2023 TA&D GPRA DeafBlind Grantee Training Transcript

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Susan Weigert: Well welcome to the training on the Performance Measures for the GPRA Data Collection for 2023 I'm Susan Weigert from OSEP, and with me are Brad Keller, Kerri Wills, Myriell McKinnon, and Rufus Settles. These are our contractors for the Performance Measure Collection. We'll have some time for questions at the end. But you can also type questions in the chat space, and we will try to get to those questions at the appropriate time in the presentation.

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Susan Weigert: Okay, the purpose of this training is to describe the process of collecting the program measures for the national data collection on GPRA and to clarify what's expected in the 2023 Data Collection. So, we'll describe the program performance measures the and we will suggest ways to enhance the quality of your Grantee submission and to demonstrate the website that you'll need to use to submit the materials and to review the schedule for the data collection and to respond to questions.

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Susan Weigert: The get pro performance assessments of government programs is required for purposes of assessing agency, performance and improvement. and the office of management and budget, together with federal agencies, determines how programs will be assessed. And Congress does use this program performance assessment data to justify program funding from year to year.

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Susan Weigert: So OSEP reports progress on program performance measures annually to OMB in Congress, and this provides an aggregate picture of our performance. No project is assessed only on their own performance or identified at all, but just Every submission is submitted to Congress, and the results are submitted as an aggregate picture, and their review of our performance data affects the continued funding of the IDEA programs. OSEP also uses the data to improve the TA&D Programs performance in general. So, the data are very important to us.

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Susan Weigert: now. The purpose of the TA&D Program, as you probably know, is to promote academic achievement and to improve results for children with disabilities by providing technical assistance, supporting model demonstration projects, disseminating useful information and implementing activities that are supported by scientifically based research and policies.

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Susan Weigert: So, the annual measures you're familiar with. They are Quality, Relevance, and Usefulness, or QRU, of a new service involving collecting data from you. In addition to what you provide to OSEP in your APR. So, your APR also addresses Quality, Relevance, and Usefulness. In this case we're going to address those same measures about one of your services.

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Susan Weigert: So how is Quality rated, and what does it mean to have a High Quality, Product or Service? Well, OSEP has determined that there are 2 dimensions for Quality. Those 2 dimensions are Substance and Communication. So, the What and the How. So, 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. And the communication dimension is the product content or content, delivered through the service presented in such a way as to be clearly understood as evidence by being well organized, free of editorial errors, and appropriately formatted. So, an independent panel of reviewers judges the quality of a product or service by scoring each dimension on a 4-point scale. Ranging from 0 which is Very Low, to 1 Moderately Low, to 2 Moderately High, to 3 Very High. and in addition, the score for the Substance dimension is double weighted, which means that services can receive 0 to 4 or 6 points for Substance. and together those 2 dimensions add up can add up to as many as 9 points, and all scores of 6 and higher are considered High Quality.

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Susan Weigert: So how does it? How is relevance rated, and what does it mean to have a highly relevant product or service? Well, OSEP has determined that there are 3 dimensions for Relevance, the Need, the Pertinence, and the Reach of the service. Let me just see. So okay. So the Need to mention is, does this product or content delivered through the service attempt to solve an important problem or deal with a critical issue. And 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 and the Reach to mention is to what extent is the product or the content delivered through the service applicable to diverse segments of the target audience. So, again, the independent panel of reviewers judges the relevance of the service by scoring each dimension on a 4-point scale, 0, 2, 3, and the 3 dimensions can add up to as many as 9 points, all scores of 6 and higher considered High Relevance.

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Susan Weigert: So, finally, what does it mean to have a Highly Useful product or service. This is one that I want you to pay a particular attention to, because we can improve our scores in this Usefulness Dimension and OSEP has determined. There are basically 2 dimensions for Usefulness. The Ease and Suitability. So, the Ease to mention is, does the content 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. So, is it easy to understand? And the Suitability dimension is, Does the product of service provide the target audience with information or resources that can be used again and again in different ways. So, is it flexible? Is it versatile? And it is it suitable for a number of different purposes? So, the independent review of your reviewers also judge these dimensions on a 4-point scale, ranging from 0 to 3, and the score for Suitability dimension is double weighted, so the root services can receive 0, 2, 4, or 6 points for Suitability, and together the two dimensions can add up to 9 points. All scores of 6 and higher are again are considered Highly Useful.

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Susan Weigert: So, who participates? Well a random sample of 10 projects are selected from the

list of projects that were active in fiscal year 22 but did not participate in GPRA reporting in that year. So CIPP is the one that draws the random sample and notifies projects of their selection.

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Susan Weigert: All right before I stop, and I want to turn this over to Brad to tell you a little more about the specifics of data collection. I would like to say also that this PowerPoint and all of the other resources are going to be posted or have been posted at the NCDB Website on the base camp website, so that you can review these. And the other thing is that if you have not already done so, please email your project officer and request a meeting with your project officer to review the draft of your GPRA data submission before you submit. Okay, so thank you for that. And thank you for listening. I will now turn it off over to Brad. Thanks, Susan. I'm going to talk a little bit about the data collection process for this year CIPP first asked Projects to upload a list of new services first delivered during FY 22 which is October 1st 2021, through September 13th, 2022. We ask that you upload that to CIPPsite.org and all this will be followed up via email as well. I want to give you it over here. CIPP randomly selects one item from each of the grantees’ list, so out of the 10 grants we randomly select at least 10 grantees. We ask you to upload list of new services, and then we randomly select one of those for each of the 10 grantees. This is the new service that will be reviewed the developing your list. Remember that you don't have to include 10 new services. 10 is just the maximum number. Focus on listing major services. You release for the first time in FY 2022 and projects do this they complete an online description guide for the selected news service along with attaching supported, supporting materials to CIPPsite.org. So, a description of the Quality, Relevance, and Usefulness of the new service is then sent to a stakeholder extra panel for review.

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Brad Keller: So, if you ask, you know what is a Service? What do you mean by Service? Service is a work performed by an asset funded project to provide information to a specific audience relevant to the improvement of outcomes for children with disabilities. But it recognizes 3 levels of TA Services, General/Universal, Targeted/Specific and Intensive/Sustained and Services could be listed and selected from any of these 3 levels. Examples of Services include conducting training or technical assistance, providing captioning, video description, Brail or other accessible formatting of texture, media leading and convening informational meetings, responding to inquiry or responding to inquiries from a targeted population. Note for the Department Purposes Performance Measurement review process maintaining a website is not considered to be a service.

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Brad Keller: DeafBlind projects complete an online New Service Description Guide for panel review. The new Service Description Guide and supplemental materials are very important to the GPRA review process. They need your time and attention. And as Myriell will show later in our live demonstration, we have migrated the guides this year from an email attachment to an online form. So, in the past you just emailed a file back to us this year. We ask if you submit, it's the same information. But we ask you submit it through an online form. but the content and the structure will be the same as in previous years. The guides sort of the primary source of information consulted by the expert review panels and making their QRU ratings. So, we encourage you to include supporting, but we encourage you to supporting materials along with each guide. However, the guide must be complete, because the panelist are not required to read through the supplemental materials in their entirety, but they usually do. If you have a recording of a Webinar, include a link of that recording. If you have PowerPoint slides, and through those too, you find that reviewers really value the attachments generally. And projects that submit complete, detailed, and clear guides with supporting materials make it easier for the expert panel reviewers or to rate services for the Quality, Relevance, and Usefulness. Based on comments we've had in previous years from reviewers. Low ratings are almost always result of inadequate descriptions. So, it's not that they thought that what they were doing didn't have High Quality, High Relevance for High Usefulness. It's just that it wasn't demonstrated in a way that they could latch on too. So, if it's not we say it's not documented they, they'll assume it wasn't done. Keep in mind that your Project Officer and CIPP staff, are always willing to have a conversation with you about this task, and to review a draft if that’s helpful.

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Brad Keller: So, when thinking about writing a good description, take the time necessary to develop a complete, clear, and accurate Service Description. This document is extremely important. As I said before, it's the primary document reviewed by the panel and the quality of the written description of a service correlates to higher reviewer ratings. Please note that all tips mentioned on this slide are important. Read each criterion carefully, respond fully and clearly Paying attention to two-part questions. Guide your reader for this to your response to the criteria, so they can easily see how your service meets the criteria. Share your descriptions with others, so that they can ask clarifying questions and correct inadvertent mistakes. That's always a good one. Just have somebody else read it to make sure that what you're trying to say is clear. And lastly, proof, read carefully mistakes and spelling grammar up in others on the 6 like that can be distracting to the reviewers. If you do plan to share your description with others, you may find it most helpful to download it from the online form onto your computer and send that file as an attachment because the recipient may not have access to the CIPPsite website and Myriell will show you how to do that, but we can also help you with technical things of that nature as well.

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Brad Keller: To give you a sense of the detail required, we pulled some examples of past entries from service description guides that scored well with the panelists. Please note: : As Deafblind projects look for OSEP policy references to support their ‘policy-based’ service description guide submissions, you may wish to use the following OSEP website, where you can search by keyword (e.g. ‘communication’) to bring OSEP policy letters on these topics that might be very useful.

<https://sites.ed.gov/idea/policy-guidance/>. These letters may be cited as policy references, and in addition, the letters will reference the location in Legislation (IDEA) or Part C or B IDEA Regulations that may be pertinent to the service you are describing.

For the first quality measure, it is important to mention specific legislation or policy. Here’s what one grantee wrote: “IDEA requires that each state develop an SPP evaluating its implementation of IDEA and describing how the state will improve such implementation.” “…Indicator C3 and B7 of the SPP/APR requires Part C early intervention and Part B Section 619 preschool special education programs to report on the percentage of infants, toddlers, and preschoolers with IFSPs and IEPs who demonstrate improved: 1) Positive social-emotional skills, including social relationships; 2) Acquisition and use of knowledge and skills, including early language/communication and early literacy; and 3) Use of appropriate behaviors to meet their needs.” “States use several different approaches to measure child outcomes, but most utilize the Child Outcomes Summary (COS) process…” “This suite of products was designed to support states using the COS process.”

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Brad Keller: The second quality measure asks you to show that the service is presented in a way that is clearly understood. One grantee wrote: “…“…we provided content: 1) in print; 2) in large print; 3) auditorily and visually via Power Point presentation with embedded capability to access the internet (for exhibition of referenced materials); 4) large-group/seminar presentations; 5) small-group and partner discussions and activities…; and 6) opportunities for attendees to approach/question presenters.”

“…the slide decks for the webinar 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 the university’s editing staff was a key strategy for ensuring the information was well-written, clear, and free of errors.”

“…we provided a basic, concise agenda in language specifically intended for ease of understanding for all attendees, and most especially for parents and families; we provided a table of contents that was intended to expand on the agenda… with program and school staff in mind; and we further expanded the table of contents into timelines. The timelines included approximate age-appropriate activities, assessments and planning tools, identification of key IEP team members and collaboration partners, and explicit goals and outcomes.”

The way the GPRA is structured is not, the short answer is no, it's not in the process to provide specific feedback to provide your scores back to you specifically, and the thinking is, it's not an evaluation of the grantees themselves. It's more an evaluation of OSEP and how they're running the program. So the GPRA process is designed to see if, on the whole, if the grantees that OS up is choosing and helping get through the process, if they are for producing Quality, High Quality, High Relevant, and Highly Useful products and services. Because of that. it's not going to practice to send the information back to the grantees. Having said that most grantees generally score very well on these on these measures, and because that we actually set the thresholds pretty high, they're usually in the 90%, 92% ,95% range so if you know 95% of the grantees score highly on High Quality. That means that the goal was a matter if 90% it's a very high threshold, because that very few grantees don't need it. However, we always have a few each year, and we tend to work with the program office after the fact, once all the scoring is done, and everything and identify which grantees have some issues, and the program officers tend to reach out specifically to those grantees and talk about the submission and ways that can be improved in the future. So, I believe, if you haven't been approached, that generally means that your scores were or were up They were High Quality, High Relevance, and Highly Useful. So, I’m not sure if that answers your question or not, but it's that's how the system is designed.

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Susan Weigert: Oh, man, Brad, I just wanted to put in that when the applicant or grantees meet with their Project Officer, the Project Officer can give them a little more insight into their last submission

if they are interested in that as well.

Brad Keller: The first relevance measure asks the grantee to show that the content addresses an important problem or critical issue. One grantee wrote:

Encounters in schools and adult service agencies with DeafBlind individuals and their families reinforced for us the need for a workshop on transition. Because deafblindness is such a low incidence disability, medical practitioners, educational entities adult service agencies, and members of the general public (including employers), may only rarely (if ever) encounter an individual who is DeafBlind.”

“We carefully considered aspects of transition unique to students who are DeafBlind (such as barriers, essential skills, effective practices, tools, and resources) and designed our robust content accordingly. In short, we considered the diversity among the relatively small numbers of individuals who are DeafBlind, and it was our intent to address and disseminate highly diverse kinds of information and materials that were yet specific to the needs created by deafblindness.”

So, you see here how this grantee has thoroughly described. You know how her service is relevant, and how it addresses important problems.

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Susan Weigert: The second relevance measure asks the grantee how they ensure the problem or issue is recognized as important. One grantee wrote: “Part C and Part B Section 619 Coordinators consistently rate child outcomes data quality and data use as areas of high need for TA on the …Center needs assessments. In addition, the Center receives a large number of TA requests from states related to child outcomes measurement. Since most states use the COS process to collect child outcomes data, the Center often receives TA requests around designing and implementing high-quality comprehensive professional development on the COS process to early intervention and preschool special education practitioners as a strategy for improving the quality of their child outcomes data.”

“We considered the increasing number of requests for TA in the area of transition from parents as well as state and local entities to be our greatest call to action.”

So obviously they're highlighting the importance of this issue here.

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Susan Weigert: The third relevance measure asks the grantee how they ensure content is applicable to diverse audiences. One grantee wrote: “…through our years of work in the Latino community we have identified that we have better response to the …clinics if we: a) advertise well in advance; b) hold them in a center that is identifiable for Latino and Hispanic families c) have an area designed for their children to play near where they are meeting.”

“…materials were developed with input from a variety of stakeholders. Specifically, input was obtained from parents, researchers, program administrators, direct service providers/practitioners, and training and technical assistance providers...”

Our center “has bilingual staff members to serve families who speak Spanish. We also have connections with various universities and community organizations to provide translation services for our one-on-one planning sessions.”

The model of working one-on-one with families is very effective for families who, due to their cultural or preferences, are reluctant to speak up and ask questions in a group setting.”

They see how they have demonstrated how the content is applicable to diverse audiences in this this submission.

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Brad Keller: For the first usefulness measure, grantees are asked to show that the content addresses a problem in an easily understood way and includes instructions on use. One grantee wrote: “…we asked attendees to keep a specific … child in mind throughout the day while the content was provided, and we asked them to consider how the content being presented could be beneficial to that child. We also provided a series of questions to keep in mind. Our intention was to ensure attendees could more clearly understand ways the material could be used by asking them to envision how it would relate to a particular child.”

“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.”

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Brad Keller: Finally, the second usefulness measure asks the grantee to show how the content can be used again. One grantee wrote: “…we produce thumb drives …with all of the transition-related information provided during the service. Files on the drive include the three-tiers of the agenda, the table of contents, and the timeline. We encouraged attendees to personalize the drives by adding any additional resources on deafblindness and/or transition for easy future access.”

“The materials in the workshop packet…can be used as an ongoing reference … to reinforce the information learned at the training. Additionally, … an archived recording of the "Tips and Tools" training is available on the website…”

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Brad Keller: Kerri, I think you're going to talk a little bit about the logistics of submission.

Kerri Wills: Yes, hi, everybody, thank you, Brad. So, this slide shows you how you submit your materials, and as we're going to Demo for you, the process has changed a little bit, and Myriell is going to talk more about that in a little while. but you all are going to be completing your online service description, guide and any supporting materials on CIPPsite.org. We want to remind you that URL addresses for supporting materials should be marked clearly. and please limit your supporting materials toto no more than 5 files per guide and the deadline for that is April 24, 2023.

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Kerri Wills: So, here's an overall timeline for this year. So, you're already notified by email that you're going to be part of the GPRA process. So obviously we're having the training today. And by March 24th You should upload your list of new services to the website. And then the week of April 10th CIPP is going to notify you all which service was selected, and we're going to request that service description guide for the selected service. And then by April 24th you should complete the one serviced description guide and provide any supporting materials to the CIPP website.

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Kerri Wills: So I’m going to turn it over to Myriell, and she's going to go over the new website for you.

Myriell McKinnon: Okay. So here we are at the new CIPP site. This is what the CIPP site now looks like, and this is the home page for the site. And so, I just want to point your attention to one of our pages, where we will upload the recording of today's training, so that will be here. You can also find this link in the instructions for submitting materials that you will receive to log in.

You'll click on the login tab and then you will log in using the email address that we have associated with your account. So, the one that we used to contact you. And I want to log in with my test. Okay, and so that is going to send a code to your email, and you will go to your email to retrieve that code. You'll just enter that in there. And then this information just let you know that Westat is trying to sync your account with the Microsoft, so that you can use that to log in, and you'll press accept. It connects you to our Westat Server and then it asks, or it informs you that more information is required, and it's referring to this next step, where you will set up your multifactor authentication for you to receive a phone call.

We're going to walk through the authentication phone process which is quicker and more straightforward. But if you prefer, you can select to do the mobile app as well. If you need additional guidance, if you're interested in that method, you can definitely give us a call or send us an email. So, you'll put your number there and press the next button. And I am receiving a call, and then you have to press pound. And so, this is one of the ones where you can't just click any number. You'll have to press pound.

Once you have done that process, you will now be logged in to your homepage. And so, when you're logged in, you'll see these two icons here. And when we sent out the instructions for submitting and materials it did have screenshots for this step, so some of you may have already tried to log in to complete this process. But if you have not, you have until March 24th to get your lists in. So when you're on your homepage, you'll click on upload list of services, Product/Services where you'll go here and you can upload your list so you'll just press upload and select your list from your file folder, and it will save it there for us, so that we can take that list and sample one of your services. And then once we do that once we sample your service and we send out email number two, letting you know which one was randomly sampled, you'll log back into your account. But instead of going to upload list of products and services, you'll go to the TAD& Deaf Blind Service Description Guide.

So, this is where the process differs. For those of you that have done this before, we are no longer using the paper description guides, but it's going to be a form where you complete this online. So, when you log onto your account you'll see that there is a window that has the grantee training, and you can open that document. That's where the PowerPoint will be located.

To edit the guide, you will press on edit description guide. Okay, and so that takes you to the form, and you'll have to press edit again. And so, when the form opens, the first sections are filled out, and so the new service name based upon what we sampled. We will already have this part of the form pre field for you; the grant number, the project title, and then it will be assigned to you. And if there is another contact associated with your project that will be completing the description guide instead, please let us know. You can email CIPP-GPRA@westat.com with that person's name and email address, so that we can create an account for them, and then we can be sure to assign it to that contact.

So, there's going to be sections for you to complete. All the information the content is the same as the paper form, so there are no changes to the content itself. It's just the format it’s now this online form. You'll fill out the OSEP Project Officer, project director name of contact information for the individual completing this description. And then you will select your target audience for the service you can select that it's in a drop down now, so you can make that selection and select the ones that are relevant. And then you have the level of technical assistance, you will make that selection. And then in Section D., target areas identified, you'll make that selection as well. And again, you will be selecting what applies to your service.

Then in the QRU sections where we have the quality of service, you'll be entering your information here. You'll provide your description in this text box, and it does expand. You're able to type, as you know, as much as you need. And if you are interested in including links directly into the description area, you can do so by pasting in certain links. So, if you have a web address, or something that you would like to link in your description of quality, you can link that right within that text box. There are also some other formatting options, if you are interested, you can utilize those. And you will do the same for Section Q.2A., Q.2B, Q.2C, and these are again our QRU measures. Relevance has the same sections where you'll be completing, writing out your description for relevance, and it gives you the instructions here and then Usefulness. And then, once you have completed that at the bottom of the form, you'll see a link for you to add attachments. So, if you have any supporting materials, you may attach them to the form by clicking on add attachment, and then, of course, you can upload the file from your desktop or your file folders.

At the bottom you'll notice a save and apply button. Apply is while you're working through your form, if you'd like to apply the changes, you can do so. What it does is, is save it for you without taking you out of the form. When you press save it saves it for you, but it takes you out of the form and takes you back to the page where you have to click on edit description Guide again. And I’m going to click this because there's another feature here. If you're interested in sharing your guide, when you click on edit description Guide, you can click on the print review button and then you can click on print, and save as a PDF or Microsoft print to PDF as they are pretty much the same thing. That will allow you to save it in PDF form if you want it to share your guide with others for feedback. Okay, and that, concludes the demo portion. And I'm going to stop and check the chat. I think we have some questions.

Susan Weigert: I think we've caught up with the questions trying to say, just to reiterate. If you haven't read the chat, I just want to make sure everyone knows to schedule with your project officer, to go over these issues and critically important to our future funding. The I will say that the deafblind group has performed tremendously well up through this point, and we are getting, you know, very top scores and reviewers. You're all pretty experienced with this. I don't think it's going to be to be a big deal for you to pull together a really nice submission. But please make an appointment regardless with your project, Officer. Sometime the week of April, 10th or 17th, to go over your submission, and just double check that you've hit all the marks, and that you don't have any more questions, and so forth. Again, focusing on that Usefulness measure would be helpful. If any scores need to be improved, those would be the scores that we tend to struggle more with. But otherwise, I want to say everyone has been performing beautifully, and we really thank you for all the care you've taken with these submissions so far.

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Susan Weigert: If there are any, please put them in the chat; or if you, if you don't have any more questions that you can always email one of us later on and ask a question again. Your Support Documents are up in base camp. And you should be able to access them now, including this PowerPoint. So, I will turn it over to CIPP to close this out.

Kerri Wills: Thanks, Susan. So, as we close out. We want to gauge your comfort Level with this information, and any additional assistance you might need. So just note the areas below in which you'd like more clarification or assistance, and we'll work with you to provide that support.

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Brad Keller: All right, I think it's slow down. Why, don't we close it and let's move on instead of almost finished here.

Kerri Wills: So if you're unclear about what to do. Feel free to contact one of us at anytime during the process we can all be reached at CIPP-GPRA@westat.com, or we also have our cell phone numbers listed on the screen. And please call us if you have any trouble or need any clarification, or you want some more information.

Susan Weigert: I do see that we do have one question from Cindy Vale. If we could address that real quick, she's asking for the level of detail needed for services. And, Cindy, that's something that that's a good question, and it's the reason that we would like you to look back at the PowerPoint later, you'll see the examples for each of those dimensions, Quality, Relevance and Usefulness. You'll see the level of detail that they've pulled out. So that's one way to get a sense of the of the level of detail needed. And then, when you speak with your project officer, the project officer is going to give you or point you to an exemplary portfolio that was submitted. So, you can have some additional information on the level of detail that was used. One of our submissions earned a perfect score one year. So, we're kind of using that to show you also the level of detail as well. Oh, okay. So, you're asking for the initial list level of detail. Could you address that maybe one of you at CIPP. Do you just need the name of a service? Because I think all they're doing, Cindy is they're selecting randomly. One of the services that you're listing. Is that correct?

Brad Keller: Yes, yes, so for the for the list that you send us initially, we just need the names, and then we will select one. And then that's the one you provide detail for.

Susan Weigert: So, you're just listing a service like, you know, present presentation to IEP teams, you know something like that. Yeah, thank you, Cindy. Any other questions before we close. I appreciate all of you and anyone who is new. Please feel free to reach out to me as well. And please, don't forget to reach out to your project, officer, before you submit your submission here. Thank you very much. Everyone all right. Goodbye. Thank you.

End.