NWX-OS-OGC-RKVL

Moderator: Amy Margolis
August 15, 2011
1:00 pm CT

Coordinator: Welcome and thank you all for standing by. Participants will be in listen-only mode until the question-and-answer session. At that time, if you would like to ask a question please press star then 1.

Today's call is being recorded. If there any objections you may disconnect at time.

I would now like to turn the call over to Miss Amy (Farb). You may begin.

Amy (Farb): Hi, good afternoon. This is Amy (Farb) with the Office of Adolescent Health. And welcome to the TTP Performance Measures Webinar. RTI will be running the webinar today for us, and that's (Barrie), (Owen), and Ina.

I'd like to thank all of you on the phone for your patience over this last year, as the measures have been developed and finalized. We took your recent comments on the measures very seriously and tried to make adjustments where we could. And that final set of measures has been submitted to (O and B).

And we're just waiting to hear from them and hope to have approval in the next few weeks.

We've set up the webinar today to take your questions online through the question-and-answer function that's at the top of your screens. And then we'll also stop the webinar a couple of times and open up the lines for your questions.

So we'll all be here. Amy Margolis is here also, from OAH and the three ladies from RTI will be here to answer questions throughout. And with that I'll turn it over to (Ina).

(Ina): Hey, hi everybody. Some of you I've met before. Others of you I haven't. But I'm delighted to be working with you and just want to know that this is only the first time that we will be talking about these performance measures with you. So don't think you have to get everything down today.

What we're going to focus on today is an overview of the performance measures. And a lot of it you will have heard before. But we're hoping that, you know, you will be able to solidify your knowledge today.

We're going to give you a timeline for the data collection and reporting. And then we're going to go over in detail that program observation form for the TPP grantees.

All right. So - now a lot of you have had questions. So we thought of the five W's of performance measures. You may remember if any of you were in journalism, you learned about the five W's. Well here are the five W's that relate to this project.

What are performance measures? Well we're - they are measures that will reflect the progress and the accomplishments of the teenage pregnancy prevention and Preuss initiative grants.

Why do we need to collect them? Well we have to be accountable to the various stakeholders. And we have to report to them

And the second thing - the second reason why we want to collect them is to better manage the program. Who will see them? Well OAH and ACYS will see all of them. Congress will only see some of them.

And I know many of you have been concerned about how they will be reported to Congress. So I want to let you know that they'll be reported at an aggregated level. No grantee will be indentified

And finally, when are they collected? And we'll see the timeline.

So that's, in essence why we're doing it and how. And now we're going to get into a little more of them -- the nitty gritty. And this is the - an overview of the schedule for collection and reporting. And what you will see are the different sort of instruments and data collection kinds of things that we're doing on the left-hand side.

And then we see the data collection timepoint and the reporting across the top. Within the boxes you will see the different kinds of grantees. You are Tier 1 AB, Tier 2 - Tier 1 CD and Tier 2 Preuss. I had to abbreviate but - so you'll know who you are.

And you can look in the box and see which particular things you need to - that you will be responsible for collecting. And then you can see the reporting schedule. Most of them are reported semi-yearly. There are a few that are just reported yearly. And we're going to go over this in greater detail. But this is just a bird's eye view of what's out there.

Okay. Let me go down here and we will first talk about the participant level measures. And we have two kinds of participant level measures. We have the - oh, and one thing -- I'm sorry, I should have mentioned with the schedule is that we're going to, with reporting, we're trying to be as flexible as possible.

And we will offer you a variety of different ways of getting this information to us. We will, you know, have a web-based reporting system. And you will either be able to send us information that is already aggregated, or you will be able to enter information directly onto the system and have us aggregate it for you.

We will supply you with a variety of different tools that will make this a little bit easier to accomplish. A lot of this we're going to go into next - in our next webinar. But just wanted to let you know about that.

Okay. So participant-level measures -- the first thing is that behavior impact questionnaire. And this is -- and I don't know that it's been called that anywhere else but we needed a way to distinguish this particular questionnaire. This is one that all of the Tier 1 CD and Preuss grantees -- that is, those with rigorous evaluations -- will need to have the youth complete.

And it is designed to enable us to get an understanding of the progress of the program and meet the objectives as a whole. There are questions on here that concern sexual activity, contraceptive use, condom use, intentions to engage in sexual activity and to use contraceptives and condoms.

And many of you are integrating it already into a data collection that you're having where you're asking lots of additional questions and that's just fine. Because there's just a subset of those kinds of things that we will need.

One thing you should remember is that students who are in sixth grade or less do not need to complete this. And, you know, if in your particular site, however, you know, it's been determined that you can collect it, that's fine. But you don't have to.

Some of you have questions - some of the questions. For example you've wondered why you need contraceptive use and condom use if, you know, you're not directly providing any curriculum with - for that. But remember that the program as a whole has reduction of pregnancy and reduction of - and has STD prevention as goals.

So we need everybody to measure this. And it's really critical that we get these measures because previous initiatives have not looked at any behavior. And they have been roundly criticized. And, you know, we're attempting to show that this initiative is different and they will answer the kinds of questions that Congress is wanting to know about.

So again, we recognize that some of the outcomes may not be things that your program is directly examining but we're not singling out your program. All of the data will be aggregated and sent to Congress as a whole.

Importantly, we don't want you to modify the questions, except those in the Federal Evaluation are doing it little bit differently. But they are the only ones. They have - well, they'll know what their differences are.

And again, you can add questions, you know, that will measure aspects of your own evaluation. And we will discuss next time how it is that you will report that? Reporting will once year and we'll do it via the web or some other ways, but we will discuss that next time. Okay?

All right. The next participant level measure is this perceived impact questionnaire. And all youths in all grant programs are expected to respond to these questions. And in these the user asks directly about their perception of how the program impacted their sexual activity, use of contraceptives and condoms.

And we've had some questions from grantees that these were not rigorous measures of program impact. And we know that. You know, I mean -however many of the grantees do not have a comparison group.

And without a comparison group, if we were to, you know, ask you to do the, you know, behavioral questions we might get some misleading results because we know that youths as they mature are more likely to engage in sexual activity. And we wouldn't have any way to compare how they did with the comparison group.

So we decided that the best thing for us to do was to ask the youth how they thought this would impact their activities and their behaviors.

So again, we're going to ask these of students and youth in all of the programs except those in sixth grade or lower, unless for some reason you want to do that. And remember, it's both those who are in the Tier 1 AB, Tier 1 CD and Tier 2 and Preuss grantees.

And some of you may wonder, "Well we're already measuring the behavior. Why do we need these?" Well we need a way to sort of, you know, cross-check our findings. And in - if we have everybody in there, including those who have a comparison group, we'll have a better idea of what are findings are mean.

Again if you want to add additional questions -- and this mainly applies to those who are in - who are AB grantees -- that's fine. You certainly can do that I you'd like to.

And just so you know these questions have been used successfully in other evaluations lest you think that students would have a hard time with them, they have been used before. And they can be administered by either the program facilitators or the evaluators, whoever. So - and again we're around to help you if you have any questions about this.

Okay. Maybe I'll take - if anybody has a question now I can take it. And then we'll move on to the implementation measures.

Coordinator: If anyone would like to ask a question on the phone please press star 1. Please unmute your phone and record your name clearly when prompted. To withdraw the request once in queue you may press star 2. Once again please press start 1 to ask a question on the phone at this time.

(Barrie Buress): And hi everyone. This is (Barrie Buress). (Ina) we do have one question that was asked through the system, which is are the final versions of the surveys ready for us at this time?

And then there was an earlier related question to that asking if there was a specific questionnaire people should be using.

(Ina): Okay well as you know the questions have gone to OMB for clearance. So I would hesitate - I mean, I think they are ready but we may want to wait until we get that, you know, clearance from OMB. I'm wondering if either of our Amy's could respond to that.

Amy Margolis: Hi everybody, this is Amy Margolis. Yes, I'm not sure how familiar the grantees are with the federal approval process but basically, you know, once we have all of our measures finalized then we have to send them up to OMB. OMB has final approval.

We're hoping that, you know, they won't have - they usually just have a couple of clarification question and we were hoping they won't have any substantial changes but at this point, you know, the - once we send it up to them and timeline is kind of out of our hands.

So their final from our perspective, there might be a couple of additional tweaks that come back from them that we would have to send out to you. But our best recommendation at this point is to go ahead as you start your program in Year 2, if you can, and include the questions that were sent out earlier over the list serves - the final - we - I think it was July 27 that that went out.

Those were the final questions from our perceptive. And again, you know, they're final final until they come back from OMB and stamped with approval. But, you know, we're hoping that it would just be some minor tweaks here and there that come from them.

You can absolutely wait until they are finalized from OMB if that makes you more comfortable. But our recommendation would be to go ahead and include those now and start asking the questions as you begin serving youth in full implementation for Year 2.

(Ina): Thank you, Amy. I see there is a question about adherence. We're going to get to that a little bit later. That's part of implementation. So we'll cover that in a bit.

There is a question, "Where have the performance measures been used before?" Let's see if I can read the whole thing. "Having some reference will help when negotiating." We can send that out to you.

When we were developing these, we consulted with a number of experts. We have - we had an expert panel and we can send you that information.

And I see, "Clarification, in sixth grade and younger are not required to submit either behavior or perceived questionnaire. And Tier 2 grantees do not have to use behavioral questions." That is correct. That is correct.

The Tier 2 - no, no, Tier 2 do have to use behavioral -- it's AB. It's Tier 1 AB that do not have to use the behavioral questionnaire. It's those without a rigorous evaluation.

Amy Margolis: Great. (Ina), this is Amy again. Can - we'll just clarify. So the participant level behavioral questions have to be asked by all of the Tier 1 CD, Tier 2 and Preuss grantees. The perceived impact questions have to be asked by all grantees.

(Ina): Okay? I hope that's clearer now. Then there's the question of these - questions have been piloted with target population, They - as we said, many of them have been used before. It's not only in pilots but in large scale evaluations.

We did not directly pilot them but they were all - they had been used successfully in other places. We pulled them from existing evaluations. I hope that answers these questions

And if there are no further questions here we will go on to the implementation.

Coordinator: We do have one question on the phone if you'd...

(Ina): Okay.

Coordinator: ...like to take that...

(Ina): Sure.

Coordinator: ...that is from (Marianne Aviado). Your line is open.

(Marianne Aviado): Yes this is (Marianne Aviado) from the OhioHealth Research Institute. For example, some of the questions in the survey -- should they be exactly worded the same as that one for the rigorous evaluation?

(Ina): Well are you, I mean, the question should be administered exactly as they are written. However, if you are a Tier 1 AB grantee without a rigorous evaluation and you want to use those behavioral questions, you know, you can use them for your own purposes.

We don't, you know, we don't need them, you know. It would be ideal if you could ask them the same way. But we're not requiring that you include those questions.

However, the questions that are the perceived impact we want you to ask them exactly as they are written, And if you happen to be - I don't know what level grantee you are, and if you are a CD or a Tier 2 Preuss, we want you to also do the behavioral questions.

(Marianne Aviado): Because we are in the Tier 2.

(Ina): You're in the Tier 2. So you need to administer them as they are written.

(Marianne Aviado): As they are written, okay. So the question has to be exactly the same here...

(Ina): Right.

(Marianne Aviado): ...as that one for the federal evaluator's questions.

(Ina): Well no. They're - the questions that we - they are the same questions that were sent out on the list serve on July 27.

(Marianne Aviado): Oh okay, okay. So it's actually exactly the same already.

(Ina): Okay, okay. The other thing you will also -- and I should have mentioned this -- that in addition to these perceived impact and behavioral questions there will also be some demographic questions so that we can analyze the findings on a very growth level with demographics. So I should have mentioned that as well. Okay?

(Marianne Aviado): Okay, thank you.

(Ina): Sure. Okay. If there are no further questions we will move on. Okay. Implementation measures -- well we had several measures of implementation. One of them is (dosage). And all grantees must complete this. And in order to do so you will need to keep and attendance log.

And you'll need to do this for all use, every session, and for any other target group that you have. For example, some of the programs target parents or siblings, and so you'll need to keep track of the attendance for these as well.

And there is a variety of different ways that you can track it. Some of you may have your own system. If you don't have a system we are happy to, you know, send you something that you can use. And you'll need to track this on paper during your session because we don't expect that you'll have a computer up and running while is the - lesson is being implemented.

And then you need to tally it. You need to either put it on a spreadsheet and RTI will develop one. Or you can directly enter it on a web-based system that we will provide. And - or you can keep it on your own system or the spreadsheet and just send us the computed measures.

You can upload your Excel spreadsheet. There's a variety of different ways that you can do this. We're going to discuss this in detail next time. But the key to remember here is we're trying to be flexible so that you can do whichever kind of procedure and process works best for you. We will need to report this twice a year. Okay?

Now here we come to our question about adherence. And what we mean by adherence is following those program components. And that's what we're going to be looking at. And all of the grantees must complete this.

So what you will have to do is monitoring how well each facilitator adheres to the key program elements throughout the length of the program -- that is every session.. So every session we are asking the facilitator to note the percentage of prescribed activities that are completed. And we're going to keep track of these.

Now some of you have developed your Fidelity Monitoring Systems and you have your own logs. And that's fine. You can keep them right on there. If you don't have such a thing we can provide you with the kind of information that we will need.

Okay. So again you will need in the - while you are - while the facilitator is delivering the session or the - right at the end of the session, the facilitator will need to make a note of how many of the - those critical components that should have been delivered -- how many of them were delivered?

And I know I - we have reviewed many of those Fidelity Monitoring tools, and many of them have that right on there. So that's absolutely fine. And then you can either tally them all on a spreadsheet and we'll provide one for you.

Or you can enter this information directly on our Web site and if you keep it, you know, you can tally it on an Excel spreadsheet and at the end of the reporting period you can indicate, you know, the information that we need or you can upload your spreadsheet. There's, again, a variety of ways that you can do this.

We'll need to report it twice a year. But you could certainly, if you want to you can - if you're entering it directly on the Web site you can do it as often as you like. And we're going to go through this again in the next webinar.

The Fidelity observation -- we're going to cover this in detail in a few minutes. But I just wanted to give you the broad overview here. All grantees must complete these observations and we want 10% of the sessions to be observed by a trained independent observer. We're going to go over that in a minute.

And the observer will use the same Fidelity monitoring tools as the facilitator will use. You know, it's the same information we'll be collecting. In addition, the observer will also complete a program observation form for TPP grantees for program quality.

And we will -- I'm going to go over this in detail in a few minutes. You can report this twice a year or as you go via web entry system. So we're going to go over the actual form in a few minutes and then next time we'll talk about the reporting.

The next implementation is the implementation measure is the measure of reach. And this will tell us how many participants were served. All grantees must complete this information and we need to know the number of youths who were served in a program and we're defining this as participating in at least one activity. It's a very liberal definition.

And these data we will need to report by demographic characteristics. So we're requesting that you collect demographic characteristics at enrollment so you are sure to have it for every participant. If for some reason a participant may not complete one of the participant-level measures, at least you will have this information.

We'll also need to know the number of other clients served. And again, as with the youths it is defined as participating in at least one activity, and this'll be reported twice a year.

Okay. Let me - before we go on, let me see if there's any questions on the - on any of these implementation measures.

Amy (Farb): And we can also open up the phone lines too, if people have questions at this point.

(Ina): Sure. Absolutely.

Coordinator: One second. To ask a question on the phone please press star 1 and record the name when prompted. To withdraw the request they can enter star 2. One second please. Press star 1 to ask a question on the phone.

(Ina): I see there is a question online about how are you defining a trained observer. We're going to go over that in a minute. I have - when we go through the observation form in detail we'll cover that.

There's a question here -- let me see. It says, "This is from (Marie Fordenate). Since attendance reporting is so flexible can you give us what will be reported so that we can develop our own forms and spreadsheets rather than wait and perhaps not have on in time to train?"

We're going to have that for you by the next webinar, which will be in two weeks. Okay.

Next question was, "If we hold a parent meeting to build support for the program, are the attending parents to be reported as participating?" No, I mean, that's - I would not consider them but if - I think what we mean here is individuals who are the focus of the program.

There are some programs that have specific lessons for (parents or sib). And that's what we're getting at. If it's just a function of support I would not consider that to be the focus of the program delivery. I'll let either the Amy's comment on that. Amy?

Amy Margolis: Yes, (Barrie) can you repeat the question?

(Barrie Buress): The question was, if we hold a parent meeting to build support for the program, are the attending parents to be reported as participating in an activity even though it's not part of the curriculum?" I said no. But I, you know, I mean...

Amy Margolis: No, we would agree with that. I mean, that type of information can be captured either through the annual progress report or probably through the annual and interim progress reports.

(Barrie Buress): Right.

(Ina): Okay, thank you. The tracking documents -- we are hoping to have them ready for you for the next webinar. That was a question from (Janna).
Let me see, "What type of demographic characteristics?" They are the ones that were listed. We have gender. We have race ethnicity. I'm remembering this off the top of my head, here.

We have any kind, whether there are any, you know, member of a vulnerable population, what their grade is, what their age is. I think I've gotten them all. But you should have received them with that July 27 email from the ListServe.

Okay. (Robin L.) has a question -- "We do not have a Fidelity Monitoring tool because we're not an innovative grantee. Did you say that you would provide one for those of us?" No, we're not providing one. I think this is one that you're going to have to develop;.

And that's part of what you're dissemination plan will be. However, I believe that you should know what activities you are, you know, expecting your facilitators to cover. And that's what we want you to track. I hope that - if that doesn't make sense I would discuss this with your program officer.

Okay, question from -- I guess this (Karen Fogerty)? "So asking demographic information and perceived impact survey, and report this once a year and then ask demographics, and report this twice a year -- why the duplication?"

That is a very good question. However, we can imagine that you will have, you know, some students -- no matter how good your program -- some students will drop out. And we can't assume that those who complete the perceived impact survey will be all the students who participated in at least one activity.

So we want to make sure that we get this from everybody. And we want to, for the perceived impact, we want to know something about those who answered the survey.

Now - and that's why we are doing it that way. And short of having you trying and figure it out, we just thought it was simpler for you to add it as part of the perceive impact survey.

Okay. We have a question from (Jasmine Demby) -- "The data regarding implementation is collected in the Carrera (MIS) Programs. Will we just provide reports?" I'm not sure what the Carrera (MIS) Programs, you know, is. We will show you what kind of information and if you can summarize from that and provide it on the web, that's just fine.

I think - oh, I have a comment here from (Ellen) who is with RTI and she was our - she helped OAH and get that ONB package together. And she reminded me that what we sent to ONB is a little bit differently than what we had sent out on July 27.

So we can, you know, send that around now or we can wait for the ONB comments. I think we will discuss that and let you know.

Okay. All right. There were very minor differences. However, there may be more changes after ONB. This is one of the things we just don't know -- just don't know. And we're hoping that we will hear, you know, sometime in the next several weeks. Keep your fingers crossed, guys.

Okay. There is a question from (Joy Landweir). It says "You know that the facilitators should be reporting information for their Fidelity Monitoring logs on paper during the actual session. Can we have facilitators do it directly in a computer at the end of the session?"

I - you know, the only thing I'm concerned about is, you know, just noting it down so they can remember. Yes, ideally we'd like them to enter it on the computer right after the session. But, you know, they will have to remember, you know, I know this happens with me. My intention is to put something in the computer. The phone rings, I run out and I forget to do it, and he next day I'm not sure.

We just want to make sure that, you know, it's accurate. So that's why we're suggesting that some paper be used and just using that to enter it in there. They can throw out the paper when they're done.

Okay. I think I have answered every question. And we'll have more time to discuss these kinds of issues next webinar.

Amy (Farb): But it looks like we might have a couple people waiting on the phones that may not have had their questions answered...

(Ina): Oh, okay.

Amy (Farb): ...through this. Let's just double check on that because I think they were typing them in, as well as on the phone.

(Ina): Do we have anybody?

Coordinator: Yes there are a couple of questions on the phone. The first one is from (Robin Lutz). Your line is open.

(Robin Lutz): Yes, you did answer it. I also typed it. So thank you very much. It was just - it was about the Fidelity Monitoring. We're an innovative grantee and we do not have a Fidelity Monitoring tool. So we were just hoping - I mean, I thought I heard you say that you would provide that. That was wishful thinking.

(Ina): Yes, I mean, what we did is we would - we'll provide you sort of a reporting template and, you know, something that you need. You know, the kinds of information that we need but, you know, I don't know what your program is looking for so I couldn't say how many, you know, I couldn't list out the activities that they have to do.

(Robin Lutz): Right. Ours is different as well in that it's individuals. So it's not a classroom setting.

(Ina): Okay. Okay, well I - you know, this sounds like a question that could be best be answered with your project officer. And your project officer can get in touch with us, you know, for anything kind of further discussion.

(Robin Lutz): Okay. Thank you very much.

(Ina): Okay. Anybody else on the phone?

Coordinator: Yes there is one more question that's from (Evelyn). Your line is open.

(Evelyn): Yes, hi. I might have missed it -- do we have to report the facilitator's trained? In our case we train...

(Ina): Yes, and we gotten to that yet.

(Evelyn): Okay, okay. Sorry.

(Ina): Yes, we were going to get to that. Okay.

Amy (Farb): And (Ina) we actually had a couple pop back up on the web, as well.

(Ina): Yes, I've seen that. I've seen that. There was a question about waivers. I - any kind of waivers you need to discuss with your project officer. That's not in our purview to discuss with you. I - you would - you should discuss with them.

(Evelyn) Okay.

(Ina): And there's question - on the perceived impact question it states, "Would you say being in this program has made you more or less likely to have sexual intercourse within the next year? We're doing follow-up surveys at three and six months only."

What we are envisioning is that on the last day of your particular program, or at least once a year, you administer the perceived impact question. We want to get it right at the end of the program.

I'm not sure whether your program, you know how long your program lasts. Again, you might discuss this with your, you know, I mean, we can look into it later. You can send a question via that ListServe email and we can see what the particulars are.

But our goal was to get - to have these few questions answered, you know, right at the end of the program.

Let's see. We have a question from (Robin), a mathematic educator had a question for us (unintelligible). There are a few questions which are not included in the mathematical form that was tailored for us such as, have you ever had sex? -- which does not pertain to our participants who are pregnant."

That's' fine. I mean, you can use - yes that's fine. I mean, there's this - there's a group of questions we'd like you to ask. There are certainly other questions that you can ask. That's not a problem.

So let me just go on and go on with the grantee summary measures. And any questions that are specific to your particular program, you might want to take via that research.

Okay. All right. So we have our grantee summary measures. The first of these concerns dissemination. And for our Tier 1, and both Tier 1 and Tier 2 Preuss we need to know the number of manuscripts and presentations. And this will be defined for you.

But that's what we're - we are asking you to provide for us twice a year. In addition, our Tier 2 Preuss innovative grantees, will need to report on the completed and approved pieces of the program. They're necessary for replication.

And these include things such as the logic model, Fidelity Monitoring tools, the core components, the manuals, training materials -- all of these sorts of pieces that go into a complete program. And we don't expect that it would all be completed in the first year. But we expect that by the end of the program these pieces will be completed.

So this is the other part that you will need to report on. Tier 1, since they're using evidence-based programs do not have to report on that.

Okay. Partners -- this is what I think somebody was getting at. All grantees must complete information about partners with formal agreements and how many are in place, and how many are retained at the end of the year?

Then we also want to know about the number of organizations and schools that are helping out with the implementation or involved in planning in a non-formal way. And this will be reported twice a year via web-based data entry.

Then we get to training and all grantees need to complete this. And we're going to want to know how many new facilitators, teachers -- anybody who is running the program -- how many of them have been trained by a grantee or a partner?

And then we want to know how many have been given follow-up training? So it's both of these pieces of information. And we need to know this twice the year.

And the last price of information that we need for you to collect and report is our Fidelity Process Checklist. And this will be completed by all project directors once -- once a year. And it sets as the extent to which to various components of a Fidelity Monitoring System are in place.

It's eight questions and it is something that you should be able to complete because you'll be monitoring this with your various facilitators. And this you'd report once a year.

Okay. So if there's anymore very general questions we'll take only five minutes to answer any because I really do want to get on to the observation measures. So if there's anything that has to do with these grantee summary measures...

There's a question I see from (Estelle) - "What follow-up training would a facilitator receive?" I don't - you know - I mean, this is whatever training might be offered. I'm not sure of the particulars of how your training program works. But we will just ask you initial training and any follow-up training.

(Natasha) says, "Are manuscripts and presentations required of AB grantees?" No, it's not that it's required. If you have then done we want to know. That's all.

It's not that it's necessarily required but you may have the opportunity to do this. So we would like to know. And again, these are things you can discuss with your project officer.

Are there any other questions before we move on, so we have enough time to really get through the Fidelity observations? Let me see.

Coordinator: There are no questions on the phone.

(Ina): Okay. "If there's an addition to facilitators" -- this is from (Judith Clark) -- "who provide training for other staff within our partner organization do we report that as well?"

Well I - we're only asking for facilitators and teachers. This may be something you can, you know - that's all that we're collecting. If there is a change, we'll let you know. But that - but what we're interested in are those who are delivering the implementation, or who are delivering the actual curriculum. We are interested in their training.

Okay. Any other questions? All right. We are going to go on. And if I've misspoken on that either Amy's, now's your opportunity to correct that.

Amy Margolis: No, sounds good, (Ina). Thank you.

(Ina): Okay, great. Well then we are going to move on to the Fidelity observation. And I know that there were a lot of questions so I want to make sure that we're able to really have a good understanding of what these are.

So we know that in looking at Fidelity it's really important to have independent observations of implementation -- that this is best practice so that we have an independent person who's looking over how something is implemented, to make sure that this person sees things the same way as the person who's delivering the curriculum.

So we will be having observers who will look at the adherence to the required components and the quality of the implementation. And this person will help identify whether there are any issues out there that are related to how the curriculum is being delivered. And it'll be, you know, really a check on whether the self-report data from the facilitator matches the observer's data. It's a reliability check.

And this person will be able to identify any issues and bring it to the facilitator and supervisor's attention so something can be done. It's really, you know, a quality improvement tool.

Okay. So what are our requirements here? All grantees must complete - all must do Fidelity observation. And the requirement is that 10% of these sessions be observed by a trained independent evaluator.

Now, who is this trained independent evaluator? Well when we say independent we mean no program facilitators. Ideally it's somebody who's independent of the organization. However if there isn't somebody available who's independent of the organization -- the project director, the program director, the project coordinator or an evaluator -- are all okay.

And this person really needs to know the program, obviously. And we say 10% of the sessions to be observed, want to make sure that the selection is purposeful to ensure representation of content. We don't want every, you know, we don't want 10% of the session all covering, you know, Sessions 3 and 4.

We'd like a representation of the different sessions. We'd like it to be, you know, across your different locations and with different facilitators -- just so we get a good idea out there. And this should be reported twice a year via the web-based data entry.

Now, some of you may have a comparison group that also receive a program. And so you'll be comparing, you know, your particular targeted intervention to this standard kind of program.

We're only requiring this of the treatment programs -- not any usual or comparative program. However, if you wish to do this for your own purposes you certainly can. But that is not part of what we're asking you to do.

We need grantees to review the data as soon after the observation as possible so that you can provide feedback to the facilitators in case there's any, you know, corrective action that needs to be taken.

And the - oh I see a typo. I am really sorry here. Adherence needs to be measured using the same Fidelity monitoring law of the facilitators. So whatever your facilitator's using session-by-session to keep track of adherence, that is what the observer will be doing.

Okay. So that part is pretty straightforward. The second part is this implementation quality that we are asking our observers to measure. And this is the form that you saw that has seven - it has seven questions, one of which is a multi-part question. And this concerns the quality of the delivery of the session.

And this is going to be reported to OAH. There are also three questions at the end that are really for your internal use. And they will comment on things for, you know, any kind of quality improvement that’s necessary.

You should all have a copy of this form and, as you saw in there, there are detailed explanations for each rating -- there’s anchors. Certainly for - every item is rated on a five-point scale and for many of them there are anchors for scores of 1, 3 and 5. For some they’re only for 1 and 5.

And we have developed some other ways of considering these items, and we’re going to go over that in a minute. Just so you know, this scale has been successfully used in previous studies.

We did not make it up. We were only, you know, adapting it by - we’ve removed a few of the items. But the questions and the items have been used before.

So how do you go about doing it? Well here are some tips here. You need to complete the observation form after viewing the entire session. You shouldn’t score something right in the middle because you need the - you need information form the entire session.

But you need to make notes so that you can accurately rate each item. You need to know the questions that, you know, the things that you'll be looking for ahead of time. And you should be very familiar with the guidelines so you know what are going to be rating.

And my advice is you should sit there with the actual form and make notes next to each particular item. As I said, the guidelines provide anchors for, you know, only some of the scores. You'll need to use your judgment for scores in between.

Scores all go from 1 to 5. Please don't make up a score. Don't decide that this person really is a 1.5. Pick a 1 or pick a 2. Don't add any additional scores. Don't double two scores -- just one score.

And you'll really need to use your very, very, very best judgment when scoring. We recommend that if you can observe an ideal version of a session, either through maybe a training video or for somebody else who is implementing this curriculum, if you can observe them and get an idea of what a really quality session is, that would really help you.

And conducting an observation for practice is really the way to go. And if you have multiple observers we also recommend that the - that these observers get together -- ideally before you begin -- and rate a session, compare the scores, discuss how you've done it, and come to some consensus as to what the score should be if there's a discrepancy.

This'll be very helpful to calibrate the scores. We also recommend, if possible, that periodically you have more than one observer-rated session, again so you make sure that is no drift in your ratings.

We know you all might not be able to do that, but that's really the best practice.

So let's go over each of the items here and see what we can - see if we can have some understanding of the particular items. So the first item asks how clear were the implementer's explanations of activities? And again, it's a 5-point scale that goes from not clear to very clear.

And we have three behavioral anchors. So for not clear it's - most participants do not understand the instructions and cannot proceed. Many questions are asked. And 3 is about half the group understands. And 5 is 90% to 100% of the participants begin and complete the activity or discussion with no hesitation and no questions.

So when trying to judge this, as you're observing the session, when an implementer gives explanations, you might want to place a check mark beside this item -- beside Number 5 -- so you know, "Gee, they've given a, you know, they've given a explanation."

Use your common sense. Are these explanations clear to you or clear to the observer? The observer should be familiar enough with the program that they know whether this is clear.

And observe the participants. If they seem, you know, really confused or just give up, then you've a pretty good idea that the facilitator's explanations were not that clear.

Okay. The second one says, to what extent did the implementer keep track of time during the session and activities? And again, there are - we have anchors for all three items. We have to what extent did the implementer keep track of time during the session and - oh, we have, 1, the implementer doesn't have time to complete the material.

So this facilitator may just spend all the time on, you know, the first activity or the first discussion point and really doesn't monitor the discussion so that they got off on tangents.

A 5 is everything that was supposed to be completed was completed. It was done in a timely manner. People had a chance to participate but the facilitator, you know, kept track of things and sort of guided the youths to be concise.

And again, the observation hint is, every time a critical point is made, or an activity is completed, put a check mark beside Number 5 so you know this is done. You can also make a note when the discussion drags on.

Number 3 says, to what extent did the presentation material seem rushed or hurried? So this is going to be, you know, it's a corollary of the last one. In this one the implementer is not allowing any time for discussion -- just rushes through, you know, wants to make the point and just doesn't, you know, want to get anybody involved because he wants to get this all done.

And a 5 is not rushing the participants, completes the materials, appears relaxed, allows some discussion.

So what you need to do here is note the pace throughout. Did the implementer have to rush near the end to complete things? Or was there an equal amount of time, you know, spent throughout?

Number 4 says, to what extent did the participants appear to understand the material? Now we realize that this is sort of like getting in the head of the participants. So what you're going to have to do is sort of judge from the outward behavior whether they understand it.

So the guidelines say a 1 is less than 25% seem to understand. A 3 is about half seem to understand. And 5 is 75% to 100%.

What you should do is look for questions that the students answer that show whether they, you know, understand or are lost. Look at the body language of the participants. Do they look puzzled or confused? Are they having side conversations? Have they given up? All of these things, you know, will help you understand whether the participants underhand the material.

Number 5 says, how actively do the group members participate in discussions? And again, this is another one where we ask you to judge based on the number - or the percentage of the youth who participate. Less than 25% would be a 1. And about half is a 3. And 75% to 100% would be a five.

Again you can keep track of how often they participate and whether they're different individuals. Sometimes you might get, you know, just one or two people. So you'd want to know whether they were different individuals.

Okay. The next item asks you to rate the implementer on a number of qualities. And there are five different qualities. One is knowledge of the program. And these ratings go from poor to excellent. A 1 is cannot answer questions, mispronounces names, reads from the manual. And a 5 is provides information above and beyond what's in the manual -- seems very familiar with the content.

So a 2 might be, for this one, generally has trouble answering questions but may be able to answer one or two things.

A 4 might be, you know, answers questions, pronounces things properly. But, you know, doesn't really give anything extra. You know he does a good job, seems very familiar but may not bring in additional information.

Again, we're calling on your judgment here. And your knowledge or the observer's knowledge of the program will enable this person to do the rating.

The next one is level of enthusiasm. And 4 we're defining as presents information in a dry and boring way, lacks a personal connection. And a 5 is makes clear that the program is a great opportunity, gets participants talking and exciting.

On the one hand you can look at how the students, you know, how the students react. And also judge how, you know, the observer should notice how he or she feels. Does the - is it exciting to the observer?

Is this, you know, is this person getting the observer excited? Or is the observer bored and thinks that the information is presented in a dry way? That will really be a very good gauge.

Poise and confidence. This is, again, a 1 is appears nervous or hurried, doesn't have good eye contact, you know, really has a lot of anxiety about doing this.

Five is doesn't hesitate in addressing concerns, is well organized, and again, it's something I think that they, you know, and observer should be able to look at someone and be able to tell whether they look confident.

Then we have rapport and communications with participants. Okay. Here we're asking - we're saying that poor is - that there's really no connection --

that this facilitator doesn't remember the names, you know, isn't particularly friendly, is just very, very aloof.

A 5, on the other hand would be, you know, someone who has real rapport by getting the students involved, makes everybody feel that they are part of a community, uses people's names -- that there's, you know, a free-flowing communication that is two-way.

And for all of these, you know, we recommend that you take some notes.

The last one of these is effectively address questions and concerns. And 1 is, you know, you're a defensive facilitator who just responds very negatively to any kind of question or issue that's raised. You know, just, you know, dismisses the participant.

Five is responds to questions, can say, "I don't know but I'll find out for you," or "Why don't you look in thus-and-such place?"

So we, you know, suggest that the observer knows the extent to which the participants appear satisfied by the response. And that will give an idea how effectively this concern has been addressed.

Then the last item is rating the overall quality of the program session. And this is designed as a summary measure of all the preceding questions. It sort of takes everything into account.

And it goes from poor to excellent, and they give you some benchmarks for what an excellent session looks like and what a poor session looks like. And after rating each of these, you know, individual pieces it shouldn't be too hard to do this, because you're going to take everything into account and just say, "Was this, you know, was this not poor but it wasn't, you know, it wasn't even an average session. It was pretty low." Or, "This was the best thing that I ever saw," for a 5.

So those are the instructions. Everything that you've seen here, with the exception of the hints, are on those sheets that you were sent on the 27th. So it should all be right there. Again, I can't stress enough how important it is to have the observers practice ahead of time, so they know what to look for.

Reporting of these Fidelity observations. Now these are to be reported twice a year or they can be reported as you go. What we will need are the total number of sessions that are implemented, the total number of sessions observed by an independent observer.

And that's so we can get a sense of whether you indeed do 10%, the median percentage of activities completed across the sessions that were observed, and the minimum and maximum percentage of activities completed across sessions observed.

So - and that - those last two refer to the number of activities completed that should have been. So this is what is the check on what the - on those self-ratings of adherence are.

And then finally, we're going to want to know the percentage of observed sessions that were rated either a 4 or higher for quality -- either a 4 or a 5.

As with the others, well you can send the data to us in several different ways and we're going to discuss this in the next webinar. There's, you know, the web data entry, and uploaded data, and computed measures. And we're going to go into this in detail next time.

And we - I see there are questions here. We're going to answer them today. We're going to answer questions in two weeks. And then as you begin to do things, questions will inevitably come up, and please contact us. You have that (unintelligible) and we're happy to answer them. And if they're very specific questions about your program you may want to go to your program officer.

So with that I am done. And we have some - we have time for our questions. And I'm going go look at the - I have the ones online but we can open it up now.

Coordinator: Once again, to ask a question on the phone please press star 1 and record your name. It's star 2 to withdraw the request. Again and it's star 1 to ask a question on the phone.

(Ina): Okay. We have a question here from (Amy Clauson). It says, "Is the assumption correct that the rule book will be available to the grantees so we can use them in our facilitator avail?"

I'm not sure which rule book she's - is being, you know, you're asking but any of the computation of these performance measures will be made available to you. So I - if that's not what you meant please let me know. But we will be sending you, you know, that information as well.

Will copies of this presentation be made available now or soon, I think so? Amy or Amy?

Amy Margolis: Yes, the webinar is being recorded and as soon as we get everything back it will be posted up on the OHA Web site with all of the other webinars.

(Ina): Thank you. Okay. It says, “On question 5 would it be considered an adaptation to the program if they add things not in the manual?”

I think adaptations are the kinds of things you need to discuss with your project officer. I don’t want to give a blanket response here. Either of the Amy’s want to comment on this?

Amy Margolis: No, that’s correct. So any questions about adaptations just please contact your project officer and have a discussion.

(Ina): Thank you. Okay. (Judith Clark) says, “Allow for cultural differences. In some cultures it is rude to ask questions of an authority figure.”

That’s fine. I mean, I think, you know, you can certainly adapt this for your own culture. But I think you’ll be able to judge whether a, you know, a student still doesn’t understand. And that, you know, what we presented is a way that is, you know, a way to make these - be able to rate these.

But, you know, you’ll have to use some other way that is more culturally appropriate. I’m sorry I’m so vague here but I can’t really, you know, comment any more about that.

Okay, “We have performance measurement analysts for the program. Is this okay?”

I’m not sure what that means. You may want to discuss that with your project officer.

(Melanie) asks, “Is there a way that these PowerPoint slides...” Yes. You know, we just answered that one.

We have (Sarah) from South Carolina, “Would you mind providing us with an example of how a facilitator would provide additional information within a curriculum without compromising Fidelity?”

Well, I mean, if they say a question, “What do you mean by thus-and-such,” they might say to them, “Well whatchamacallit has written a, you know, a wonderful pamphlet about this.” I mean, if it’s a question where they can send them, not adapting the curriculum in any way, but if they want to know another place where they can find out more about a particular topic.

Obviously you have to decide whether it’s adaptation. I mean, it’s very hard for me to sit here and predict everything, but that’s, I think in general, what they mean.

Okay. We have a question from (Sheena) in Denver. “We have sessions that are being delivered in setting, we’ll have up to 35 sessions. This means 10% of 8 times 35 should be observed.”

Yes. That is correct. So 8 times 35 are your total number of sessions. So that is correct. That is absolutely correct. Thank you.

Okay. All right. (Susan Carter) - oh, okay. (Susan Carter) had a problem because it wasn’t working on her Macintosh. And she said, “Sorry for asking this late. Are sixth graders and younger’s exempt from being required to respond to both the perceived impact and behavioral questionnaires?”

Yes. That is correct. And our final RRB meeting is next week, so we need an answer. That the answer. I think that - if that's the answer you wanted, I hope we gave it to you.

Okay. (Tiffany) says - (Tiffany Campbell) says, "If you had submitted adaptations and received approval from the LEH, would you note these changes in the Fidelity logs after a session or would you just note the additional changes?"

Anything that's approved is not, you know, an issue. It's the additional changes. We are not tracking for performance measures of adaptations. We're just tracking the activities. But anything that's an adaptation is part of the program.

Amy or Amy's if you see it differently would you comment?

Amy Margolis: No. I mean if there - if it's something like, you know, adding an activity or changing something that's on the daily log that doesn't make sense with the adaptation then, you know, go ahead and tweak that log. But, you know, otherwise I know you're absolutely on track.

(Ina): Okay, thank you. We have a question from (Janine) about the Carrera model. "Would we be expected to monitor implementation of mental health, family live and sex education, job club education and self-expression, lifetime individual sports?"

I'm going to let one of the Amy's tackle this one.

Amy Margolis: Yes, you're monitoring Fidelity to the entire program. So all of those components are components of the Carrera program so you're monitoring Fidelity to the program you're implementing with the OAH funds.

(Ina): Thank you. All right, we have a question from (Deidre). "We are still not clear on when we can start program implementation. Can we start implementation before you receive final approval from the LMB on the performance measures? If we start and then the measures change, what will happen with the data we've already collected?"

That is a very good question. We are hoping that the measures won't change that much. But I'm going to let the Amy's answer this one.

Amy Margolis: Yes, in order to get approval for full implementation, you need to work with your project officer. There were a number of milestones you needed to reach during year one. And they should be, you know, your project officer should be reaching out with you to talk about any additional milestones that you need to reach before you can move forward for year two.

But you will get an official approval from your project officer saying that you are approved to move forward with full implementation for next year. In - I think that answers the question. Was there any more to that, (Ina)?

(Ina): No. That was it. That was what the question said. It said if we start and then the measures change, what will happen with the data we've already collected?

Amy Margolis: Well yes. And I think, you know, we're hoping that any changes would be minor. So the data would still...

(Ina): Right.

Amy Margolis: ...be applicable but we can't say that for sure.

(Ina): Okay. We have a question from (Donna). "Can we use a part-time person that we hire and train specifically for observation of the program or perhaps someone that was part-time in other areas of the organization?"

I would think so. That seems like a perfectly fine person to do the observation, as long as that person isn't directly tied to the, you know, the current implementation. Somebody else can address it, but I - that - to me, that would be appropriate.

Anybody else have any comment on (Donna's) question?

Okay. We have a question from (Chandra Williams). "Just a clarification question -- Fidelity observations must be conducted by a trained evaluator.."

No. It doesn't have to be a trained evaluator. It has to be a trained individual who can be an evaluator or it can be any one of a number of different people. But this person has to be trained to know what to look for and be, you know, very, very familiar with the program.

I hope that answers the question. Are there any questions that have come in via the phone?

Coordinator: Yes, there are a couple questions.

(Ina): Okay.

Coordinator: Our first one is from (Joy Landwere). Your line is open.

(Joy Landwere): Great. Yes, I was wondering, regarding this observation form. We're going to be the independent evaluators actually doing the observations? And you've asked that that information be communicated to facilitators as part of their kind of ongoing Fidelity.

But I'm wondering how OH envisions that process, given that we have concerns, obviously, about confidentiality and not actually going back and saying this specific facilitator did X.

So how are you kind of seeing that feedback loop happen?

(Ina): Well we thought it would be via the grantee...

(Joy Landwere): Okay.

(Ina): Because I think how we thought of it.

(Joy Landwere): And by that do you mean that, like we would be...

(Ina): You know, the project director.

Amy Margolis: Yes, we're seeing the observations, all of the Fidelity data, actually, including the observations as a real chance for program improvement. So I think we would be hoping that you would take the data back to the facilitators and have a discussion.

I mean, it doesn't have to be the person that collects the data. But the grantee, you know, together with person doing the observations will need to figure out who it makes sense to go back and provide that feedback.

But feedback should get back to the facilitators to talk about, you know, how things are going and any areas, you know, strengths in areas for improvement that were found through the data collected for Fidelity. But those improvements can be made over time.

(Joy Landwere): So if I could just clarify, then, basically, because the reason we're asking is obviously our consent forms we have to do to with going in to observe a facilitator, we basically can't be saying that we can, you know, guarantee their confidentiality. Because what you're asking us to do is to actually identify specific facilitators to then talk to the project director to say you should talk to this facilitator about X is what I'm hearing?

Amy Margolis: Yes, I mean, confidentiality for facilitators I'm not sure you mean confidentiality for the kids, sure, but the facilitator's, the whole point of observing would be to be able to use that for program improvement. So we would hope that the data would go back to them.

(Joy Landwere): Okay.

(Ina): Any other questions on the phone?

Coordinator: Yes, the next question is from (Charles Edie). Your line is open.

(Charles Edie): That's all right. You already answered the question.

(Ina): Okay. Anybody else on line?

Coordinator: The next question is from (Phillipia Fouse).

(Phillipia Fouse): Yes, please. Good afternoon. I'd like to know concerning just clarification on an observation person, so that if we've had someone who's been in the role as a facilitator during the pilot, but for the upcoming full scale that person would change positions, who would no longer be fulfilling the facilitator role, but now transferring as an observer. Would that be acceptable?

(Ina): I'm going to let OAH answer that one.

Amy Margolis: Yes, that would be acceptable to us, as long as they're not facilitating during Year 2. You don't want facilitators observing other facilitators, in terms of active facilitators.

(Phillipia Fouse): Okay, thank you.

Coordinator: And there are no further questions on the phone at this time.

(Ina): Okay, well I don't have any in our log. So it looks like we'd answered everybody's questions. And if things come up, you know, please don't hesitate to let us know.

You can review this and we'll be going as it - over the data reporting aspect of this in much greater detail in our next webinar.

I want to thank you, and with that I'm going to turn it back over to Amy. I don't know whether, unless (Barrie) or (Ellen) have another comment.

Amy Margolis: Yes, and Ina, this - so from OAH we just want to thank everybody for logging in and participating in the webinar. And just to reiterate, the next webinar -- (Ina), the date and time for that, would you just reiterate that for everybody?

(Ina): It is two weeks from today. Same time -- 2:00 to 3:30 Eastern Daylight Time, on the 29th of August.

Amy Margolis: And an announcement with the login information will be sent out similar to how we did this one in the very near future. All right?

(Ina): (Barrie) or (Ellen) do you have anything to add before we sign off?

(Barrie): I think we’re good. Thanks everyone for coming, though. We appreciate it.

(Ina): Great, okay. Well talk to you in two weeks.

Coordinator: Thank you all for participating in today’s conference. You may disconnect at this time.

END