

ETechM2 GPRA Grantee Webinar Training 2021

1. This is Elaine Carlson I am the Co-Project Director for the Center to Improve Program and Project Performance which is an OSEP Technical Assistance Center that supports the GPRA measure process. Welcome everybody, today we will be talking about the ETechM2 Program and the performance measurement for 2021. I would like to start by saying we are recording the session. The participants have all been muted. If you have questions feel free to type them in the chat. We will monitor the chat and then we will also --

No. Just when we type it into chat we will work on those and respond as we go and we also have a Q&A section at the end.

2. Okay. Next slide. The purpose of the webinar is to describe the process for collecting the program measures and clarify what's expected in the 2021 GPRA data collection. So we would describe the performance measure requirements and suggest ways you can enhance the quality of your submissions, demonstrate the website that the grantees will use to upload materials and review the schedule for the data collection before responding to your questions.
3. Next Slide. So here is our icebreaker. Just to get things started and make sure everybody is awake and paying attention. What movie or TV show best describes your life during the pandemic? I find to be honest I want to answer all of the about but you'll see the questions on the right. So pick one. Contagion, Groundhog Day, great British bake-off, home alone, married with children. I feel like we should also have unmarried with children. But that did not fit in with the TV theme. So go ahead and pick your preferred response. We will see where people stand. Okay. We have lots of Groundhog Day's. That seemed to have been the winner. I still don't know what day of the week it is. Okay.
4. Next slide. So let's start by talking about the performance measures.

Can you hear me? I can go ahead and start speaking.

Sorry Terry is that you?

That's me.

Okay. I can turn it over to you.

Okay. Thanks. We are getting a little bit of an echo. Are you still getting an echo on your end? I'll go ahead and continue. GPRA requires performance assessments of Government programs for purposes of assessing agency performance and improvement. The Office of Management and Budget, together with the Federal agencies, determines how programs will be assessed Congress uses program performance assessment data to justify program funding. Next Slide.

5. OSEP reports progress on program performance measures annually to OMB and Congress. This provides an aggregate picture of performance

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

6. The annual ETechM2 Program Performance Measures include the quality of new service, product or video clips; the relevance of new service, product, or video clips; the usefulness of new service, product, or video clips; and the efficiency of the ETechM2 program (cost per unit). The QRU ratings are based on an expert panel review. Last year, the interrater reliability for the ETechM2 panel was not as good as we would like. By enhancing the quality and completeness of the grantee submissions as well as bolstering the training for panelists, we hope to improve that reliability. Next Slide.

7. What does it mean to have a high-quality product or service? OSEP has determined that there are two dimensions for quality: substance and communication. The substance dimension is "Does the product content or the content delivered through the service reflect evidence of conceptual soundness and quality, grounded with current research or policy?"

The communication dimension is "Is the product content or content delivered through the service presented in such a way so as to be clearly understood, as evidenced by being well-organized, free of editorial errors and appropriately formatted?"

The independent panel of reviewers judges the quality of a product or service by scoring each dimension on a 4-point scale, ranging from 0 = Very Low to 1= Moderately Low to 2= Moderately High to 3= Very High. In addition, the score for the substance dimension is double weighted, which means that services can receive 0, 2, 4, or 6 points for substance. Together, the two dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered high quality.

8. Next Slide. What does it mean to have a highly relevant product or service? OSEP has determined that there are three dimensions for relevance: need, pertinence, and reach. The need dimension is "Does the product or content delivered through the service attempt to solve an important problem or deal with a critical issue?" The pertinence dimension is "Does the product or content delivered through the service address a problem or issue recognized as important by the target audience(s)?" and the reach dimension is "To what extent is the product or content delivered through the service applicable to diverse segments of the target audience(s)?" The independent panel of reviewers judges the relevance of a service by scoring each dimension on a 4-point scale, Very Low to Very High. Together, the three dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered high relevance.

9. Next Slide. What does it mean to have a highly useful product or service? OSEP has determined that there are two dimensions for

usefulness: ease and suitability. The ease dimension is "Does the product or content delivered through the service address a problem or issue in an easily understood way, with directions or guidance regarding how the content can be used to address the problem or issue?" and the suitability dimension is "Does the product or service provide the target audience(s) with information or resources that can be used again or in different ways to address the problem or issue?"

The independent panel of reviewers judges the usefulness of a service by scoring each dimension on a 4-point scale, ranging from Very Low to Very High. In addition, the score for the suitability dimension is double weighted, which means that services can receive 0, 2, 4, or 6 points for suitability. Together, the two dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered highly useful.

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

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

11. Next Slide. All ETechM2 program Media Services in their 2nd-5th year of funding and all other 84.327 grants receiving funds in FY2020 participate in the QRU review.
12. Thank you Terry. I will start up here. My name is Brad Keller I'm a member of the CIPP Team and I will talk a little bit more detail about the data collection process. Before I get started I want to point out there are no major changes between this year and last year. If you have done this before it will seem familiar to you. For the 84.327 grants (not Media Services grants), CIPP first asks for a list of up to 10 new products and 10 new services released in FY2020 which is October 1, 2019 - September 30, 2020. CIPP randomly selects one item from each list. These are the new product and new services that will be reviewed. When developing your lists, remember:

You don't have to include 10 new products or services. 10 is just the maximum. Focus on listing the major products and services you released for the first time on FY2020.

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

13. As part of the Description Guide, grantees specify whether their product/service is policy-based or evidence-based. Evidence-based products and services are reviewed for quality by the Science

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

14. For purposes of performance measurement, how does OSEP define a product? A product is a piece of work, in tangible or electronic form developed and disseminated by an OSEP-funded project to inform a specific audience on a topic relevant to improvement of outcomes for children with disabilities. Examples include software or hardware products, journals or informational articles, research reports, booklets or pamphlets, modules, PowerPoint presentations, manuals, or web-based instructional materials. For the purpose of this performance measurement review process, maintaining a website is not considered to be either a product or a service. Other items not considered products include databases, meeting agendas, materials developed for one time use by an individual, archived chat, conference proceedings, contact lists, and progress/performance/continuation/evaluation reports. Next slide.
15. For purposes of performance measurement, how does OSEP define a service? A service is work performed by an OSEP-funded project to provide information to a specific audience relevant to the improvement of outcomes for children with disabilities. Examples include providing captioning, video description, Braille, or other accessible formatting; conducting training; providing technical assistance; leading and convening informational meetings; and responding to inquiries. Next Slide.
16. The New Product, and New Service Description Guides are very important to the GPRA review process. They need your time and attention.
 - The guides are the primary source of information consulted by the expert review panels in making their QRU ratings but they expect to see the actual product if possible. That may mean attaching a document or providing a link. If you record a meeting, webinar, or training session, include a link to that as well as PowerPoints and handouts.
 - We encourage you to include supporting materials along with each guide, but the guide itself must be complete because the panelists are not *required* to read through the supplemental materials in their entirety, even though they usually do.

- Projects that submit complete, detailed, and clear guides with supporting materials make it easier for the expert review panels to rate product and service quality, relevance, and usefulness. CIPP will distribute a set of tips for completing the guides that can be helpful. You have, or will, receive a copy to consult when developing your guide(s). Keep in mind that your PO and CIPP staff are always willing to have a conversation with you about this task and to review a draft of your response. Next Slide.

17. There are few questions here that we wanted to rate. So just to kind of check in the middle. The survey should pop up on your right. These are true and false. I'll give you a moment to read through them and give us an idea of where people are.

- Okay. It looks like for the first one, 84.327 grantees submit description guides for every new product, service, or media clip.
 - (False) Media projects submit one Description Guide for their set of 3 clips, and other grantees submit a Description Guide only for the one product and one service sampled by CIPP.
- Attachments are prohibited.
 - (False) You can include up to 5 attachments, and we encourage you to. Not applicable to media project)
- Policy-based products/services are valued as highly as evidence-based products/services.
 - (True) For media projects, all clip submissions are considered policy based)
- Media projects can submit as many clips as they want.

Thank you and the last one is false. -- Can submit as many clips as they want. We are asking for set of three. One set of three. Sorry. Next Slide.

18. I have some examples here, the next few slides on quality -- That people have submitted over the years that have been rated highly. So we pulled these examples to give you details required for the products and services. And these were ones that were actually submitted and scored well -- So if we don't mind let's take a minute or two to read through these and I will kind of highlight some of the important parts. To give you a sense of the detail required, we pulled some examples of past entries from product or service description guides that scored well with the panelists. In this case, it is important to mention specific legislation of policy.

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

efforts such as the College, Career & Civic Life (C3) Framework for Social Studies State Standards.

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

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

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

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

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

And then we will come back in just a moment on this one. Okay. The first -- Ask the grantee to share the -- Critical issue. You can see the grantee wrote the target audiences of varied levels of awareness of the issues related to assess ability of education materials and technologies. And they go on later on to say the services developed to provide statutory and regulatory and

practical -- Steps with stakeholders in different responsibilities and interest take. So they walk through the wellness and how they assess and demonstrate. Let's see the next example. We can read this and I will come back in a moment. Next Slide.

21. Okay the second relevance measure asks -- How they insure problem, the problem or issue recognized as important. And this grantee example said the content established while staying the course them self. -- For some level of clarification. And then they go on some more. You can see, I know this is somewhat tedious to read through these. It is very dense. But it gives you a sense for the level of detail in the amount of details evidenced that has been graded highly in the past and will give you a sense of what the reviewers, the type of things they're looking for and how -- So let's move on to the third example. And we will read it and I will be back in a moment.

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

Okay. This shows the grantee is applicable -- Audiences. In this grantee wrote the content is applicable across the centers wide-ranging stakeholders groups. And then they list those. And then explain about the different specters and a little bit more detail about that. So I thought that was a good example with these -- Rated highly. We have two examples for usefulness. Read the first one and I will be back in a moment. Next Slide.

23. For the first usefulness measure, grantees are asked to show that the content addresses problems in an easily understood way and includes instructions on use.

This one is a little long, so bear with me, because I think it shows the type of detail required. The grantee wrote: Without captioning and description, the message of the content is lost on students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. Captions are written at a reading rate which is appropriate for the grade level of the student, and description is written using vocabulary which is age appropriate. In addition, all ... media is open-captioned and open-described, which eliminates any

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

I know this one is long and dense but it gives you a sense for the level of detail that is rated highly. For this usefulness measure the -- Are asked to show the content addresses problems in an easily understood way and includes instructions for use. So this grantee wrote without captioning and description, the message of the content is lost on students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. Captions are written at a reading rate which is appropriate for the grade level of the student, then they explain how that process unfolds and all the implications. So let's move to the very last one. Just read it, and I will be back in a moment.

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

In addition to these examples I do appreciate you taking the time to read them and walk through them. I know it is not the most exciting way to spend your afternoon. But I appreciate it. But we do have annotated guide of descriptions of the website that you can review. It goes through a complete description guide and notes and how the critical content is presented. That will be available. Okay. Let's go to the next slide.

25. So let's talk a little bit about the nuts and bolts of what is being required and what is being asked of you all. This slide details the methodology. Grantees upload a copy of their completed guides and any supporting materials to cippsite.org. Be sure that URL addresses for supporting materials for your product and/or service are marked clearly. Limit supporting material to no more than 5 files per guide.

The reviewers will have time and ability to review all of them -- Of what you're doing. Look up to the schedule and a few slides. But the upload is March 29th. We will get to a little bit more detail. Next slide please.

That's what Terry went through earlier. So, please give some thoughts to the products, services and video clips you include.

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

27. The week of February 1, Media and 84.327 projects were notified about GPRA process via email. By March 5, Media projects upload 3 sample video clips and their Media Description Guide to the CIPP website. By March 5, 84.327 projects should upload their Lists of New FY2020 Products and Services. By March 15, CIPP will notify 84.327 grants which product and which service was selected and request Product and Service Description Guides for them. Finally, by March 29, 84.327 projects should upload one Product Description Guide, one Service Description Guide, and any supporting materials to CIPP website.

Take it away, Myriell. Thanks

28. Okay. So, this is the CIPPsite and pome page. Once you follow the link to get to the home page, you will want to press the login button and on this page. You will go down to the bottom to the "forgot password" link and you will click that. And then, you are going to enter your email address, which is basically the email address you are using to receive sit communications. This is my test username here. Annual click on send the password. So then, you will receive an email. And, this email basically provides you with a temporary password so that you can set up your actual password. So, you are going to go into that email, copy it, and it is like one of those passwords that has a series of characters. So, you just go ahead and copy that. And then, you can click on the link provided in the email to get you back to the login page of the site.

So, now, you will be able to paste over that temporary password. And, go ahead and enter your username, which again, is your email address, and press login. Sorry. It is taking a little while here. There we go. Okay. So, this is going to bring you to the page where you will actually create a unique password. So, current password, that is going to be that temporary one you received in

the email. And, the new password is your unique password you are going to create using the criteria listed here. And I have already created one. And then, you go ahead and just enter that also in the last field to confirm it. The just want to make sure that what you, that you, what you are entering both times is the same so that you are aware of what you are putting in as your password. And then, reset password. Okay? And then, you can continue to the home page. So, here, you are going to see three tiles. And, the first to pertain to other technical assistance steps that the center provides. You are welcome to look at those. But the tile you want to click is conduct -- reporting. And then, QRU review. And as you can see, we have other programs that are completing this. But, the view that you are going to get is pretty much customized to what you need to click. So, you are basically navigating your way through. You don't have too many options of where to go. So, pretty much what you are presented with is what you are going to click on to go ahead and navigate through our website library to get where you need to go. And on E TecM2 panel documents, so now, once you get to this page, there are two folders.

The guidance documents folders is where we have the resources pertaining to this data collection. So, you will be able to find the recorded version of today's webinar here as well as the PowerPoint that we are using. And granting documents is the folder where you will go to, to continue to find your grant specific folder where you need to upload your documents. So, once you have clicked on that, you can see there is a folder for each grant. So, what you would do is you would find yours and you would go ahead and click on that. And there, you will be able to upload your document. So, there are two ways in which you can do that. You can click the upload button. And it will just pull up like your, you can choose files on your desktop or your documents folder and press okay and it will upload it that way. Or, you can take something from your desktop or your file folder and drag it over and drop it here. And, that is pretty much, that pretty much concludes what you need to do. And a helpful tip, too. Is make sure you are in the right folder. You can look up top you will see your grant number, and, the name here to make sure you are in the right folder. And, if you do have any issues with logging in, definitely give us a call or contact us. We will have our contact information a little later in the slide. Okay. This concludes the demo part of today's webinar.

29. Thank you, Myriell. We have a closing poll question. This is a way for us to gauge have people have a specific errors that they would like to hear more about our -- with your responses are to this. The other participants will be able to see this as what, but we can see that and we will be in touch with you. Basically ask for some assistance here. So, -- if there is any of these that you want some more info about or --.

This great. Everybody says none of the above. We'll take that as -- not of the above as well. So, thank you for that. Let's give the last slide here.

30. It is a placeholder for if you have questions. You can always email us at Westat. This is Kerry's and Myriell's phone numbers. They should be able to help you out. However, if there are any questions now, people would like to ask, we're more than happy to field questions, and give you our best answer now. If it's something we can look up or get back to you on, we will do that. Does anybody have any questions they want to raise?

This is Kerry. I just want to make a note that both Myriell and I are on Eastern Time zones. If you give us a call, from another time zone --.

Thank you, Kerri. That's a good point. Anyone else? Going once. Okay. It sounds like you all, maybe everybody is an expert, done it before, perhaps. Or you will reach out to us in, on your own time if you have questions. We are here to help. We look forward to your submissions. And please let us know if we can help out with anything. Or, if you have any questions. Other than that, Terry, is there anything you want to close out with?

No

End.