# Educational Technology, Media, and Materials Program FY 2016 GPRA Performance Measures Briefing

Office of Special Education Programs April 13, 2017

<https://www.youtube.com/watch?v=r4J4jZihdNA&index=3&t=199s&list=PLOEcbgBUbdMfM2JvOxFTD-I-l8aH6DCcl>

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| **Terry Jackson** | Good afternoon everyone my name is Terry Jackson. I am the lead for the OSEP technology program. This call today is regarding our 2016 GPRA Performance Measures. I appreciate everyone taking the opportunity to be on the call. This is my first time talking to you about the measures. In the past, Mike Slade, who recently retired, was presenting to you about the program measures. I am excited about this opportunity to be able to do so. I know most of you, if not all, have already participated in the GPRA sample and the webinar before, so this is familiar. But each year we like to provide clarity on what you need to submit and why for our OSEP technology program GPRA performance data collection. I am going to go ahead and get started.  If I can ask you, well sounds like you already have, mute your phone by pressing \*6. We are going to save all the questions until the end. You also have the ability to type questions into the chat box. But one of the reasons why we changed the link was to have an opportunity to open lines up at the end so you could talk to us directly.  We also have on the call our contractors from the study group, Larry Law and Patty Berexis. As we go along, please take some notes for yourself. If there is anything that I say that is unclear or you want more clarity about, save questions until the end. We will hopefully be able to answer all.  The objective of today's call is to bring more awareness about the program performance measures. And talk about the collection process, analysis and reporting of the GPRA measures. |
|  | You should have received an email from the study group about the GPRA samples which will be a sample of the products you need to submit to the study group. The reason we ask you to do that is that it helps us to assess our OSEP technology program performance and improvement. It also helps us to justify our program funding to Congress. We also work closely with our office of management and budget to determine how we are doing and how we will be assessed.  The sample of products and services that each project will provide helps us to know just how well we are doing, which is the goal of the program; and to improve the results for toddlers, children and youth with disabilities. So the objectives are to improve the quality and also to improve the understanding of expectations of this year's GPRA reporting process.  There are three measures that we will be are looking at and some additional measures. But I want to first talk specifically about the three measures. As you are quite familiar with, it’s the annual measures of quality, relevance and usefulness, which are measures 1,2, and 3.  And what we are asking of you for your samples are the products and services. I wanted to go over specifically what the product and service is. What we consider 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 for outcomes with children with disabilities. A service is the work performed by a project to provide information or assistance to a specific audience on a topic relevant to the program.  I want to go into a little bit more detail about the program measure. When it comes to high-quality, there are three things that the review panel will be looking at. We define quality as the degree to which the product content or the content delivered through the service is consistent with current research or policy. Our review panel will be assessing the quality of each product and service on two criteria. They measure the criteria on a four-point scale. The scale ranges from zero, very low to 3, very high. They are looking at two parts: the substance, does the product content or the content delivered through the service reflect evidence of conceptual soundness and quality, grounded in recent scientific evidence, legislation, policy, or excepted professional practice?; and communication, is the product content or the content delivered through the service presented in such a way so it can be clearly understood, as evidenced by being well organized and free of editorial errors and appropriately formatted? |
|  | We define relevance as the degree to which the product content are delivered through the service addresses current educational problems or issues. The review panel will individually assess the relevance of each product and service on three criteria. Those are need, pertinence, and reach. You can see what the definitions are on the slide so I am not going to read them.  Again, the review panel will be rating the need, pertinence, and reach for the relevance on a four-point scale. From zero to 3. Zero, being very low, to three being very high.  Then there is usefulness. We define usefulness as the degree to which the product content or the content delivered through the service can be readily and successfully used by consumers. Again the reviewers will be looking at two criteria, the ease and the suitability. Again, they will be using the review panel to assess on a four-point scale from zero to three.  Along with the quality, the relevance and the usefulness, the review panel will also be assessing three additional resources. Those are, federal cost per unit of accessible educational materials, the federal cost per unit of video description, and the federal cost per unit of accessible educational materials from the NIMAC. The measure 4 federal cost specifically refers to book share. Measure 5 is specifically referring to our media projects. Measure 6 is specifically referring to the NIMAC project.  These cost measures, although we report them and they are listed in the Dear Colleague Letter, we do not ask you to the report these in the APR. This is how we go about collecting information for the cost measure with the support of the study group.  I want to provide an overview of the data collection and how we analyze it in the reporting process. You should have already received an email from that study group with a packet of information regarding the collection process and the product and service description, as well as any additional supporting materials that you need to submit for the review. I believe that it went out last week.  They will be asking you, along with the quality, relevance, and usefulness, a sample of that. They will also be asking you for the quality, relevance, and usefulness consensus of all our media services and projects and any grants receiving funding in FY16. We do not ask any information from projects in the first year of operation.  Continuing the collection methodology. For the 327 grants, the study group first asked for a list of up to new 10 products and 10 new services that were released in 2016. They randomly select one item from each list. These are new products and new services that will be reviewed when developing your list. Remember when you do that, you do not need to include 10 new products and services. Ten is just the maximum focus on the listing of major products and service that you released in 2016. Some examples of the products can include software or hardware products, journal or informational articles, research reports, booklets, pamphlets except no marketing brochures, are included; any web-based instructional materials, manuals, DVD, CDs, or PowerPoint presentations. Some examples of services can include conducted training or technical assistance, providing captioning, video descriptions, braille or other accessible formatting of text or media, leading and convening informational meetings, and responding to inquiries from targeted population. For the purpose of this performance measurement and review process, maintaining a website is not considered to be a product or service.  A little bit about the description guides. A media product or new service description guides that TSG provided you are very important to this review process. They need your close attention and time. The description guides are the primary source of information consulted by the expert review panel for their quality, relevance, and usefulness. Although you have the option to submit supporting materials along with each guide, the panelists are not required to read through these materials in their entirety. It is important for you to complete detailed and clear guides because it makes it easier for the expert review panel to rate the product and service for quality, relevance, and usefulness. If the guides are not complete, you cannot expect the panelist to spend substantial amount of time in seeking out the information they need from your supporting material. Make sure the information is there and detailed and clear. The study group also provided a tip sheet for you. This was a set of tips to help you complete the guide that can be useful. You should have already received a copy to consult when developing your guide. Keep in mind that the study group, as always (I am sure you have all had experiences with them in the past) are very helpful. They are willing to have a conversation with you about this task and review any drafts if you want them to review a draft before you submit the final, they will be more than happy to look at any drafts you may have.  Regarding the data analysis, there are two expert panels that review your data. Those two panels are the ETechM2 stakeholder panel and there's the science expert panel. If your product or service is identified as evidence-based, which means it is grounded in content and derived from empirical research, then that information in products and services will be reviewed by the science panel. If you identify your product or service as policy-based, which means it is grounded in statutes, regulations, or a policy guidance, then the ETechM2 stakeholder panel will review that data.  As I said before, the scale that each of the review panels will be rating it on is a scale from zero to three. Where zero is very low and three is very high. But across all the criteria what is considered high quality, high relevance, or high usefulness will be rated at a 6 or higher, and that is combined of all three of those.  Just to give you a sense of the timeframe, which sometimes I think people are not aware of how much time it really does takes to pull all of this together. We really begin this process early in the year, meeting with the study group and talking to them about the process and what they need to do, as far as getting information from us before we present information to you. For example, in this webinar that we are sharing with you today; also by the time they send the information out to you and have the review panel look at it; then at the end once they collect the information, they then submit it to us; and then sometime late in September or October we have to submit that information to our Office of Planning and Evaluation which happens at the end of September and beginning of October. By October/November, it goes to our Office of Planning, Evaluation and Policy Development. So it is a really long process, not only to really understand what we are gathering from you as projects but also the next step after gathering the information from you. Even though this is 2016 data and now we are in 2017, we will not have the information until close to the end of 2017 for the 2016 information you are gathering. It is a rather long process, but it is a necessary process. I wanted to give you some sense of how long it takes usually. Even though we do not have a project directors meeting this year, and our subsequent project director’s meeting will be 2018, I hope to be able to present information to you about what we gathered from previous years. That gives you a sense of the timeline it takes for being able to collect the information and our work with the study group. For some of you, I know you are familiar with this information. I hope I did not go to fast. At least some the information was clear.  I want to be able to open it up in case you have questions, or if there is something I stated that was not as clear and you want more clarity about, you can unmute your line by pressing \*6. On the line are Patty Berexis and Larry Law from the study group. If you have any questions at all, as I stated before, if you have any questions, we are more than happy to entertain any questions that you may have. If you want to submit a draft ahead of time and get feedback, they are more than happy to do that. They are very invested in making sure you submit high quality information and making sure they can answer any questions you may have. If you have any questions, this is the time to do so. Press\*6 to ask a question. |
| Wendy Sap (Bridge Multimedia) | This is Wendy Sap with Bridge Multimedia. I have a question about when the reports are evaluated. Is there any way we can get feedback to know what scores we receive? I do not remember getting that in the past. |
| Terry Jackson | Patty, can you say when that information…I think in the past what we have been doing is trying to make sure that once we have all the information we get information back to you. I want to be clear, this is based on a program, so it is not about your individual project. We are not judging your individual project. All the information that all of you submit is representative of the program. It is not about your project specifically it is about the program. |
| Wendy Sap | I want to be sure when I write the report that I am presenting it in a way that it is giving you the information you need and getting that feedback on my report would help me to do that. If I am not writing it clearly enough for you all then that would mean I get a lower score, I could know next year that I will be needing to write this report in the different way so that I am getting the information across. That is my thinking that it will be helpful to have those scores. |
| Terry Jackson | I think, as I said before, the study group is open if you want to submit a draft or if you have questions ahead of time you can submit a draft. You can get feedback from them as well. Patty and Larry are on the call. Is there anything Patty or Larry you want to add to Wendy’s comment? |
| Patty Berexis | Wendy, this is Patty Berexis. Can you hear me? |
| Wendy Sap | I can. Thank you Patty for stepping in. |
| Patty Berexis | I heard two questions. First, can you get feedback from OSEP in terms of what your numerical scores were? Doing that is entirely the discretion of OSEP. I think Terry is right to caution that this is really an investigation looking at the quality, relevance, and usefulness of the ETechM2 program. With resources we are not able to sample enough of the new products and new services to make it relevant to a particular project. That part I am bouncing the ball right back to OSEP. And they have have done that in the past. Sometimes they have used trend data and they have talk to a group of projects about the comments and rationale statements that were given by the panel. One of the things that the panelists have consistently said is that guides that are clearly written, are complete, and really speak to every one of the prompts in a very clear manner make it easier for them to rate quality, relevance, and usefulness. Frankly, this influences the scores and influence the rating because the information is there, its germane, the argument is strong, and it is easy to find.  That is why this year we decided to put a focus on anything that we, as OSEP’s technical support contractor, can do to help you produce a really high quality guide. That is the second question I heard saying “Well I do this every year and if I am not doing in a very helpful way or a clear way, then I’d like to know how to improve”. There I would say, “Take Terry up and take us up on our offer to look at a draft or to ask us questions.” Here is a hint, because you are used to doing these guides, I will take relevance as an example. Under relevance, you are asked three questions about the relevance of your product or service. Those are exactly the questions the panel has to ask. They are almost word for word. If you are writing a response to those items or prompts under relevance, put yourself in the position of a panelist. Because frankly, these panelists are your peers and colleagues from throughout the community. Put yourself in their position because you have been on that side of the fence and ask yourself “Ok what do I really want to tell this reviewer about my product or service?” |
| Other Caller | Thank you Terry and Patty. I just want to support my Bridge Multimedia colleague here. I do understand what the purpose of the guides are. I understand how important it is to write the guides clearly. I just want to say it is useful to us to get the actual feedback. It is another independent source of evaluation. Things that were selected by the study group may or may not be things we have sent out to our own independent reviewers. There may be a reason not to share those with us, but I want to have another vote. If in the future, you can make these available to us, I think the projects will in fact find the feedback useful. |
| Terry Jackson | I will make a note of that for all of you, if you want feedback on your individual projects. Anyone else have a question? Or something you would like clarified? I do want to emphasize the ratings, and Patty just said it, are very clear about how the panel reviews will be rating your products and services. I think the question particularly for relevance, the need, pertinence, reach and definitions are pretty clear. Take them up if you have any concerns about writing your first draft. If you are uncertain about something take them up on their offers to review a draft.  Anyone else have a question they would like to post? If you do have a question or you think about something later, you can send your question to me or to Patty. We will make sure we get back to you. I am also making a note for those who would like feedback on the individual projects. If you want feedback, we will make sure to do something to make that happen.  Thank you for the information.  Thanks everyone.  [Event Concluded] |