Please stand by for realtime captions.

>> Hello everyone this is Jennifer Reed we are waiting for Tina to hop on and this is scheduled to start at one of clock. Just so you know as you do enter all of your phones are open so please make sure to mute your phone. >> Hello everyone this is Jennifer. Were waiting for Tina to join the call. As you enter please remember

that your phone wants are open so we are asking that you mute your phone's. >> -- Your phone lines are open so we are asking that you mute your phone . >> Afternoon . We will get started in just a few minutes. This is Tran eight . >> Good afternoon and well come this is Tran eight from OSEP. Your calling into the TA and D program performance measurement data collection involving are deaf blind projects. We will be getting started in just a couple of minutes. >> I have one after one in the afternoon. This is Tina Diamond from OSEP will be talking today about the gap or data collection project for Daschle want to welcome everyone to today's session and first we will do a roll call. Will find out who all is with us today. On going to go down the list of attendees as I see them in the attendee pod and if you could just tell me what project you will present that will be great and then at the end I will give a chance for anyone additional someone may just be on a call to know if there on the line.

I see [ Indiscernible ] I represent them Montana death project. Thank you for being with us.

I represent the Vermont death project. K Hughes I represent the Washington state project. >> [ Indiscernible ] Kennedy?

I represent the mission again project. -- Michigan project. >> [ Indiscernible ] Lee. Can you hear me?

Yes we can.

Greatness is Melanie Lee and I represent the Hawaii and [ Indiscernible ] .

Patrick?

This is Patrick and I with the Alaska project.

We aren't all different time sense today.

Are there any other projects represented on today's call that I did not call out?

This is [ Indiscernible ] sensorium. Your name? >> Tracy [ Indiscernible ].

Thank you Tracy.

Think we have seven projects represented and we also have some additional folks on the line today in our take a minute to quickly thank them for participating. Pat [ Indiscernible ] she is our [ Indiscernible ] and JoAnn McCann from OSEP who is one of our deaf project and also at the study group showing as today we have Patty [ Indiscernible ] and Larry Law and they will be supporting the discussion today and assist with answering any questions you may have and I do want to encourage you to participate in the dialogue because this may be new to some of you . Tribe before get started I would like to remind folks that also in order to have clarity on the phone line we appreciate when folks can use mute on their found when they are not speaking. If you do not have a mu button on your telephone if you could use\*six to mute your phone line unless you have a question. Questions are encouraged throughout so feel free to jump in and ask questions or if you are more comfortable you can type your question in the chat box does everyone have access to the PowerPoint presentation that is being displayed right now?

Yes.

Thank you. >> If anyone has difficulty accessing the presentation let me know and we will make sure you can get a download. Also we're going to record the session actually it is already being recorded so the session will be available online after the recording is completed and we haven't captioned as well for any folks who either were not able to attend or want to go back to it for a refresher. >> I will pause right here and see if there are any quick questions before we get started? >> Okay. Hearing on our jump right in. Tracy long -- am sorry Jennifer Reed from AI are is supporting us in our logistics today and I want to thank Jennifer. Jennifer fuel go ahead and move to slide to.

Our objectives for today are to enhance your awareness of the program Performance measurement requirements everybody with an overview procedures related to the program performance data process for collection and information gathering the analysis and reporting. And to respond to -- respond any questions you have. One thing I like to point out is this is an incremental process and as many of you know we are currently right in the middle of that process. You have Marty received information and contact from the study group and you have responded to them giving them your list of services and we are now the process of getting ready to prepare descriptions of those. The reason for this webinar is to give you some support and provide

in creating those descriptions and to allow you to be able to ask questions and chat with me as well as OSEP and the study group representatives that are on the line. >>

Just a little history the Government performance and results act of 1993 required all federal agencies to establish an annual report on goals measures and targets. The law was reauthorized in 2010 as

the GPRA modernization act of 2010. It requires government programs to assess their agency performance and improvement. So OSEP together with the office of management and budget determines how our programs will be [ Indiscernible ] and the reason this is critically important is it provides Congress with information on the program performance and it justifies continued funding for this program. The better information we provide through this project and that we get from you as our funded projects the better chance we are to justify continued funding of the program. >> OSEP reports progress on performance measures annually to OMB and crown grist. It provides an aggregate picture of the performance of our entire technical system and dissemination program and the deaf blind programs fall under that umbrella. The review of our performance data affects our continued funding as I mentioned and OSEP also use the data to improve the program performance and make informed decisions on how we find additional programs.

These are our annual measurements commonly referred to as QR use. They refer to the quality of service, relevance of a new service, and usefulness of a new service.

You should have gotten detailed information about that in the mailings that you have received from the study group. >> House the quality rated by the panel? You submit your descriptions and we encourage you to create a description that really is rich in information about the quality relevance and usefulness in one important point that my colleague makes is considered this like a grant application where you are trying to get all of the information you possibly can into the descriptive document because it is an ex-sternal panel of graders who are going to look at this information and make a scoring based on what you provide. If you do not write it down or describe it you may provide a service that they cannot grade you on it . When the panel is looking at your submission in trying to determine quality, they are going to look at the substance. Does the product content or content delivered through the service reflect evidence of conceptual soundness and quality, grounded in recent scientific evidence, legislation, policy or accepted professional practice. Another piece they are going to look at is communication. Is the product content or the content delivered through the service presented in such a way so as to clearly understand as evidenced by well organized , free from editorial errors and appropriately formatted. >>

The panel will also be looking at relevance and when they are considering relevance they will consider the need. Does the product content or the content delivered through the service attempt to solve an important problem or deal with a critical issue. Also they will consider whether or not

it is pertinent. Does the product content or the content delivered through the service address the problem or issue wrecking and eyes as important on the target audience and they will consider the reach. To what extent is the product content or the content delivered through your service of applicable to diverse segments of the target audience. >>

How is usefulness rated? For this measure we're going to look at the percentage of our

TA&D products and services deemed to be useful by the independent stakeholder review panel. They will look at ease. Does this product content or the 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 also suitability. Does the product or service provided target audience with information or resources that can be used again or in different ways to address the problem or issue. >> So who is participating in this year's data collection? >> We have under the TA&D program we have our centers and deaf blind projects as well as demo -- for the audience participating today we have created a random sample of 10 projects in it is selected from the list of projects that did not participate in the prior year. Congratulations. You are up to sharing the great work that you are doing. We appreciate you being part of this process in the study group draws the random sample and notifies the projects of their selection. Obviously that is already taken lace and we're moving on to creating our rich description. >> Data collection for annual measures. We will be asking you to provide information on new services. You have already generated a list of new services that were delivered first during the fiscal year 2016 . The study group has randomly selected one new service from that list. You as projects now are being asked to provide a description of the select that new service along with supporting material. The description of the quality, relevance and usefulness of the new service is going to be sent via the study group to a science expert panel if it is an evidence-based service or they are going to look at the quality and a stakeholder expert panel to look at quality if it's a policy related service and relevance and usefulness will be looked at for all services. >> One important thing about this is to think about how you label whether or not your service is evidence-based versus policy-based. Patty I was wondering if you would like to make a few remarks about this?

Good afternoon everyone. It's nice to hear your voices on the phone. This is really a self-selection from your project and it is based on the content of your service. Depending on where you are working you might consider the fact that you are offering the service to be policy-based because it is required under legislation and regulation for your deaf blind

project and program. Or if you're working in a content area you may decide that the content is evidence-based in which case you are looking at the research underpinning or foundation for the work you are doing . That decision is entirely up to you. The only consequence

with that decision is if you choose evidence-based than the rating for quality will be done by a science panel who is comprised of people who have more of a content background. If you choose that your service is policy-based, then it is going to be looked at

by a stakeholder panel. That the panel comprised of a cross-section of individuals who work in technical assistance and dissemination including people who work with deaf blind project.

Thank you Patty. I hope that is helpful.

Moving onto slide 11. Data collection for annual measures. The services work that provides information to a specific audience a relevant outcomes for children with disabilities and OSEP recognizes three levels of technical assistance services. We look at general universal, target and specific or intensive sustained.

Some examples of services that can be considered for the annual measure our conduct in training, leading and convening informational meetings , responding to inquiries from a targeted population and again these are just examples of some services you may provide. >> New service description God. The deaf blind projects develop a new service description God for the panel review. As I mentioned earlier the God is the primary source of information for the panel review. We -- complete detailed and clearly written guide makes it for an easier panel review and he gives them the opportunity to give you clear

ratings based on the information that you provided. It is best if it's well organized and all the information is completed into the description without providing a lot of external links and so forth. You can consult the tips guide that was disseminated already for completing the description guide. You can also chat with the study group ahead of time if you have questions about what is important to get into your description or if you provide your description in advance the study group would be happy to review what you consider a draft of your description and give you any technical feedback on that. >>

The first submission you will be sending in an electronic copy of your completed guide and any supporting material attached to an email message to study group T a ND@aol.com. Be sure any URL addresses were your supporting materials are March clearly in your submission

deadline is May 25 for the submissions. >> This is where we would like to open it up for questions. I encourage any OSEP staff to have been participating in the project in the past or any comments from Patty and Larry at this time.

This is JoAnn McCann. The projects might want to know approximately how many pages of documentation you are looking for.

I JoAnn Mrs. Patty. -- This is Patty. We do not want any of your projects to spend days and days putting material together so we have a maximum length of the description God which is eight pages. Now a good four to 4 1/2 pages authority there because of the template is a form. We generally and I had this question earlier this week from another project and I said a good response is probably a good long paragraph. Sometimes it's too if you have a lot to say but I would try to write distinctly what is not [ Indiscernible ] apologize upfront because I talked to the grantees on the phone out work -- I talked to one of your colleagues earlier this week in the service that was select did is an individualized service where your specialist work one-on-one

with your target audience both the deaf blind student or child in the family and create your deaf blind students [ Indiscernible ] resources in the community. We were talking about is that evidence-based or policy-based and it could be either way but we talked about that it may be requiring a good long paragraph to develop a rationale for why it is important

and desirable to connect deaf blind students to artistic act tivity's and creative opportunities in their community. There is a Bonnet. In our material we talk about supporting materials. That is not required. In an instance where for instance your service might have been a PowerPoint presentation often what a project will do is for the supporting material include a copy of the PowerPoint or a URL or web link where panelist could go view the power point slide show for themselves . There is supplemental -- supplemental rate -- supplemental material is not required. >> You had said that we could submit a draft for feedback. If we would like to do that, what is the deadline to submit a draft? >> Hello this is Patty again. There's not a deadline for a draft. It would be nice if you give us an email so we know something is coming. We are here and I think we can respond pretty quickly. I want to encourage you as I said I feel badly I can't remember the state for which her colleague called earlier this week and we had a 15 minute telephone conversation and we actually looked at there are couple of ways to go

so we are very happy to have conversations with you if you get stuck or you just want someone to talk through weld -- well G what is my approach to writing an approach on communication here. I would like to know of the folks who are on the phone is there anyone who is participating in the process for the first time ? It's so I would encourage you to call around and find your colleagues from other deaf blind projects because it is going to be easy to find someone who is been through this process before and that's also a good year's source of support for you.

This is Beth Kennedy from Michigan and it is my first time.

Okay Beth. We are happy to chat with you. That something together even if it has told Senator. questions and send it to us and we will schedule a telephone conversation with you .

This is Emma Nessa for Vermont and this is also my first time.

Just let us know that. I making a note.

Thank you.

This is Alan from Montana and I have not participated in this before either. >> Again, I made a note and just feel free to put something together if you want or if you want to talk through the form we are really happy to spend the time working with you. I think this is your time to tell your story and that's the way I kind of tell people to do it you are telling a story about a new service that you have offered to your target audience that is probably really good and making a difference. I would approach it with what do I want to tell a review panel about my service. What is the story I want to tell about our work.

Mrs. Tracy. Have a question regarding the evidence-based parameters.

Can you tell me a lot of the research in the field of deaf blind is what referred to as email urging. Is that sufficient and should we address that in our response?

Am going to tell you upfront JoAnn on going to need some help on this because I honestly while I work in the field of special ed I do not come out of your particular part of that field. JoAnn do you have an opinion or Tina or Pat?

Not particularly.

First of all if you're going to go the evidence base I would certainly say that the research is emerging. I would make the case that you have drawn the contents for your service from the best knowledge that is of currently available . If the empirical research base [ Indiscernible ] then you may be looking at how experts in the field have interpreted that research base and how they have responded.

We have -- >>@Think the difference is if you go evidence-based the panel is going to expect [ Indiscernible ].

They're not going to see that because it is best practices.

Okay. Than I would choose going for policy-based and I would talk about the authorization of the deaf blind program the accompanying regulations and what the expectations are.

What's in the priority.

That's a great way to get into it. I always look and I think the panel does to his understanding that your services are highly individualized and I would make that case. That's called for. That's a requirement.

Because if they are going to look at the research and they are going to say the research site Tanner 20 or 300 deaf blind and -- countries less than 10,000 so the research is not going to satisfy a researcher.

Okay then I would make the case from the policy perspective.

Because you know your description is going to be reviewed by folks that are familiar with your work.

A great . I really glad I asked that question. Thank you.

JoAnn thank you. We struggle with that over the years. >> I think some of the comments that come back and that's not much in the way of research and that's all we have. >>

Thank you. This is an important discussion are there other folks who have questions or would like to bring a point out?

This is [ Indiscernible ] in the materials that were Marty turn Dan, I think I did select evidence because the nature of my new product . Is there something I need to do to switch into policy or would I just indicate that on my subsequent paperwork?

Just indicate that when you turn it in. >> Is it okay if I ask a question specific to new service that I going to be talking about?

It certainly okay with us.

I am assuming that I want to go evidence because our new service is basically joining with two other states to offer a combination of two [ Indiscernible ] modules in a cohort that was across Idaho, Montana and California. So all of the [ Indiscernible ] curriculum was written I peters in the deaf blind field. I am [ Indiscernible ] would you agree or encourage me to go policy?

We notice that when the list came in and I do not know that much about the modules. You say they really are written by experts in the field?

They basically are 27 logical's that were my -- developed by [ Indiscernible ] contributions by state directors and also people who have been in the field for as long as people have been talking about deaf blindness.

I think because they are looking at content I would go evidence-based. I would feel free to talk not just about the empirical research foundation behind it that the expert T's -- expertise in the process. Since it is a curriculum, you would look for things -- I would mention pilot tested . I would talk a bit about the rigor of the development process.

So even though I was not involved in that piece I should talk about that because I use the curriculum?

That's it.

You could also talk about ash

Contents.

You could also talk about aligning the modules with the CEC competencies.

That's good. >>

I am sure others appreciate it hearing that question. Are there other questions? >>Hello this is Patrick. I don't know the question but I was going to share the way I interpreted it in the example that was cited showed evidence-based as being randomized trials and then [ Indiscernible ] standard but

[ Indiscernible ] study so some of the things that we use for our project was taken from the in CDB website which was evidence-based practices but it was considered emerging but in my mind that does not fit on a randomized trial or experimental situation and that's why I with policy.

Patrick

I share the challenge here because you are in a field with knowledge base is very much emerging. I don't think the panels are going to have a problem if you go evidence versus policy but look [ Indiscernible ] foundation I think at this point we have to say you can go either way. Just make sure in your response and here's an example I give

they are going to look at the content of your service an example I usually give does not apply as much in your world is other centers but if you are doing a professional development workshop the panel is going to be looking at what content are you delivering through that service. They are not going to be answering the question how good was your workshop.

Thank you. >>

Okay. Hearing no additional questions I think we will sign off a little early today . Again if you have follow-up questions feel free to connect with the study group , Patty or Larry. You have their email already. You can also feel free to contact your project officer if you specific questions that you would like to touch base with them about your response. Or feel free to contact me to a diamond the oh separate lead for the TA&D program in mind that Tina.doc woman at [ Indiscernible ] thing dissipation today and a special thank you for Patty and Larry and JoAnn thank you for your participation today. We really appreciate having a good discussion around the process and know it is such an important piece of justifying the funding that we get through the program.

I hope everyone has a wonderful afternoon.

Thank you.

Thank you Tina. >> Staff --

[ event concluded ]