Office of Adolescent Health
Reporting System Webinar for Tier 1B Grantees

Moderator: Tara Rice
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Coordinator: Good afternoon and thank you for standing by. As a reminder, today's conference call is being recorded. If you have any objections, you may disconnect at this time.

Your lines have been placed in a listen-only mode until the question and answer segment of today's conference call. I would now like to turn the call over to Miss Tara Rice -- Public Health Advisor. Thank you.

You may begin.

Tara Rice: Thank you. Hello, everyone, and welcome to our webinar. This presentation is for the TPP Performance Measures Requirement for the TPP Tier 1B Replication to Large-Scale Grantees of Evidence-based programs. And I'm Tara Rice with the Office of Adolescent Health.

I'm also joined by (Matt Benson) from RTI International who is the contractor for the TPP Performance Measures Contract for OAH. Next slide. Just a few logistics -- this is a net conference with both audio and visual.

You will be in listen-only mode during the webinar. We will stop at the end of the webinar and take questions by phone. However, there is also a Q and A box on your top screen,

And if you have questions during the webinar, you can type those into the top screen in the Q and A box and we will stop at a couple of points and take some of the questions that are typed into the Q and A box. Next Slide. So today, we'll be providing everyone with an overview of the TPP Performance Measures.

We'll be discussing a timeline for data collection -- in particular, talking about that - those items of data that you might be collecting for this reporting period that's coming up, but also talking a little bit about data that you'd be collecting in future reporting periods. (Matt) will be showing you an online - a demonstration of the online reporting system as well as the grantee spreadsheet that can help you track a lot of the data that you'll be entering into the reporting system.

Next slide. For those of you who were at the Tier 1 Orientation Meeting, here are the five Ws of Performance Measures. Performance Measures are really important.

They help us to accurately assess the progress and accomplishments of the Teen Pregnancy Prevention Grant Program. They're important because of accountability in our reporting to our stakeholders. They are also important for you as grantees to help you with program management as well as quality improvement.

So in terms of who sees your Performance Measures data that you enter, OAH will see all of your data at the individual grantee level. Congress will see some

of the measures we report to our higher-level stakeholders at a - stakeholders at an aggregated level. No grantees will be specifically identified.

And we collect these measures twice a year. We'll be showing you the specific timeline in a next slide. So this slide shows some of the key definitions that we'll be referring to throughout this presentation.

So to keep this in mind, these will also be posted on the TPP Performance Measures website for your future reference. And if you were at the Tier 1 Orientation Meeting, you saw these terms as well.

So we talk about grantee organizations and grantee organizations are you, for the most part, who are on this call today. Those organizations who were awarded the OAH Grant and are responsible for ensuring the reporting of the performance measures. Many of you, particularly in Tier 1B, are also working with implementing organizations.

So you may have sub-awardees or other partners who are actually implementing one or more program models as part of the project. Then we often talk about sections. So sections are the classes or groups of participants who receive the program together.

So, for example, if you have a classroom of, say, ninth grade health class and they're good at making proud choices, that - each individual ninth grade health class is a section. And the reporting period is the six-month interval for which you will report the various measures. Next slide.

So the performance measures are going to be collected at different levels. So at the grantee organization level, there are - there's data that's collected about partnerships across the project, training across the project, dissemination

across the project, and there are also some high-level cost measures that would be collected. Now, we're only going to be asking you to collect cost measures and report the cost measure to us once a year.

And so that would be in the summer reporting -- the annual reporting deadline in July. At the implementing organization level -- so this is any organization that's actually implementing an evidence-based program - it could be you, as a grantee organization or it could be one of your other partners or sub-awardees -- you're going to be collecting data at the section level about reach -- this is both overall numbers served and also demographic characteristics.

You'll be collecting dosage, which comes from your attendance records. You'll be reporting observed fidelity data, which comes from your independent observers reviewing how the program is actually being implemented, observe quality, which, again, comes from your observed observations and the quality form. You'll be reporting healthcare linkages and also some cost data that specifically relates to the evidence-based program that is being implemented.

Next slide. So I'm going to go over some of the definitions of these terms. And again, you can find these on the Resources tab of the TPP Performance Measures system for your future reference.

The partners are any organizations that are working with grantees but are not part of the grantee organization. So your partners are anyone who's helping you to implement your project. So they could be formal partners if you, the grantee, have a written agreement with them, or they could be informal partners who support your program through networking and coordinating activities, but for whom you do not have a formal written agreement with them.

Okay, so when you think about your partners, you can think about anybody, of course, who's like an implementing organization who's helping you to actually implement an evidence-based program as well as you can also think about anybody who's helping you with your community mobilization efforts or with your resources and linkages. So for each reporting period, we'll be asking you about the number of formal partners and informal partners. And at the end of the year, we'll also be asking you about how many partners in each category remain engaged.

Next slide. And training measures look at the number of facilitators who were trained and the number who received follow-up training. So this concludes training on these specific evidence-based program or programs that are going to be implemented.

It also includes any type of other training on topics that could improve the facilitator's delivery of the evidence-based program. So we ask two questions about training. We ask about the number of new intervention facilitators that were trained and we ask about intervention trainers who received any sort of supplemental or follow-up training for each reporting period.

So we'd anticipate that during this reporting period, many of you may have some training data to report, but some of you might not yet, and that's fine. Next slide, please. Dissemination really measures the number of manuscripts and presentations that were either published or presented during the reporting period.

So we ask you about the number of times that specific manuscripts were accepted for publication within the year, and we also ask you about the number of times that various approaches to dissemination were used such as

brochures, press releases, radio or TV advertisements or newspaper and magazine articles. And we ask you very specifically to tell us the number of times that each approach was used rather than telling us how many brochures you printed. So we'll talk a little bit more about that later.

Next slide, please. In addition with dissemination, we talk - we ask about the number of times that information about your program was presented at conferences. And we ask about the scope of the conference -- a national conference or event, you know, was something like the American Public Health Association conference that's attended by a national audience.

A statewide conference or event is a conference that's happening at the state level with state-level stakeholders. A local meeting event is going to be restricted to, you know, individuals within a given community or other. Next slide, please.

So with dissemination, you probably aren't going to have a lot of that to report this year. But as the project goes along, you'll probably have more to report as time goes on. So I'm going to talk a little bit about costs.

Costs were a topic of great interest at the Tier 1 Orientation meeting. The cost measures at the grantee level are going to look at administrative costs including personnel costs and personnel costs including salary, payroll taxes, benefits paid to organizations or other partners working on the project. We also ask about proportion of personnel costs for each organization.

So we - you'll see this in a minute when we actually start showing you what the screens look like in the system that we're asking for estimates for each year of what percentage went to general administration, what percentage of funds went to participant recruitment and retention, what percentage of funds

went to training, what percentage went to service provision, what percentage went to (unintelligible) monitoring, and what percentage went to evaluation.

Now, we have definitions for all of our cost items on the TPP Performance Measures website on the Resources tab. So I do strongly encourage you to take a look at those documents on the website and (Matt) will be showing you a little later exactly where to see those on the website. Next slide.

We also are asking at the grantee level related to cost for an estimate of the amount of funding outside of the grant that is received to assist with ongoing and future program activities. And this includes things such as fund raising or cash, other grants that your agency has received, other internal agency funding that's coming from your agency itself, and then other in-time contributions. And we have definitions for these on the website.

Next slide. Now, we also are going to be talking about section data. And, you know, as I mentioned that the Tier 1 Orientation meeting back in November, for those of you who attended, we are changing - for those of you who were grantees in the first cohort - how we collect data.

Instead of asking for individual-level data for everything, we're now going to ask for reach and dosage and etcetera data at the section level. And recall that a section is a group of participants who received the program at the same time. So at the section level, we're going to be asking you about - asking you to report to us about total reach -- and that's the number of individuals in the section who attended at least one activity.

We're also going to be asking about reach by characteristics. Now, we have a complete list of the characteristics on the TPP Performance Measures website and you'll also see how you'll report these when (Matt) shows you what the

reporting system looks like a little later. We're going to be asking you about the number of individuals by setting.

So settings include things such as is this an in-school program that's delivered in classrooms or is it an out-of-school or community-based program. There are several different settings that you would report based on where that section is taking place. We also ask about gender, all right, aggregated for each section.

We ask about race and ethnicity aggregated by the section, we ask about age, and we ask about grade. Next slide. Now, you'll also be reporting to us dosage data for each section.

Dosage provides an indication of how much of the program a participant received and it is tracked through attendance. So recall that you - each of you should be creating some type of attendance log for your programs. And so, basically, from the attendance logs, we're going to show you how you can get average participant attendance as well as the percentage completing 75% or more sessions.

At the end of this webinar, (Matt) will be going over the grantee spreadsheet tool that, you know, can help you to track these things from your attendance. Next slide, please.

So another component that's collected at the section level would be the fidelity and the quality. So one of your grantee expectations is to develop a fidelity-monitoring plan. And your fidelity-monitoring plan includes having fidelity logs to look at how your sessions are being implemented.

It also includes an expectation that you'll be observing at least 10% of all the sessions that are being offered and that the observation will be done by someone who is - ideally, independent and we define that, you know, in terms of practical terms, as being, you know, somebody who could be an evaluator or a member of your evaluation team or they could be somebody who's a supervisor. We just want to make sure that you're not asking one facilitator to observe another facilitator. And so we talk about adherence to the number of plan sessions.

Okay, so that's our measure for fidelity. And what that means is for every session or meeting of your program model, you will be tracking the number of activities that you're planning to have implemented in that meeting, and then your observer will track how many of those planned activities were actually completed. So adherence ends up being a percentage -- number of completed activities over the total number of planned activities for each session.

We also ask you to track the total number of sessions that you're going to be implementing. And the number of sessions is going to be dependent upon what your program model is as well as the setting in which you are implementing that program model. So, for example, if you're doing Making Proud Choices in an after-school setting and you're meeting once a week for an hour for eight meetings, you would be planning eight sessions.

And the number of activities for each session would be based on how many of those modules you're doing. So activities includes things such as videos, roleplays, etcetera. So as you are determining what you're fidelity-monitoring program is going to look like and implementing it, you'll also want to make your that you're tracking the number of sessions and how you're going to be adhering to your planned and implemented activities.

Observed adherence to the program-specified activities will be averaged across sessions. And so towards the end of this webinar, (Matt) will show you how you can use the Grantee Spreadsheet Tool, if you choose to use that tool, to average your observations, if you're doing multiple observations for a given section. And finally, observed quality of implementation will also be averaged across the different sessions.

And, again, observed quality is going to come from the quality - the observation quality form. For those of you who attended the OAH Tier 1 Orientation and/or those of you who worked on TPP grants during the first cohort, that's the observation form that has the 0 to 5 scale of several different questions that looks at, you know, how the program is being - how well the program is being implemented.

So you'll see these questions again on the list that's on the Resource tab of the TPP Performance Measures website. We've also - going to show you how this looks in the system a little later in the webinar. Next slide, please.

All right, healthcare linkages are also something that we're asking grantees to track at the level of the section or implementing partner. So healthcare linkages are the number of referrals made by your program staff, whether is that you're implementing organization. And, again, recall that you, the grantee, can be an implementing organization if you are implementing programs -- evidence-based programs.

So we have different categories that we're asking for numbers of referrals made during each reporting period. And so this can include referrals to reproductive healthcare, mental healthcare services, primary healthcare services, educational services, vocational education services, intimate partner violence prevention services, or healthy relationships trainings. Next slide.

Okay, and so, as I mentioned before, there are also cost measures at the level of the implementing organization. And so the costs that happen at the implementation organization level really look at any costs that are incurred for implementing core or supplementary program services as part of the routine implementation of the program. So this can include the amount of payments - in terms of a dollar amount that's actually made to your program developer or distributor, it can also include - which can, within that, include materials, supports, and other services.

So we're looking at curriculum materials costs, licensing fees, training or technical assistance that relates directly to implementing the evidence-based program as well as any other ancillary professional development related to implementation, fidelity-monitoring or quality improvement services and evaluation services. And, again, please refer to the more detailed user guide and definitions that are on the TPP Performance Measures website for more information about what counts in each of these different categories. Next slide.

There are also other direct costs to support program implementation that would be collected at this implementing organization level. This can include any other program materials or supplies that are obtained from an outside provider. This can include training or technical assistance that comes from an outside provider.

That can be related to the curriculum itself or also any professional development related to implementation. This is also a category where you would be reporting any monetary incentives for program enrollment or participation as well as any non-monetary incentives given to participants for program enrollment or participation.

You would also include here an estimate of any costs incurred related to program support such as meals or transportation, program recruitment materials, and any media campaigns. Next slide. All right, so just some basics on the actual data reporting information.

So OAH is contracted with RTI International who has developed and maintained a performance measures system for the Teen Pregnancy Prevention program. OAH also helps - RTI helps OAH with providing technical assistance to grantees for the Performance Measures system reporting. The target date for website readiness for data entry will be Monday, January, 18.

Next slide. Okay, so also some general expectations for grantees. We ask that all grantees designate a specific staff person to collect and report the Performance Measures data to us.

That can be someone who's in-staff, it could be your evaluator, but it's - it could be more than one person. It could also be some people who are from your partner agencies, if you have multiple implementation partners. So however it works best for you, it's important that you make sure that you have somebody or more than one person to collect and report the data and that it's clear who's going to be doing that.

We also have a laid-out expectation that grantees would ensure that the data are collected and reported to us via the web-based performance-measures System in adherence with the stated deadlines. So, again, twice a year. There are reporting deadlines for that and it aligns with when your bi-annual progress reports are due.

This time around, we are asking all grantees to collect and report their data to us beginning with the program pilot. So I know that there are a few of you on this call today who were approved and did some pilots during the fall. There are also a few of you who began full implementation of one or more of your program models during this reporting period -- this first reporting period which was July through December of 2015.

So in that instance, we will be expecting some data from you on your sections during this first deadline that's coming up. And we do expect that grantees are going to be using Performance Measures data to monitor program implementation and provide feedback to facilitators and implementers of your program. Next slide.

Okay, so in terms of reporting the data, as I alluded to before, some of the data is high-level and specifically would need to come from the grantee organization. Other data related to the individual sections that are being implemented could be reported by implementing organizations if you - if that's what is going to work best for you. We'll show you a little later on how you can register your implementing organizations and how they can get access to the data -- to the data that - to the section of the website that they need to enter the section data that they would need to enter.

Attendance data at the individual level needs to be maintained, but what you will report to us is attendance at the aggregate level, and, specifically, aggregated at the level of the section of the program. Next slide. Okay, the reporting periods - so every year, the reporting periods are going to start - the first reporting period for a year is going to start July 1 and it's going to run through December 31.

The data would be due 30 days after the end of the reporting period. Now, because January 30 is a Saturday and January 31 is a Sunday, I believe, we're saying February 1 for this - is when this data is actually going to be due because that is the Monday. But just keep in mind that what your notice of award says is the data is due 30 days after the reporting period ends.

Reporting period 2 starts January 1 and it runs through June 30. So the data there are going to be due July 31, but really, it's August 1 because, again, July 31 falls over the weekend. Next slide.

Okay, so we're going to switch gears in a minute or two and we're - I'm going to turn this call over to (Matt) for the website review. But I do want to use this opportunity to look at some of the questions that have come through on the Q and A box to see what people's questions are so far. So - all right, (Courtney) has asked, "What about articles that mention the project but are not written by a staff-person?"

So the answer to that - if that's relating to dissemination - would be - I would use your discretion about that. What we want to absolutely track with the dissemination questions are any items, articles, newsletters, briefs, etcetera that the grantee organization is creating about the project. If you can also track other articles that are coming up about the project that aren't being written by you, then yes, you can report that, but that's not what - specifically - what our priority is.

But yes, you can still collect that. Okay, (Gabe's) question, "Is fidelity observation 10% or 5%?" Okay, and so, for this tier - for Tier 1B - is - it's 5%. So my apologies if I said 10%.

For other - there's - for other tiers, its 10%, but for Tier 1B, because your projects are so large, the fidelity observation is actually 5% of all of your sessions. And another question is, "Would it be possible to have a cost spreadsheet template like the sections spreadsheet template to provide our implementation partners?" And yes, that's a possibility that we are working on and we will definitely be providing additional technical assistance on cost measures in the near future.

Okay, so again, several people are asking about the 55%. And let me just correct, yes, the observations for Tier 1B are 5% and I apologize for saying 10%. Okay, next question.

(Julie) asked, "We often provide information regarding local resources that are in the healthcare linkages category to an entire class. Would this count as referrals?" Okay, so I'm going to say with referrals, to think very specifically about, you know, how you, as an organization, define referrals.

I tend to define a referral as, you know, you're actually doing something actively to connect a person with a resource. There are many different ways that you can link young people to resources. I would tend to say that if you're just providing them with a list of resources, that that's not really a referral -- that a referral is you have - you know, is more about you have a participant and they talk to you about, you know, a healthcare issue and you say - and you realize that you don't have a primary care provider and, for example, you say, "Well, here. Here is a, you know, primary care provider that can - you know, that specializes in adolescent health."

So I would say, if you're just providing a list of resources, then that's probably not a referral. But, again, we can talk more about that further if you need additional clarification. And so the question about facilitators would be

allowed to observe as long as they were not facilitating the class that they were observing, I'm going to still say that facilitators observing other facilitators is not ideal or the preferred way to do things.

So, ideally, you would like to have somebody who's not on the same level as the other person doing the observation. If you absolutely have to have a facilitator - and I would encourage you to try to look at supervisors or other people who are not at the same peer level doing the observations. So that would still be my recommendation about that.

Okay, so clarifying that you will not be reporting any data to the Performance Measures at the individual level -- that's (Emily's) questions. So data is only reported at the section level or the organizational level. That's correct, (Emily).

We are only asking grantees to report individual-level data to us. Now, as you'll see, when we start showing the recommended grantee spreadsheet, that in order to get some of this data, you know, of course, your facilitators or program implementers, of course, are going to need to have some individual records that they keep. But what we are actually asking grantees to report to us in the Performance Measures system is going to be section-level and organization-level data.

Okay, then (Laurie) asked, "How will record data on participants of one-on-one interventions?" Excellent question. All right, so for example, many of our clinic-based interventions are one-on-one interventions, and I think there might be one or two other of a newer program models as well that are individual-level, one-on-one.

In the past, with the last cohort, our grantees who did one-on-one interventions found it easiest to consider each individual participant to be a section. Now, you know, that might be an option that you'd want to consider here. But you also might want to consider that perhaps - let's say you're doing a clinic-based program.

So maybe every clinic that is implementing - that is participating, maybe you decide that each clinic is a section, in which case, you know, let's say you had ten clinics that were implementing that particular evidence-based program. You know, maybe what you'd do is you'd consider, you know, each of those clinics to be a section. So that's a possibility that you can consider.

And I don't know what your particular situation would be around facilitators or implementers, but a third possibility would be if you had, you know, four clinicians, nurses, who were serving as the facilitators for that one-on-one intervention, that may be each - you know, everybody who gets the program from that one - from each individual nurse or clinician during that reporting period is considered a section.

So I think there's a few ways you can handle it. So what I would encourage you to do is to consider those three possibilities and decide which one would be optimal, because if you are talking about a lot of participants, maybe you don't want to be having each one of those participants be an individual section. Okay, so we are - (Keisha) asked, "We are implementing at several locations. Is each site considered a section?"

So each - I'm going to say that depends, probably, on what your program model is. If you're implementing at several locations and you only have one cohort or group of young people who are in the program per site, then yes, each site would be considered a section. So if you were implementing, you

know, let's say at community centers and, you know, let's say you were doing a program like Making a Difference, you've got Community Center A that has one Making a Difference going on, you have Community Center B that has one Making a Difference going on at that site, then yes.

In that instance, each site would be considered a section. However, if you have multiple different groups going at each of your sites at the same time during a reporting period, then you're going to need to, like, not - you're going to probably need to consider each one of those individual groups that is taught by a given facilitator as a section. So the answer to your question is going to be maybe; it's going to depend on, you know, what program model and how you're actually implementing it.

Okay, (Kim) asked if an FAQ will be developed and posted, and the answer is yes. So we are recording this webinar and we are also generating a transcript. And so yes, we will be collecting some of the frequently asked questions and posting them in the future so that you can have a record of these responses.

Okay, all right, in terms of recommendations or practices for tracking linkages to services, I think I'm going to answer this one - I think I'm going to hold this one for after the call. One of the recommendations that I would have is you can think about, like, a spreadsheet tool for each of your facilitators with each of those categories on them listed so that then each facilitator, for example, could track any referrals. If you start talking about other partners and other agencies beyond - you know, beyond just the people who are the facilitators, we might have to think a little more thoroughly about how you would be tracking all of that.

Okay, so I'm just going to take one more question for now, and then, in the interest of time, move to the website demonstration. But we will certainly

come back, and at the end, we will have an opportunity to - for you to ask questions through the phone line. So we will come back to those questions that I haven't gotten to now.

Okay, so (Sarah's) question is about peer observations. So, again, I'm going to say that, you know, peer observations are not optimal. If you absolutely have to do it -- facilitators observing, as long as they weren't teaching that class -- I wouldn't say it's absolutely forbidden, but it's not the preferred way to do it.

So that would be my answer to your question, (Sarah). All right, so I'm going to stop here and I'm going to turn the call over to (Matt) for the website review and we will come back to additional questions. All right, thank you, (Matt).

(Matt Benson):   Okay, great. Thank you, Tara. So hi, everyone.

Again, I'm (Matt Benson) from RTI International and let's have a look at the website. So I'm here on the homepage and Tara talked about resources available to you. So let's go ahead and look at the Resources tab here.

So if we click on that, we have several things posted. So one of them is the grantee performance measures where it's just a document which basically tells you what we'll ask you to report on. So if you want one-stop shopping for that, just look and you'll find information helpful to you there.

Also, regarding costs, Tara had said that you'll report on those once a year and it - in this case, it'll be, you know, it - during the summer. So we don't have the costs visible to be reported on on the Web site now but if you want to see precisely what they are that this resource is where to go to have a look at them.

And then it just carries on. It shows all the things we ask about dosage, fidelity, cost at the implementer level. So that should be helpful to you.

All right, the grantee spreadsheet we'll look in a little bit, observation form perhaps a little later.

Some general performance measures definitions if you're not sure of something again just click on the link. It'll open up. And then we've got some definitions that we think will be helpful to you.

All right, also some cost measures definitions. So we think that can help you.

And then also there's a Cost Measures User's Guide. So those are all things we hope will be of assistance to you.

Okay. So it's logged me out here because I've been in there I think for - okay so I'm back in.

So on the homepage there's - to the left there's kind of some overview information about the purpose of the grant, overview of the performance measures of the reporting system.

Also on the homepage from time to time you might want to ask us a question about providing your data.

And so contact us here. We've got a link to an address that will take you to the help desk. So just go ahead and click on that. It will generate an email for you. Just put in the appropriate subject and, you know, what you're interested in getting help on.

Please put your organization name. It also helps if you can put the grantee number as well. So that's something useful.

Okay. So let's go ahead now and get deeper into the Web site.

So as Tara said there's data that's just to the grantee's report at the grantee level and then there's data that either you can charge to and implement an implementing organization or organizations where you can supply that data yourselves.

So the grantee can see everything in both areas. And members of the - of any implementing organizations you have will just see data that's relevant to themselves.

Let's take a look at the Grantee Page. All right so first thing just note there's several tabs. So we'll take a look at them. So we'll just kind of go left to right perhaps providing the data.

Some other things, I just happened to create - we're on the development site so this is in production right now. I just created an account for myself and just said I was from this organization. Always the grantee who I'm logged in under you'll always see self as IO next to the name. That's fine. Not a problem.

On this page you'll see there's italicized Is. They are just designed to provide you some information that might be of help as you go filling things out. So that's there.

You'll also notice on each data entry page there's a Save button, really important of course before you leave a particular page to hit Save to make sure all your data gets in.

So looking specifically at this page we know which project officers are associated with which grantees. So that's going to populate for you.

We ask you to give us someone to contact at your organization.

And we'd like that person to be someone who if we have questions about the data they'd be the person to go to to ask. So I just pre-populated that in there.

Now for your organization you will indicate what states you're serving in and implementing programs in. And so it's just simple you just, you know, check. If you make a mistake you just uncheck it -- very simple to do.

So let's just say for let's say our make-believe organization is implementing in both Alabama we'll say. That's not too geographically together. We'll just say anyway Alabama and Arkansas.

For settings these things work, they're scrollbars. You just scroll down and you'll see the various choices.

So we'll say we're implementing in traditional high school in school and middle school. And (urban cities) we'll say we're doing in both urban and suburban. At any time you can click the Save button save data. I'll just go ahead and do that, get that nice message the data is saved.

So now when it comes to programs of course you need to indicate what programs are being - you're implementing. So you go ahead and to do that you just go ahead and add a program, click on that.

And then there's over here there's a list of the possible programs you might be implementing.

So let's just say we chose Making a Difference. If you had made a mistake you just click on the little X and it's gone. But we'll go back to it. We're going to say were going to be implementing we'll say Making a Difference.

And ideal number of sessions so you would just put how many sessions you think it's going to take to implement the program. So let's put a ten in there.

So states you had said that you're implementing in Alabama and Arkansas. So for this program if it's for both, if it's just Alabama put Alabama. But I want to say we're doing it in both. For settings those got brought over from your earlier selections. We'll say we're doing it in both. And let's say we just happen to do it and these are (urban cities) as well.

You go ahead and click Save and now we see we have a program model added.

If you made a mistake you want to take it back in there this really is the icon that you'll see throughout the Web site for making edits. You just go ahead and click on it make any alterations that you want and hit Save again. I don't need to make any alterations so all just hit Cancel. This of course is the Delete button.

Okay let's go ahead and real quick just pick one more program one more. Let's assume we're one more. Let's say though is eight is the number of sessions. Let's say just in Alabama, just in the school, just urban. All right so we've got a couple of them there.

All right so that's it for that page. I can just kind of click Save again before I leave it all together.

Now we'll go to the Implementing Organizations page. So here you would indicate if you did have implementing organizations you would tell us who they are.

So you can go ahead add an organization. Let's just say we're doing ABC implementers. Let's say let's put a name in there.

At - just putting anything in there. So contact phone. They're automatically set to an active status. If sometime later on that your implementing workstation is no longer active you click No. But the default is with Yes.

So here you earlier said you'd be implementing these two programs for - so for this organization you would indicate which they are implementing. So let's just say they're doing both but let's just say they're doing it this organization in Alabama. And let's say they're doing at just in high school and in both (urban cities). So we just saved that.

And now we have an implementing organization. Again if there's something that we don't like about what we entered we just go in here, make any changes and you're good there.

Now this is Delete. I think I said this earlier. View access accounts so many of you are already registered online on the Web site. So grantees go directly to the Web site to register.

Members of the implementing organization teams you should have them, you should give them access in a different way.

So here's how you do that. You click on View Access Accounts. Right now there's none. So essentially you're requesting access to the site for members of the implementing organization. So let's say we're - and so we hit Save.

And as you can see the system creates a username for that person and goes ahead and sends a welcome email out to that person giving them some instructions to access the site just like in the past. At some point in time you can make them inactive by clicking on No.

So in any event the email goes out then they can gain access to the site. You keep creating as many accounts as you need.

Important to tell your implementing people - excuse me, important for you to request access in this way because this will make sure the system will only allow them to see the part that's relevant to them, the implementing organizations.

So if you just tell them, "Oh go to the Web site and register," and you give them your grant number then it's possible they'll be able to see stuff at your level that perhaps you don't want them to see. So make sure to request accounts here for the implementing organization team members.

All right so let's go on to partners so something filled out at the grantee level, won't go into all the detail. Tara covered it a little bit before. And you've got documents to get there. But basically how to provide this type of information is, you know, you just put an entry into the text box that's appropriate.

I'll stop here for one minute. This is the first time that we see the reporting period. So some of you may say, "Why does it say reporting period two?" It says that because we're in report two now. That started on January 1.

However for those of you that have been piloting that might be reporting this data you just want to make sure you switch it so it's to reporting period one. And then you just go ahead let's say it was just putting some numbers arbitrarily in there.

Let's say that's what you had. I'll just leave this one out for minute and then you just, you know, just hit Save.

And in this case because we left something out there's an asterisk which is considered required you get a message to go ahead and provide an answer for that. So let's say we do and that takes care of that.

Dissemination - oh excuse me, training first.

So training similar thing, same mechanism, won't go into the details of what each of these means. You just provide the numbers as appropriate and hit Save. Good, dissemination.

So here if you had any manuscripts except for the publication during the reporting period you could go ahead and you could add a manuscript. So you would just fill in the appropriate fields, hit Save and then the manuscript

would appear and however many you have that'd be the number that would show.

Ways that you communicate information and raise awareness about the TPT funded program here are the categories Tara read. So you would just supply that information here.

Again if it's like the brochure newsletter, e-newsletter if you created one distinct ones of those and had it printed 2000 times you wouldn't put 2000 in here, you'd put one because it was one distinct type of these.

Citation so I think this might address a question that was earlier if your work was cited somewhere else you could add a citation. And again supply the information and that would appear there.

And we've got other categories. You can see those aren't required because you may not have just - you know, we just didn't require that. But anyway you'd put the number and just put an explanation in there.

The conferences, same thing. You just go ahead and supply the information there. And there you go with that.

So let's go ahead now and take a look at data that your implementing organizations might provide.

So first thing I'll say is that we went ahead and we created one implementing organization. The grantee's always listed there too because you might be someone who might be implementing yourself.

Here's the one that we had.

So let's say that's the case where you as the grantee were implementing a program and then ABC implementer's implementing a program. If you wanted to see kind of the view through the particular lens of the particular implementer you just choose the particular one you want to see and it's sort of carries through to the rest of the tabs.

So let's just stick with the ABC implementers here. It's got some information. And we move over to the Program Models tab. So it shows the programs that are being implemented.

And so if we want to get to the section information let's say we'll just focus on all for you we would click on View Sections. So we haven't created any sections at this point so here's where you would create it.

So Tara gave us the example I think earlier if I remember correctly let's it was ninth grade and we'll just ninth grade health class. You'd go ahead and add that.

If you had made any kind of mistake again edit it, you'd edit it and you'd save it then you'd be back in business.

And so let's say we are doing let's say eighth grade health class was another - well same time let's say as well. Click on that and that's there.

So now I said the data pertaining to observations and attendance gets provided at the section level. So for this section I'm going to go ahead and click View Section Details all right? So it shows up. It's got the program, the right program the right section -- all of that carries over.

If there had been more than one choices of setting indicated you'd want to indicate with the predominant setting was for that particular section.

So just make sure these are all right. I'm going to go ahead and say pretend we are sort of a piloting one. And so you're doing it for period one. So let's just look briefly at the categories here.

So we've got at the overall level we've got the total reach, average person in attendance. You're completing 75% more of sessions, sessions planned so that ideal number of sessions way back on the beginning that we indicated to implement the program and the number of sessions completed. Let's stick with kind of attendance related stuff. We'll cruise over here for minute.

So then you're going to provide reach by the gender categories. You're going to provide reach by the racial categories crossed with ethnicity categories, reach by age, reach by grade.

And then if we go back and we're thinking now about observations so for purposes of fidelity so how many activities completed out of activities planned, how many sessions did you observe, what was the average observed adherence? We'll get into all this in a little more second. Observed quality, how many sessions were observed for quality and what were the ratings for the section?

Okay so we think that the spreadsheet which is optional -- you don't have to use it -- and we think it'll really help you if you do use it. But it's up to you whether you use it. And again that's on the Resources page. You can gain access to the spreadsheet. So there's several tabs of the spreadsheet that you can see.

Big point is one spreadsheet per section. This isn't a place to just put all of the data for all your sections in. It's by section. Because remember you report at the section level. So having it at the section level is going to help you.

Let's take a look at attendance.

So even though you don't have to report attendance at the individual level so we - if we use the spreadsheet we're not going to be asking for it. It's just for your own records.

So here I've got it set up where these are just, you know, some sample participants. If you use the spreadsheets of course you'd clear this data out.

But you can see some features of the spreadsheet are so for gender you just click on a cell and then you can see the choices are there for you. So you just pick from the pick list. The same thing applies for race and ethnicity and same for age and grade.

And then we'll skip over the here four minutes. So these are supposed to be the sessions that take place. So if you like you can put in a session name or if you just do them numerically you can do it that way.

If I only have five shown here but of course you might have ten or whatever the number is, you know you would just if you had a six one for example you would just, you know, just continue here and make it Session 6 and so on and so forth as far across to the right as you like.

And for attendance one of the instructions is that indicate a one if the person attended and zero if they didn't and then your sort of your force to just make those choices too. They're here.

And so let's look at the gray area. You'll find the gray areas on several of these tabs. And these are just places where we've got sort of formulas in there to do the work for you and calculating. So I can't click into any of the cells in the formulas. Obviously we're trying to protect the formulas.

So you can see we had four out of five attendants here for this participant at 80% -- same here, same here, same here. The spreadsheet really does work.

So if I went ahead - if I went ahead and just made this one a zero it drops to 80% then it drops to 60% so that's useful. We'll come back to the spreadsheet in a minute, this one. Let's look at observations quickly.

Now with your group needing to just do 5% observations it's possible you may just have, you know, one observation for a particular section. And that's absolutely fine.

I'm just showing two for example here. We've got the observation date, session name if you want to put it, session number. Then all these categories deal with all the way up through here deal with the quality measures for observations. And then the same thing here, you're going to choose from one through five for each of those with one representing poor and five representing excellent.

That we have to get the facility over here where activities planned, there's ten in this case here, activity was nine. So we have the fidelity at 90% here fidelity 87.5%.

Now this gets to overall selected calculated measures tab. So this has some of the things calculated for you that can really help you.

So we've got the total reach calculated. So if we look back to our spreadsheet really quickly we've got total reach. That's there in the spreadsheet for you. Average participant attendance, you completing 75% or more of sessions, all that is right there for you.

It's got the averages for the quality measures for observations there for you, the average adherence here for you.

Now of course if you just have - happen to have one observation you know, you don't need to go to the calculated part. It's right there in front of you.

But anyway I think that will be helpful for you. So it'll really help you fill in a lot of this data entry page.

Then you might be thinking well but how, you know, my - it's kind of a pain to report, you know, by race and ethnicity and gender and, you know, how can I do all of that? Well we try to set it up.

So another feature here is we've got these filters on the columns. So let's say by gender you are interested in knowing - you click on the filter about the number of females. You click on Female hit Okay and it just shows you the number of females so you know it's two.

Let's say your spreadsheet had a lot of rows on it so you can just easily eyeball it. Of course you could still figure it out. Alternatively it just shows you the two here which can give you the information too.

Take it out of the filter, just go back and click on it and clear your filter and your back to the original space. So, the same thing works. So race ethnicity.

Let's say you wanted to know, it's a clear out of all of them Asian, Hispanic Latino, go ahead and click there. There's one of them. Okay there's one of him.

So Asian Hispanic Latino, I'm losing my track here I know to put a one there.

So that's how the spreadsheet is intended to help you as a tool should you want to use it. And for assistance you saw on the homepage it's the same exact address to get to us just, showing it again here, just some general guidance.

So implementing organizations would consult you as the grantees for questions about program implementation.

You really wouldn't be candidate for proxy measures. But, you know, of course you had questions about implementing your program you might ask your project officers for help there.

You know, our place here at this address is to help you get the data into the system, answer questions about doing that.

Please be on the lookout from us for some communications coming in the near term about office hours.

That's just going to be - we're just going to provide some timing and some contact information for you to be able to reach out to us to ask questions about getting your data into the system.

So that's all I have Tara.

Tara Rice: Thank you (Matt).

(Matt):   Sure.

Tara Rice: I'm going to look at the questions and see what other questions people have
                had on the Q&A line before we open up the phone lines to general questions.

                (Jeff) asked about one on one inspections also applying to sites implementing
                17 days.

                Yes so 17 days is also an intervention. That's a one shot clinic based
                intervention. So you could consider counting the partner site in that instance
                as a section if you didn't want to be creating a section for each of your
                individual participants for that program model.

                Okay observation of individually administered programs like 17 days. So
                that's an interesting question.

                I think I'm going to think about that one and maybe follow-up with you about
                a response with that about the individually administered programs like 17
                days because it would be more about the process of getting a client to view 17
                days.

                It is a video intervention. So we'll follow-up with you for some specific
                guidance about that one very shortly because we only had one grantee in the
                last cohort that implemented 17 days and I'm not sure what they did for
                observations. So we'll follow-up with you after the call.

                Okay one on one interventions in the clinics, 5% of the encounters with
                patients the answer would be yes.

Okay another question is about, (Jenny)'s question is about uploading, is it acceptable to collect pre and post assessments from participants?

So you would not have to collect pre -and post assessments from participants as part of the OAH performance measures. I'm not sure if that's a question related to plans for actual evaluation so I'm not really sure how to answer that because you do not need to collect pre and post assessments to report performance measures for us.

Okay (Emily)'s question about pilot testing data. Does this mean only recent dosage or do we also need to report on fidelity and quality?

So yes you should also be reporting on fidelity and quality because one of the things that your pilot should do ideally is test out some of your fidelity monitoring tools including observation forms, et cetera. Because you want to make sure that your fidelity monitoring plan actually works on a small scale before you scale it up to the full implementation.

And for many of you into your 1B you're going to be in a lot of sites with a lot of programs and sessions.

So I do strongly recommend that you collect some observation data, quality data, et cetera, during the pilot.

If you're doing any healthcare linkages during the pilot then report that to us during the pilot that you might not be in which case you wouldn't have anything to report to us about healthcare linkages.

All right so for observations with facilitators from other counties is implementing across the state be considered tier or independents? What are requirements for independence of observers and will they be training on observation measures such as Poise report, et cetera?

Okay so this is kind of a threefold question. Facilitators from other counties could be considered independent. They wouldn't really have a stake into what was going into that given county.

What are the requirements for independence of observers? So again I would refer you back to the OAH fidelity monitoring guidance.

Ideally an - you know, the gold standard of independence would be somebody who's not in your organization who's not in the implementing organization as the observer. But, you know, that's very difficult to do from a practical standpoint.

So, you know, realistically it could also be someone who - someone who is the supervisor. It could also be someone who is in the organization but in a different department.

The key thing is that, you know, ideally we want to make sure that, you, you don't have two people who both the same agency who are at the same level and are doing all of each other's observations.

We also asked that beyond just independents that you pick people who are going to be able to give good feedback on two facilitators because this isn't just about doing an observation to check a box.

It's also about making sure that you're identifying potential issues and providing technical assistance to your facilitators based on that information in a timely manner.

The third part of ask this question (sic) is about training on observation measures. So a lot of that poison report, et cetera is going to be dependent on what your individual program model is.

So some of your program model training might get into some of these related issues to poison report, et cetera. In terms of whether OAH trains on that, no we do not specifically train on that.

But you could also consider it as part of your professional development plan to look for trainings on classroom management and other issues that might touch upon some of these topics.

Okay (Melanie) asked if the evaluator had several grantees. Do we contact technical support to gain access for all of the grantees and will we need a separate login for each grantee as we have in the past?

So (Matt) I think that's a question for you about access to the system for evaluators.

(Matt):   Yes a separate credentials for each grantee connection.

Tara Rice: Okay thank you.

(Kim) asked about training new and supplemental. How are you counting - are you counting facilitators one time regardless of the number of trainings that they participate in?

Okay so the question - there's two's questions. Ones about the actual facilitators. And the new facilitators that are trained. And then the other one is about follow-up training.

So it's not about only counting facilitators once. It's very possible that you could have new facilitators who were trained as a new facilitator at the beginning of the reporting period.

And then you could have those same facilitators getting some sort of follow-up for supplemental training at the end of the reporting period in which case you would count that facilitator twice, once in the new and then once in the supplemental.

So we're not really asking for an unduplicated count of the facilitators trained. We're just trying to get a sense of for each reporting period how many new facilitators did you train and how many facilitators received any additional or supplemental training.

Okay next question from (Brett), will there be a bulk upload option? (Matt)?

(Matt): We don't have any plans to do that presently.

Tara Rice: Okay. And (Nicole) asks will you please clarify how to calculate average observed adherence?

Okay and so that was actually part of the spreadsheet. (Matt) if you could go back to...

(Matt): Sure.

Tara Rice: ...that.

(Matt):   So average adhered observance. Okay so here are your observations. And I think many of you may have just one observation per section.

So in that case you really wouldn't have an average. You would just report just the actual fidelity reading for that.

So if there was just one row of data here and it was 90% then you would just go ahead and in the here averaged observed adherence you would just put 90% in there.

So in this case where there's two we've got a calculated measures for you there and the average adherence is here at 88.8%. And you'd put that in.

Tara Rice: Great thank you (Matt).

(Matt):   Sure.

Tara Rice: So (Jill) has a question. Are we only reporting completed sections during a given reporting period? For example we might not do every lesson of a curriculum for piloting. So do we still report data on the sections?

So for your pilot, you know, you should report data when you're - we do want data on your pilot.

And we do realize that some of you particularly those of you who are going to be implementing yearlong programs that you might not do a full pilot of your intervention.

But you should still report to us any data for any sections that you do during your pilot even if those are truncated or condensed versions of the evidence-based intervention that you're piloting.

Okay next question from (Kate). How should we track observations if there are a different number of activities on different observation days? For example some days only one activity is observed and on other days only more than one activity is observed.

Okay so the answer to that is going to be that you should make sure that when you're doing a given observation that you know what the number of planned activities for that day is going to be. And that's going to be the denominator for that given day. And then you would just track how many were completed.

So in this instance you know, on different observation days there would be different denominators because one day there might be one activity that's planned. So in that day there would just be the denominator would be one. And either the facilitator did that one activity or they did not.

And then on a different day let's say they were three activities, the planned activities for that day would be three for your denominator. And then your numerator would track how many of those three the facilitator actually implemented.

Okay next question from (Ashley), do we need to report observer reliability?

The answer is no. It's probably it is a good idea if you have some sort of plan to look at observer reliability particularly in the beginning. That's probably

best practices to make sure that your observers, you know, are clear on what their role is.

But in terms of whether you have to report it to us the answer is no. You do not.

Okay so next question from (Julie), what if a section spans two reporting periods?

(Matt) can you take that? I have some ideas but I just want to - since you're actually like programming the system I think you can talk about that.

(Matt): Yes. So I think this is something where I don't think we're necessarily firm, firm, firm on yet. But so we'll need to get you a firm answer.

But I think the idea is that so let's say you've got a section has ten sessions and you get eight of them done in one report period and then two of them done in the next then I think you would report just what happened in that report period.

So you would perhaps have it might be ninth grade health part one. And then for the next report period nine grade health two where you just report just on the eight in one report period and the two in the next.

But as I said that's more of a in pencil response so we'll get back to you with firm answer on that.

Tara Rice: Okay thank you (Matt).

At this time operator I'd like to open the line for any questions.

Coordinator: Thank you. Again at this time if you'd like to ask a question you may press Star 1 on your touch-tone phone. Your questions will be taken in the order that they are received. Again that is Star 1.

Again you may press Star 1 if you do have any questions. One moment please. (Sandy) you may ask you question.

(Sandy):   I - thank you. I just want to confirm with (Matt). So if we have a project that's got of course hundreds of sections we have to - we can't do the batch upload. We have to - this is different than last time in that we have to enter each section by itself manually right?

(Matt):   Yes.

(Sandy):   Okay. That's it. Thanks.

(Matt):   Hi (Sandy).

(Sandy):   Hi Matt. I just wanted to be clear. Thank you.

(Matt):   Sure.

Coordinator: And we do show one more question. (Stan Martin) you may go ahead.

(Stan Martin):   Hello (Matt).

(Matt):   Hello.

(Stan Martin):   Thank you for the presentation. I was just wondering if is possible with the system to self-populate in multiple areas so that we ourselves as a grantee or if we have an independent evaluator we aren't going back and forth between the screens and entering the data?

(Matt):   So we would, you know, welcome any thoughts you might have as to how that could practically work.

                  We are doing some self-populating for you in terms of so at the program model level. So when you choose for example if Making a Difference is the program in hand then you create, you know, a section here for it than that information ends up caring over into the section data. So these things get populated for you.

                  I don't think the other items are candidates for self-population because it's dependent on a specific section.

                  The only thing that's possibly a candidate is that - that I can think of -- of course I might be missing things -- but is the session's plan which you indicated earlier on. You indicate the ideal number of sessions but that even can be variable.

                  So I guess what I'd say is that, you know, we'll welcome to hear and you can pass along any ideas that you might have, you know, through the help desk. We're welcome to entertain those.

(Stan Martin):   Thank you.

(Matt):   Sure.

Coordinator: And once again if you do have any questions you may press Star 1 on your touch-tone phone.

At this time I'm showing no further questions.

Tara Rice: Okay thank you. So if there are additional questions that you think about later if they relate to the Web site and/or the spreadsheet please contact the TPP Performance Measures Help Desk email.

If there are additional questions about the measures you can email me. My email address is Tara.Rice@hhs.gov or you can send them to your project officer who will be happy to forward them to me for you on your behalf.

So again thank you all very much for participating. This Webinar has been recorded so the recording will be available on the TPP Performance Measure System in a few days.

So thank you very much and I hope you all have a great day. Goodbye.

Coordinator: And thank you for your participation in today's conference call. The call has concluded. Thank you.

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