slide is a picture of my colleagues. There's Kerri, Myriell and Rufus. If you're unclear about what your centers to do, please feel free to contact any of them by the phone numbers on the screen or CIPP-GPRA@westat.com

So, the last slide is questions we've answered a few already, but if anybody has any others, please feel free to speak up and let us know.

Are there any other questions?

If you don't have any questions, I thank you all for joining us. If you want to stick around and ask a question or 2. Feel free to do that, but otherwise thank you all so much, and we look forward to looking for what you send us.

Myriell McKinnon: Yes, thank you all.

Tina Diamond: Thank you. Everybody, have a nice weekend.

End.