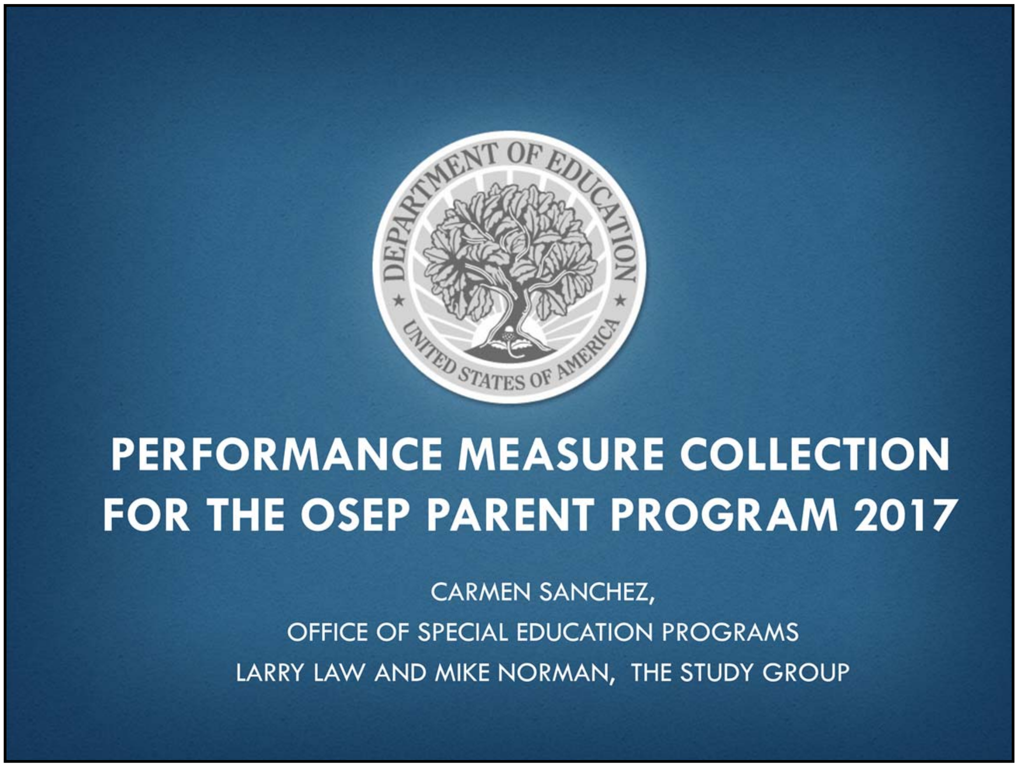

Welcome to the webinar on the performance measures collection for 2017. I'm Carmen Sanchez, lead for the parent program, and with me are Larry Law and Mike Norman from the Study Group, our contractors for the performance measure collection this year and in many years past.

WEBINAR OBJECTIVES

- Increased understanding of
  - performance measures for the OSEP Parent Program
  - what is expected of grantees in relation to performance measures
- Awareness of the requirements for the 2016-2017 performance measure collection

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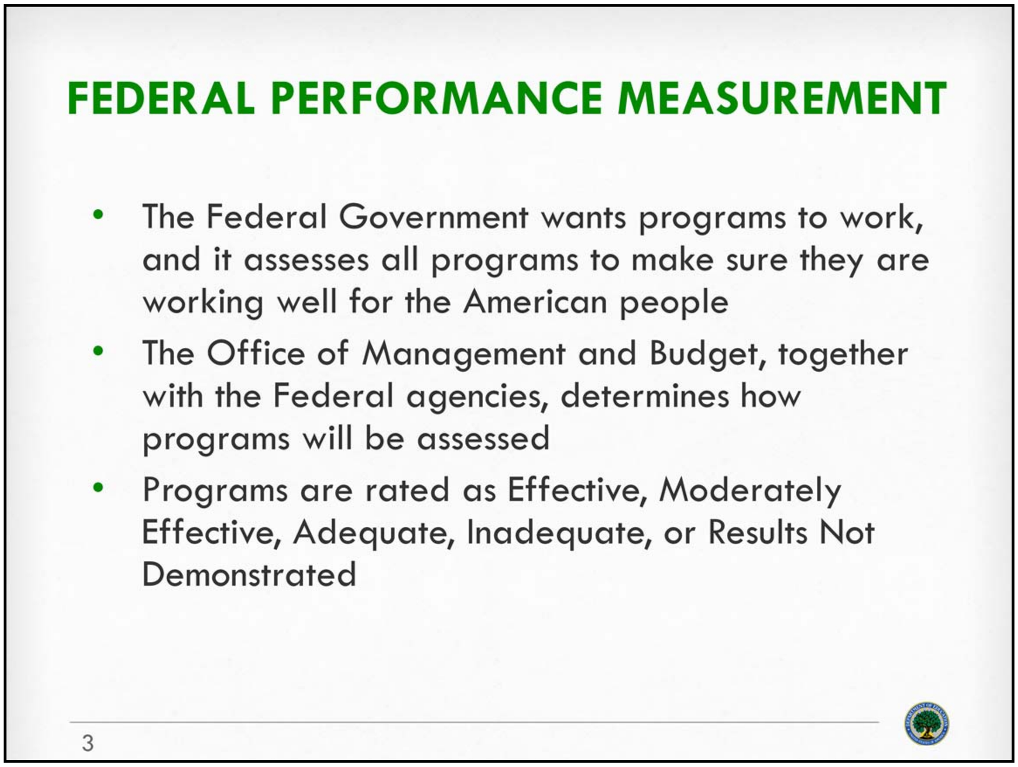
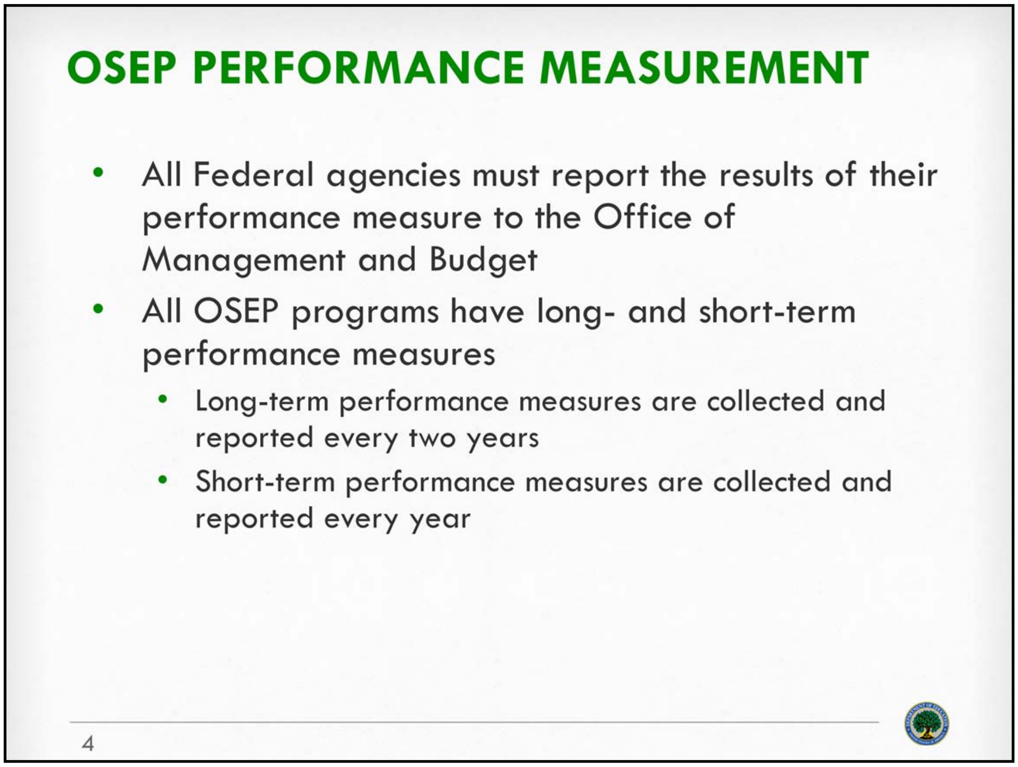
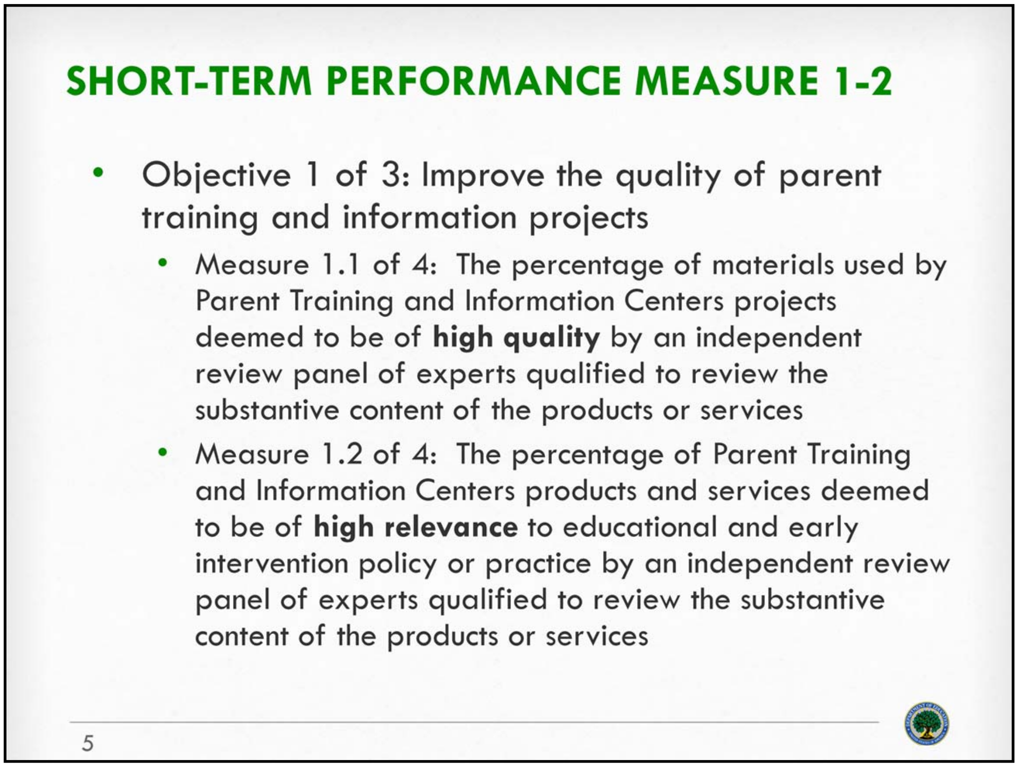
The purpose of the webinar is to demystify the process of collecting the program measures and clarify what's expected in the 2017 data collection. While most of the webinar is intended for an audience of the projects chosen for the performance measure work this year, all parent program projects can benefit from listening to the webinar. We also want to stress that it's o.k. if not everything is clear to you. If you are one of the projects chosen, Larry and Mike are available to answer your questions. Your regional parent technical assistance center can also provide you with information and resources. Parent program projects have done a fabulous job with the data collection in years past and will do a fabulous job with the 2016-2017 collection.



Let me step back and answer the unspoken question: Why performance measurement? Because it's required by the federal government under the Government Performance and Results Act, otherwise known as GPRA. The purpose of GPRA is to make sure that the programs funded by the federal government actually work. You can see from this slide the criteria that the Office of Management and Budget uses to rate programs. The Office of Special Education Programs has used essentially the same criteria for determining program effectiveness for many years.



The process that OSEP uses involves having what they call short and long term measures of performance. Short-term measures are more output and process oriented; that is that they focus on qualities of the services that our programs provide, including the costs. Long-term measures are more outcome oriented; that is that they focus on how the recipients of the services view the services or respond to those services. But most importantly short-term measures are collected and reported every year, while long-term are collected and reported only every two years. Please keep this in mind while we discuss the short- and long-term measures for the parent program.

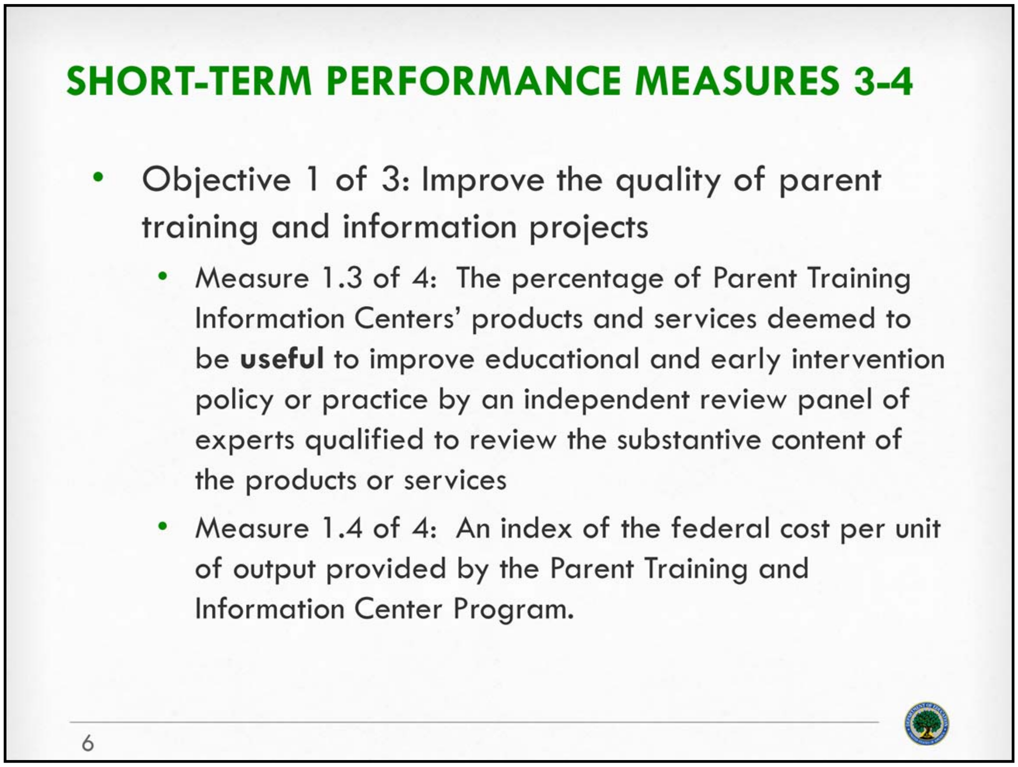


You also know three of the four short term measures because we ask that you provide information about program performance measures in your annual report. Since last year, we have required that you provide information about your project measures that align with the three short-term program measures of quality, relevance, and usefulness or QRU as we sometimes call them. Notice in the wording here on the screen that for the first two measures, quality and relevance, it's an independent review panel that determines the program measure ratings in the program measure collection. The study group is responsible for assembling the independent review panel and providing them with the instructions for rating the quality, relevance, and usefulness of the services. As we will discuss, the review panel will base their ratings on information provided by the chosen centers. Notice too in the screen references to "materials," and "products." This is wording that goes back almost a decade, and we recognize that over time, the only way we can get to those judgments is by reviewing the services provided by the centers.

Let me read the actual wording of the first two measures:

Measure 1.1 of 4: The percentage of materials used by Parent Training and Information Centers projects deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products or services

Measure 1.2 of 4: The percentage of Parent Training and Information Centers products and services deemed to be of high relevance to educational and early intervention policy or practice by an independent review panel of experts qualified to review the substantive content of the products or services

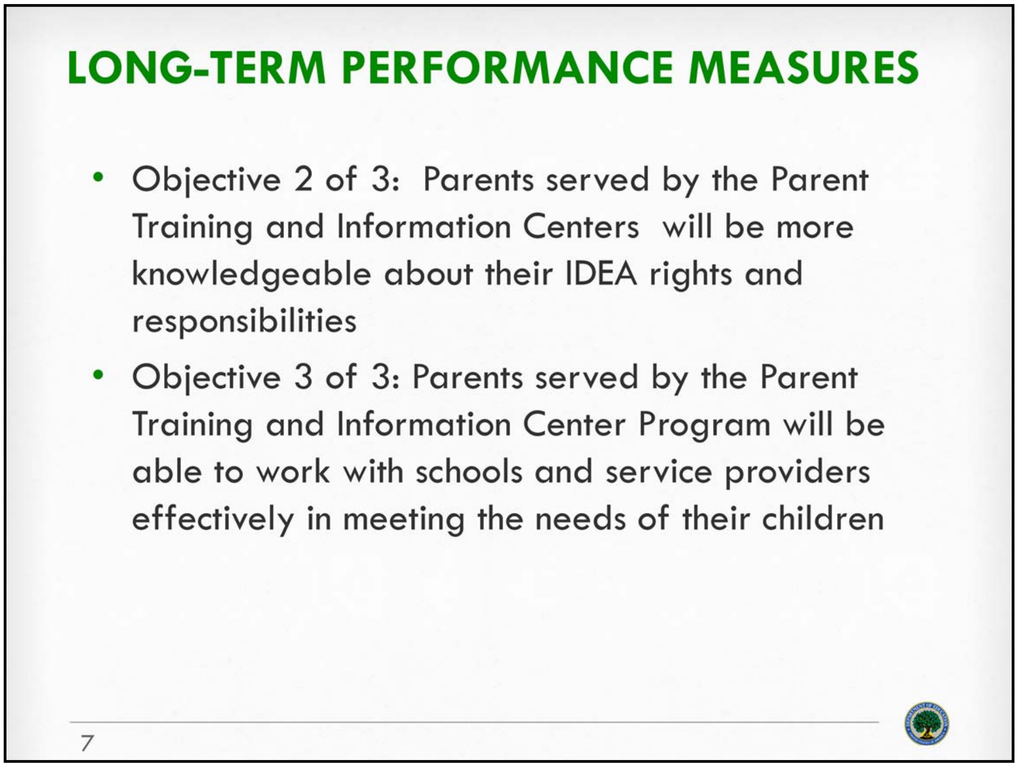


Here is the wording of the third and fourth short-term program measures:

Measure 1.3 of 4: The percentage of Parent Training Information Centers' products and services deemed to be useful to improve educational and early intervention policy or practice by an independent review panel of experts qualified to review the substantive content of the products or services

Measure 1.4 of 4: An index of the federal cost per unit of output provided by the Parent Training and Information Center Program.

For the fourth measure, the wording was changed to reflect that the number isn't really a dollar amount per se, since it's almost impossible to determine the actual costs of the services provided. Rather, it's an index or a way of seeing the number of services relative to the program funding and how that changes over time. More about that in a bit.

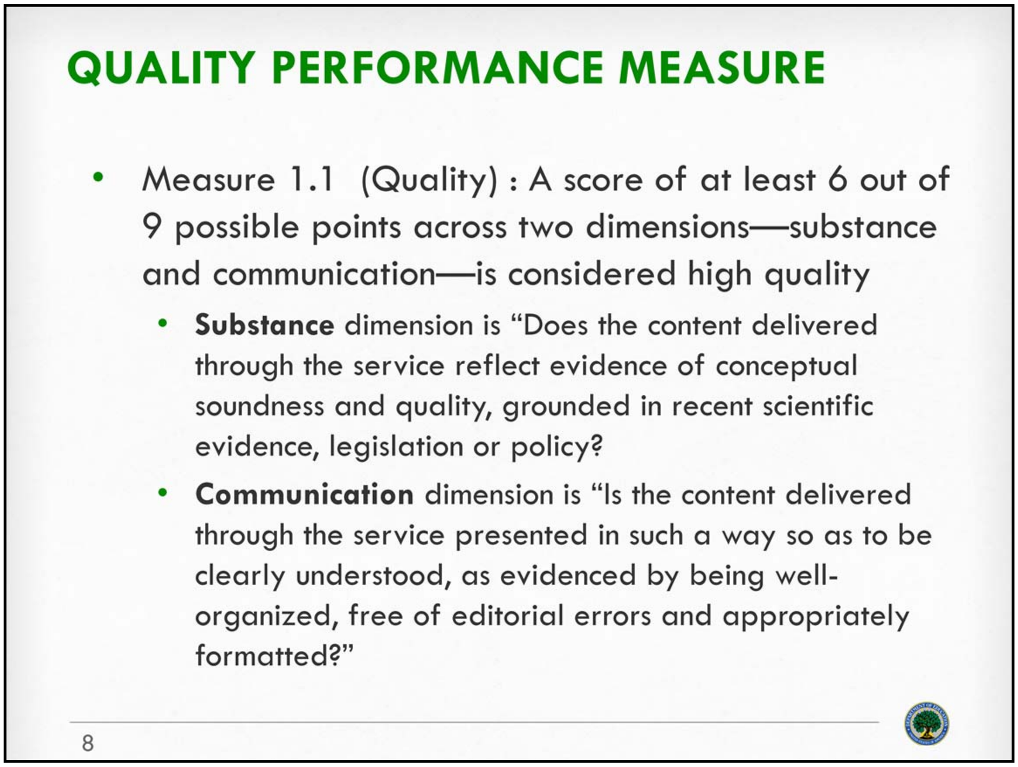


There are two long-term performance measures that are collected every two years. Both of them are about how families respond to the services provided. The first measure is about what families learn about their IDEA rights and responsibilities and the second is about their ability to work with others in order to help their children. The second measure was changed last year. In addition, last year was the first year for the new program measures survey which asked new questions of a random selection of families. Neither measure was collected last year but will be collected this year. Since the second measure was changed and the methods for collecting both have changed, the collection this year will be used to provide a baseline in order to set targets for subsequent years.

Here is the actual wording of both measures:

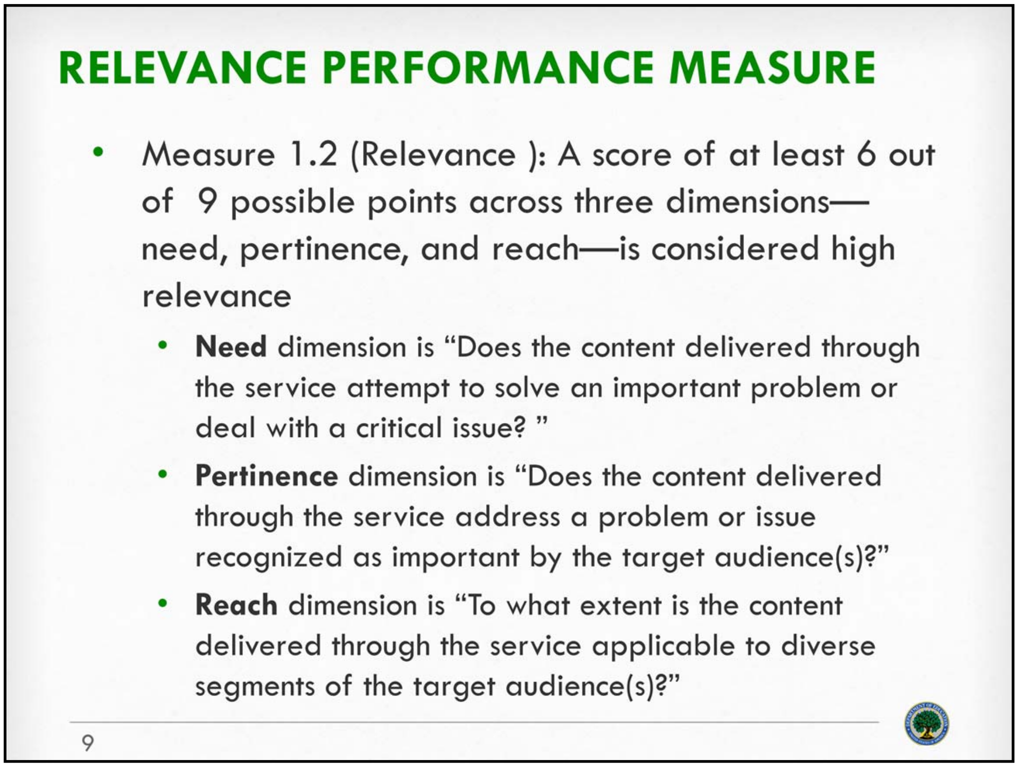
Objective 2 of 3: Parents served by the Parent Training and Information Centers will be more knowledgeable about their IDEA rights and responsibilities

Objective 3 of 3: Parents served by the Parent Training and Information Center Program will be able to work with schools and service providers effectively in meeting the needs of their children



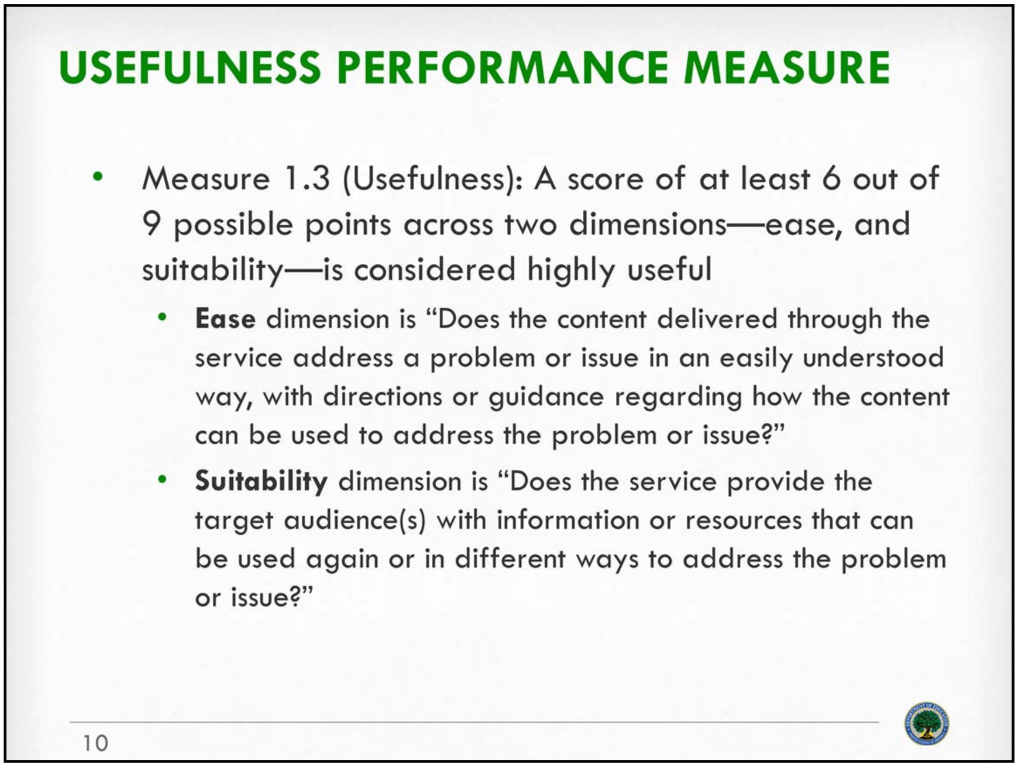
So, how are the measures judged? What does it mean to have a high-quality service? OSEP has determined that there are two dimensions for quality: substance and communication. Substance dimension is "Does the product reflect the best of current research and theory or policy guidance, as demonstrated by a scientifically or evidence-based approach, a solid conceptual framework, appropriate citations, and other evidence of conceptual soundness?" The communication dimension is "Does the product have clarity in its presentation, as evidenced by being well-organized, free of editorial errors and appropriately formatted? "

The independent panel of reviewers judge the quality of a 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.



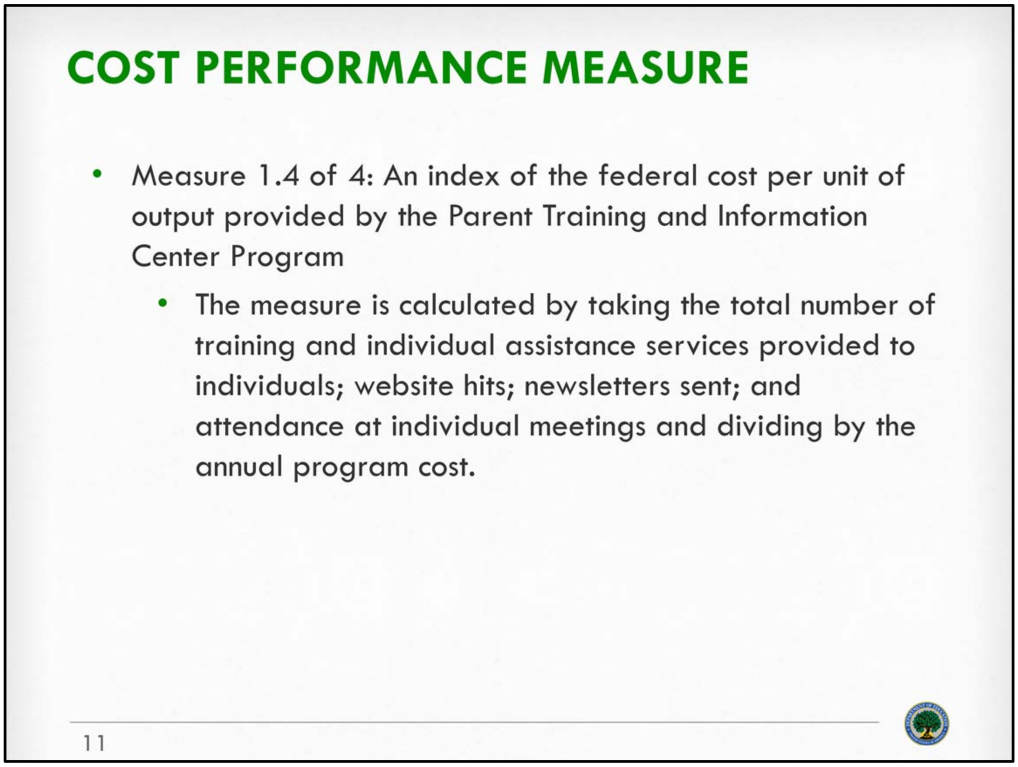
What does it mean to have a highly relevant service? OSEP has determined that there are three dimensions for relevance: need, pertinence, and reach. The need dimension is "Does the content delivered through the service attempt to solve an important problem or deal with a critical issue? " ;
The pertinence dimension is "Does the 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 content delivered through the service applicable to diverse segments of the target audience(s)?"

The independent panel of reviewers judge the relevance of a 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. Together, the three dimensions can add up to as many as 9 points, and all scores of 6 and higher are considered high relevance.

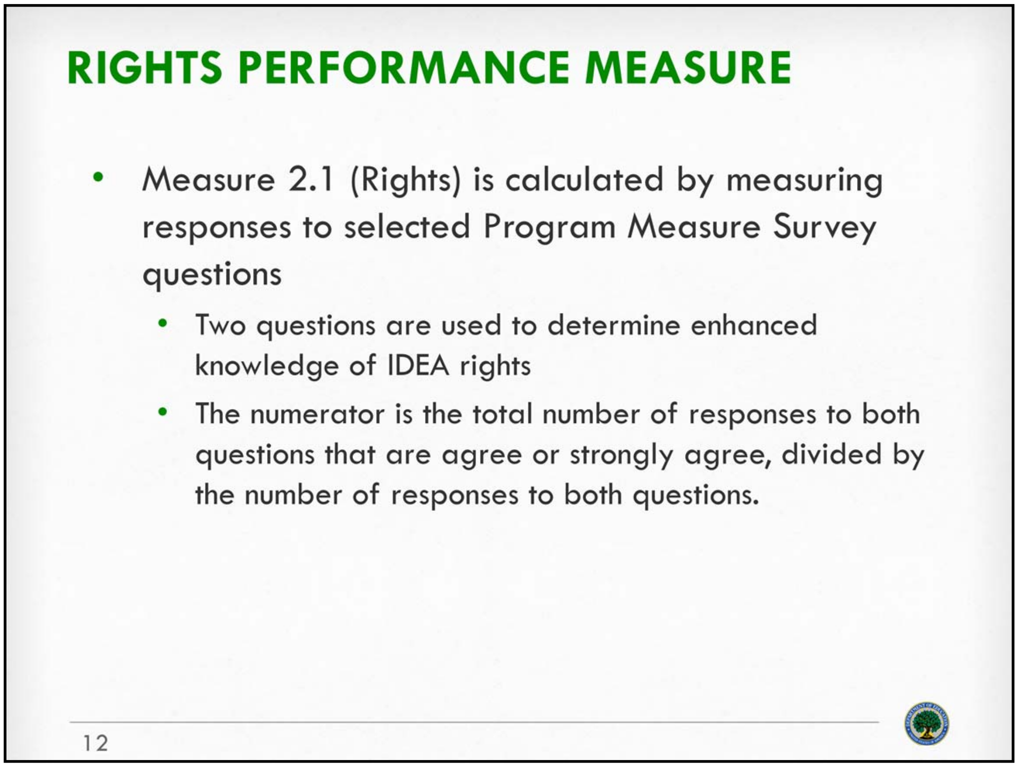


What does it mean to have a highly useful service? OSEP has determined that there are two dimensions for usefulness: ease and suitability. The ease dimension is "Does the content delivered through the service address a problem or issue in an easily understood way, with directions or guidance regarding how the content can be used to address the problem or issue?" and the suitability dimension is "Does the 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?"

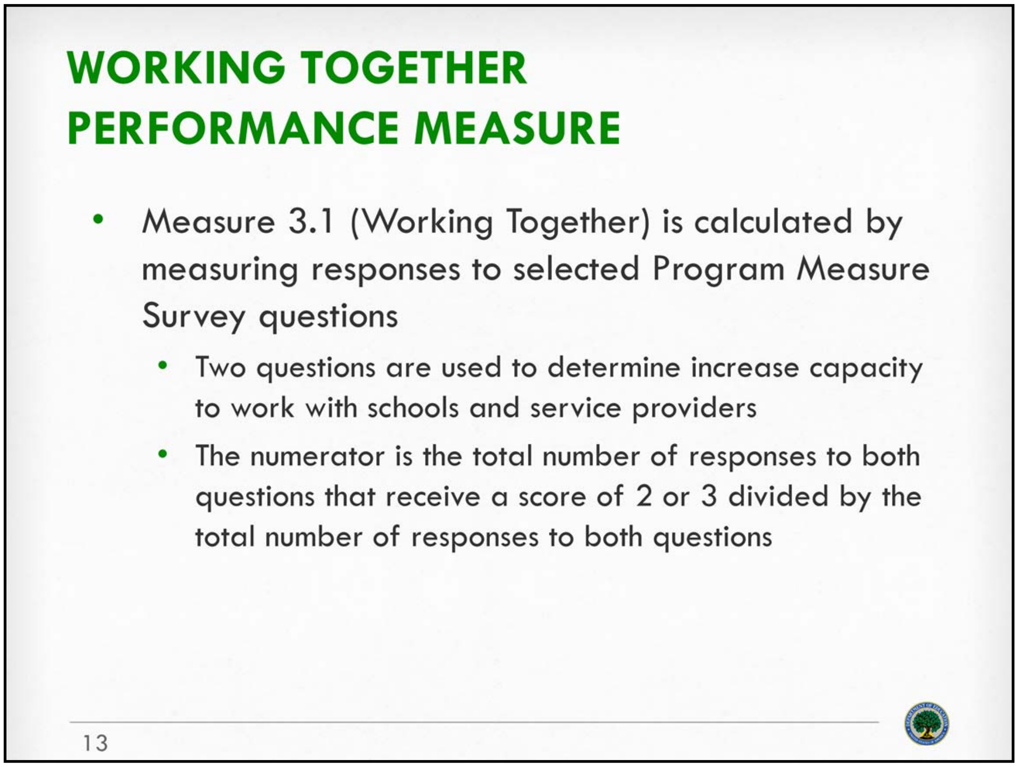
The independent panel of reviewers judge the usefulness of a service by scoring each dimension on a 4-point scale, ranging from 0 = Very Low to 1= Moderately Low to 2= Moderately High to 3= Very High. In addition, the score for the ease dimension is double weighted, which means that services can receive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



The last program performance measure involves a cost measure. As you see on the screen, the measure is calculated by taking the total number of services provided by the program and dividing by the annual program costs. The services counted are training and individual assistance services provided to individuals; website hits; newsletters sent; and attendance at individual meetings. The total cost of the program for the past few years has been approximately $27,411,000. You provided the Center for Parent Information and Resources with the annual count of the services you provided and it’s this number, aggregated across all parent centers, that is used in the calculation. Therefore, it’s important to provide the most accurate numbers possible.



The long-term measures are calculated from the results of the Program Measure Surveys that you report to the Center for Parent Information and Resources in November. The sampling method used by the CPIR assures that the responses are as representative as possible of the parents served by the parent center program. For the long-term measure about the parents' understanding of IDEA rights and responsibilities, the measure is calculated from the responses to two questions. The first questions is "The information or support you received from [insert name of parent center] met your needs" and the second question is "You were able to understand the information you received from [insert name of parent center]." Since the responses vary on a 4-point scale from "strongly disagree" to "strongly agree," only those responses that are "agree" and "strongly agree" are counted as indicating an increased knowledge of rights and responsibilities. The total number of positive responses across both questions are then divided by the total number of responses to arrive at a percentage.



For the long-term measure about the parents’ increased capacity to work together with professionals and providers, the measure is calculated from the responses to two questions. The first question is “You are prepared to use the information you received from [insert name of parent center]’ and the second question is “You feel confident in your ability to work with schools and or service providers to meet the needs of your child.” Since the responses vary on a 4-point scale from “strongly disagree” to “strongly agree,” only those responses that are “agree” and “strongly agree” are counted as indicating an increased capacity to work with professionals and providers. The total number of positive responses across both questions are then divided by the total number of responses to arrive at a percentage.

COLLECTION METHODOLOGY 2016

- 28 Centers across the CPRCs and PTIs were randomly selected to send in **service** descriptions for the quality, relevance and usefulness short-term measures
  - Centers sent a list of 3 most frequently used services
  - Centers were told which service in their lists they will submit to the contractor, along with the corresponding description
  - Centers included in 2015 sample or funded for the first time were not included in the sampling

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This slide details the GPRA center data collection methodology last used in 2015-2016. Centers chosen to provide data for the program's GPRA measures during the 2015-2016 data collection cycle are not included in the pool for selection this year.

Performance Measure Results 2016

Measure	Target	Actual
1.1 Quality	97%	92.9%
1.2 Relevance	97%	92.9%
1.3 Usefulness	97%	92.9%
1.4 Cost	1.1	0.84
2.1 Rights	N/A	N/C
3.1 Working Together	N/A	N/C

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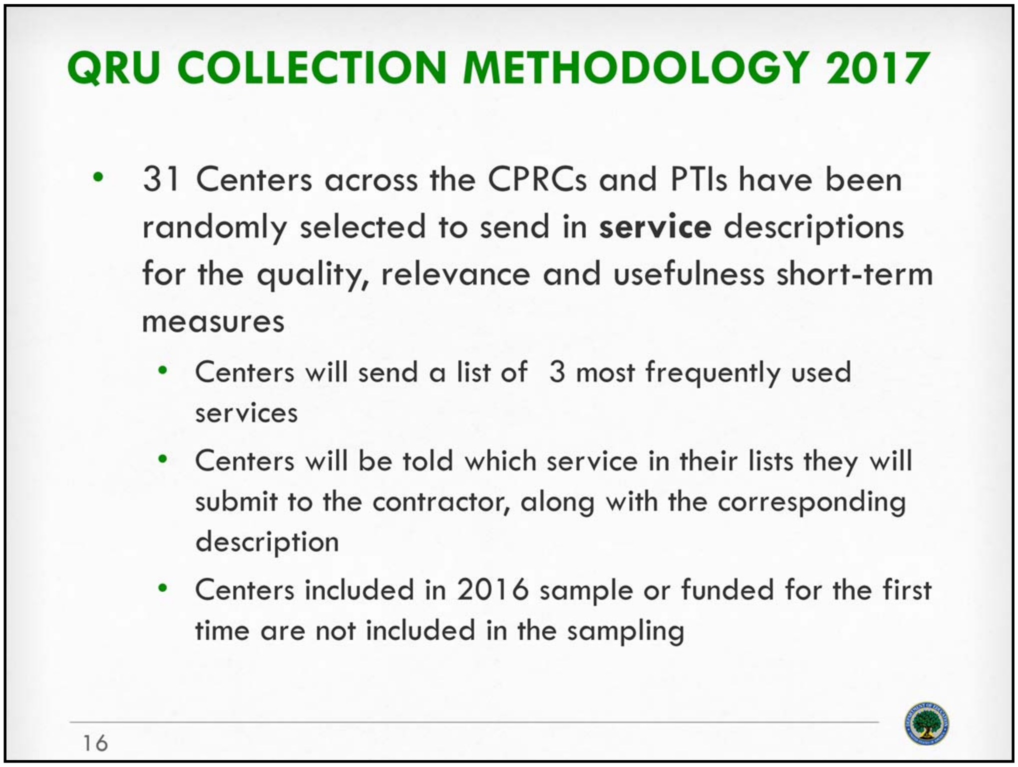
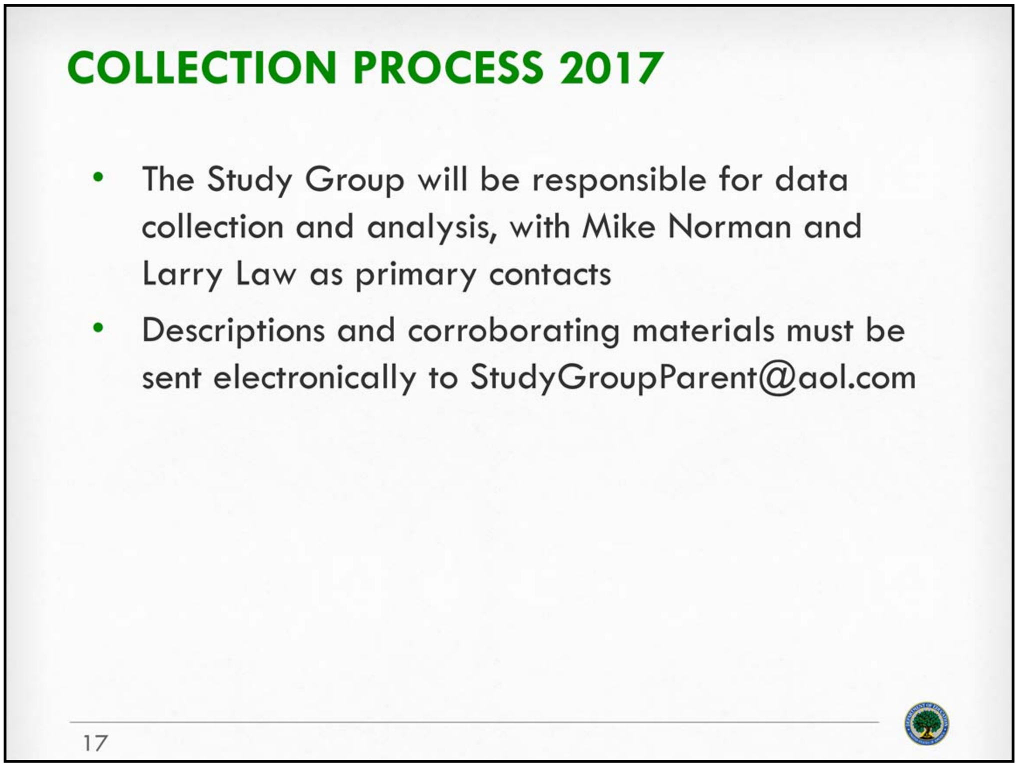
Here are the results of the GPRA 2015-2016 data collection work As stated before, the long-term measures were not collected in 2016. Notice that we did not meet the target of 97 percent for quality, relevance, and usefulness, scoring a 92.9% for all three measures. Given that there were only 28 centers in the sample, this represents only two centers who did not meet each criterion. In fact, it was the same two parent centers who did not meet any of the three criteria. In both cases, we believe that it’s not a question as to whether the services are actually high quality, highly relevant, and highly useful but rather whether the service description accurately reflected the quality, relevance, and usefulness. We realize that many of you have provided multiple descriptions over multiple years, and some of you have been chosen almost every other year, but it’s important that you approach every service description with renewed energy and attention so that you can do justice to the excellence of your services. Again, there will be considerable TA available to you, but you need to ask for it and take advantage of it.

Lastly, we recognize that it has become increasingly more difficult to meet the targets without getting 100 percent. As a consequence, the targets are being reduced to 93% in 2017 and 90% in 2018 and forward. Nevertheless, please pay attention to writing the best possible description when your parent center is chosen to participate.



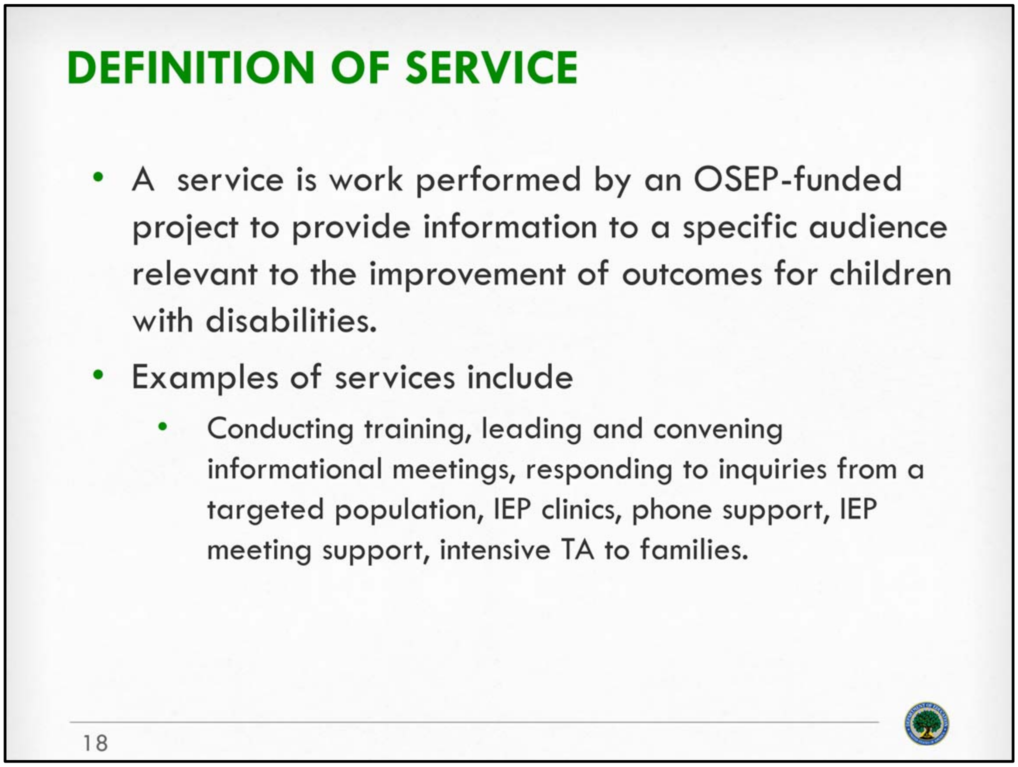
There are no changes in the GPRA data collection methodology this year. The data collection process for parent centers occurs over 6-8 weeks from now until January 16, 2017. Let me now turn this over to The Study Group to talk about this year's process. Mike and Larry.

The Study Group has already randomly selected 31 CPRCs and PTIs and notified the centers of their participation this year. Centers selected for the GPRA work this year have been asked to send The Study Group a list of their 3 three most frequently used services. The deadline for sending this list to TSG is December 19th. By December 21st, TSG will randomly select one service from each list, notify the center of their service selection, and provide the center with guidance materials and instructions about how to describe the quality, relevance, and usefulness of the service for panel review. Centers must submit the Service Description Guide and any accompanying materials to TSG by January 16th.



If you are unclear about what your center is to do as part of the GPRA work this year, please feel free to contact either Mike Norman (studygroup@aol.com) or Larry Law (studygrouplaw@aol.com) at any time during the process.

You will need to send your completed Service Description Guide and accompanying materials electronically to TSG by January 16, 2017. You can format the documents as Word or PDF files, then attach them to an email message and send to StudyGroupParent@aol.com. If the supporting materials are ones that parent access through the Web, please provide the URL address where these materials can be found in your email message.



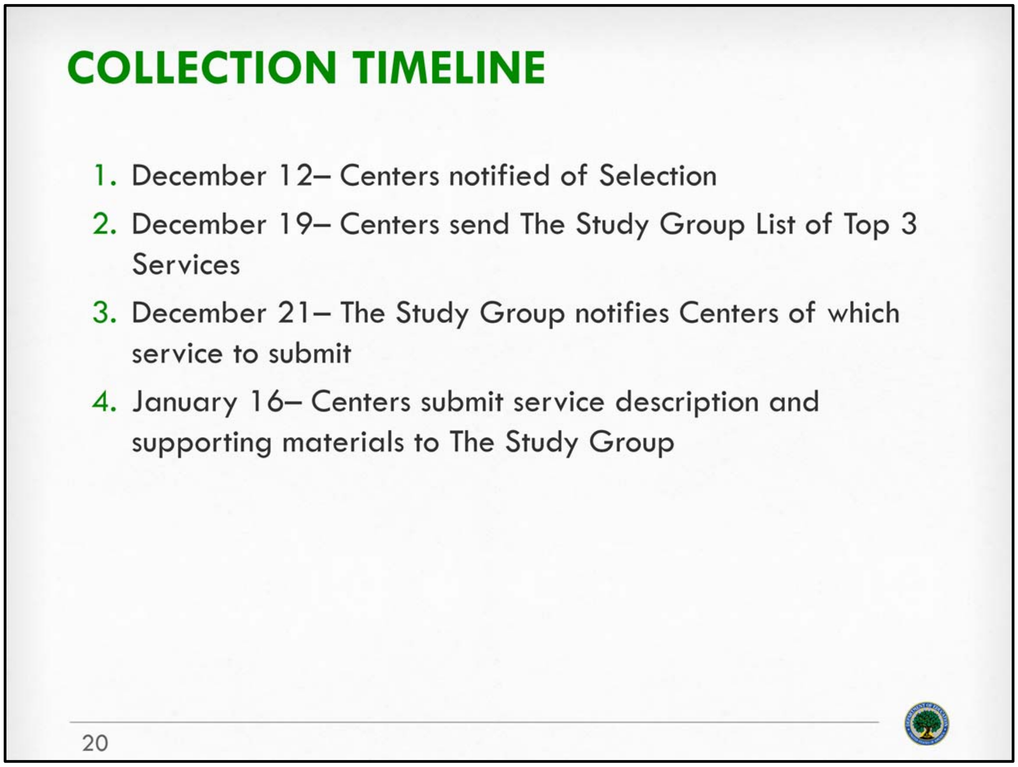
When you think about submitting your center's top three services, you need to know how OSEP defines a service. A service is work performed by an OSEP-funded project to provide information to a specific audience relevant to the improvement of outcomes for children with disabilities.

Examples of services include conducting training, leading and convening informational meetings, responding to inquiries from a targeted population, IEP clinics, phone support, IEP meeting support, and intensive TA to families. Note that your website is not considered a service. But otherwise, service includes most of the services your parent center provides.

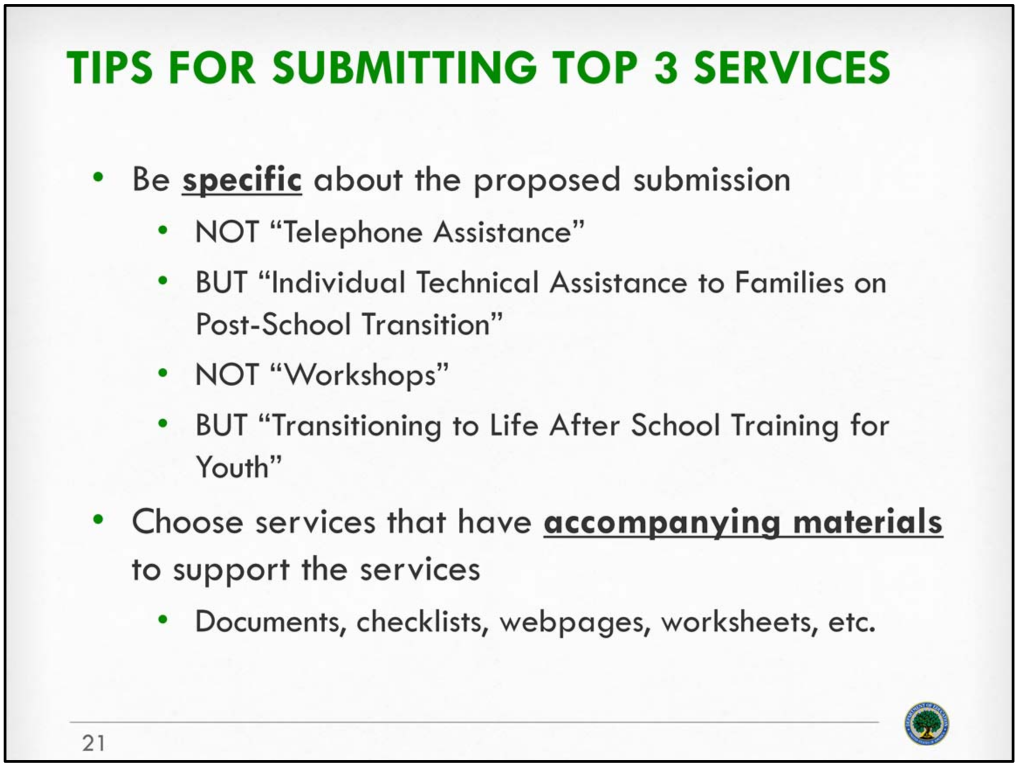
COST & LONG TERM COLLECTION METHODOLOGY 2017

- Cost measure will be calculated according to the established methodology, using the October 2016 parent center data collection
- Baselines for the long-term measures will be determined based on the results of the questions on the Program Measures Survey
- Cost and long-term measures will not require centers send additional information to the Study Group.

The program’s cost and long-term GPRA measures do not require centers to send any additional information to The Study Group. We will use the data you have already submitted to the Center for Parent Information and Resources in order to calculate the cost measure and the baselines for the long-term measures.



This is this year's GPRA data collection timeline. Please note the important dates for the selected centers to respond to us: December 19 to send the list of three top services and January 16 to submit the service description and supporting materials. Also note that although you will send a list of three services, you will only describe one service, the service the Study Group will choose for you. The Study Group makes the final choice about the service to make sure there's a good balance of different services for the reviewers to review.



Thanks Mike and Larry. Let me stress that you pay particular attention to the bullets on this slide. For example, when you send The Study Group your list of three most frequently used services, be specific. Don't say "workshops"; pick an individual workshop. Don't write "telephone assistance" without qualifying the exact type of assistance. Select only a few accompanying materials that most accurately explain the service because the review panelists are not obligated to look at every accompanying material and you don't want them to miss the most important features of your service. Again, be specific in your choices of proposed submissions and selective in your use of supporting materials.

SERVICE DESCRIPTIONS

- Quality of the written description of service correlates to high reviewer ratings
- Quality of the service description should do justice to the service
- Read the criterion carefully and respond fully and clearly
- Guide your reader to your response to criteria
- Share description with others
- Proofread carefully

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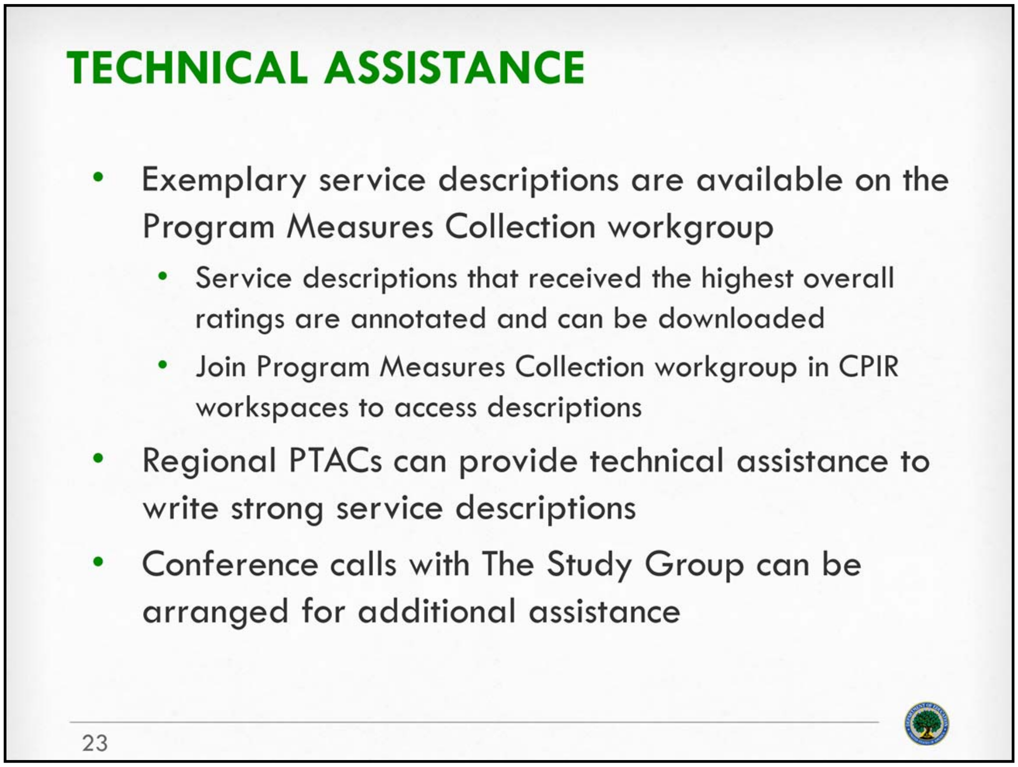
Take the time necessary to develop a complete, clear, and accurate Service Description. This document is extremely important – it's the primary document reviewed by the panel. Please note all the tips mentioned on this slide. Read each criterion carefully and respond fully and clearly. Guide your reader to your response to criteria so that they can easily see how your service meets the criteria. Share your description with others so that they can ask clarifying questions and correct inadvertent mistakes. Lastly, proofread carefully. Mistakes in spelling, grammar, etc. can be distracting to readers.



Don't be hesitant about asking for advice and assistance. Asking for technical assistance is a sign of strength not weakness. You can look at exemplary service descriptions, annotated, by joining the Program Measures Collection workgroup in the CPIR workspaces. Regional PTACs are available for technical assistance to help you write a strong service description. In addition, you can arrange a conference call with the Study Group if you need additional assistance.

Thank you again for all that you do to support families of children with disabilities in your area. Please don’t hesitate to reach out to your Regional Parent Technical Assistance Center, the Study Group, or your project officer if you need additional support or have additional questions.