NWX-OS-OGC-RKVL

Moderator: Amy Farb
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1:00 pm CT

Coordinator: Welcome and thank you for standing by. At this time all participants are in listen only mode. During the presentation we will conduct a question and answer session.

Today's conference is being recorded. If you have any objections you may disconnect at this time. Now I'd like to introduce your host for today's conference, Amy Margoles. You may begin.

Amy Margoles: Thank you. Hi everyone. This is Amy Margoles with the Office of Adolescent Health and I just wanted to start off by welcoming you all to this next performance measure webinar.

I know we've had a number of them so far but we're really excited about this one. This is our time to finally showcase to you what the performance measure Web-based reporting system looks like and what's included in the system. We've been working really hard on the system and have gotten a lot of feedback and incorporated that feedback to make it something that is as user friendly as can possibly be.

So we're really excited about being able to show that to you today. Before we get started, we did want to put the Web-based reporting system into some context and just remind everybody about the different options for reporting your performance measure data into OAH and OCYS. You do have three options for submitting your performance measure data.

But we want you to pay attention to the reporting system that we've set up, the Web-based system, because we really think that that is the best option for getting your data into us and the most preferable. So please you know, pay attention and see what's in there and see how it's going to work for you. So that is the first option is to use the Web-based reporting system and to enter your data directly into that system.

And again, it's preferable for a number of reasons. I think you'll see as we get into the webinar that it is set up to exactly match the performance measure data that you have to submit for your cooperative agreement. It also if you submit the data directly into the system you can generate reports on that data as often as you would like to. So you can constantly get reports to see how things are going.

We just think it's a really easy way to look at your data and manage your data. The second option you have is to use the spreadsheets that would be provided by RTI. This is also going to be a good option for you. The system is set up as you'll see to where you can automatically upload the spreadsheets into the system and generate the same kinds of reports that you can if you enter the data directly into the Web-based system.

The only caveat with using the spreadsheets is that you have to use them exactly as they are. If you start making any changes even if you think they're minor changes to the spreadsheets, the system will not be able to accept them as an upload. So there is a little bit of risk there. You know, you might make changes that you don't even know and then the system won't be able to take them.

So just be careful if that's how you proceed but that is the second option for you and it will work well as long as you use the spreadsheets as they are intended. The third option is to use your own system and to send the raw data into RTI to report your performance measures. Now this is an option that is available to you. But if you do select that option you have to know that there is a lot more work that's going to be involved at the front end.

You're going to need to send to us all the specifications for the system that you're using. We need to know how you're collecting the data, how you're analyzing it and make sure it is consistent with how we're collecting the data and analyzing the data in our system. So just to be aware, we wanted to be very up front about all the three different options and sort of how they're different and what you can get hung up on along the way.

So this webinar again is to introduce you to the Web-based reporting system so we're not going to answer questions about you know, individual grantee systems that are different that you want to use or you know, probably get into a lot of detail on spreadsheets. They're all coming out in the next couple of days so you can see everything and play around with it.

And this system will be open to you soon. But if you do have individual questions about your own situation and how you're collecting your data or how you want to collect your data, please send that to us by email afterwards. I think with that context I want to turn it over to Ina Wallis from RTI and we will get started and see what the system looks like. Thank you.

Ina Wallis: Okay. Thanks Amy. Welcome everybody and I want to offer a special thanks to those grantees who helped test this for us. There were quite a number of you who agreed to spend time going through the system entering data and providing feedback to us.

As a matter of fact, there were two rounds of testing. After the first group of you did some testing we listened to what you said and we made some changes. And we have gotten positive feedback from you guys and we just can’t thank you enough because we really needed people out there to go through it for us.

As I said, we made revisions based on your comments. And we had some folks at OAH who also tested it and we made changes based on their comments. And we think it’s a really good system. One thing I will have to tell you is we have a manual to go with the system and that has to be revised now. We sent out a manual to those who tested it.

But because we made so many changes we have to make changes in the manual. And we didn’t want to make them until we were done revising. So we hope that the manual will be finished next week. And know that you know, there may be other revisions that are you know, that we’ll need to make as we go along. This is a system that can do that.

So as you’re working using it, if there is something that you notice that’s really peculiar you’ll be able to send us an email and let us know. One thing that is not completed on the system are those performance measures that are really at the summary level that you would not be gathering until the spring, things like how many partners do you have and what kinds of dissemination efforts you had.

These are things that we ask you to look at and but the first time that you would need to really report that to us would be in May. So we will have the system for entering this information completed long before then but it is not on here now. So just wanted to let you know. And just wanted to tell you that Eric Peele who is the Web guru who designed this wonderful system will be walking through everything with you today.

And hang on to your questions. He will take them at the end of the session. So with that said, I'm going to turn it over to Eric.

Eric Peele: Thank you Ina and it truly is my pleasure to be talking with you today. As everyone said, we worked really hard on this and our background is a technical background.

So obviously I don't know the substantive nature of your programs so I really relied very heavily on the feedback you've given us. And we tried to incorporate it and we continue to try and improve it as we move along. So what I want to do today is I want to take you through it and simulate adding program information into the system, show you some of the features and some of the typical ways you would interact with the system.

If there are gaps in things that have not in areas that have not been completed or that are still being tested, I'll point those out as we go along. And I'll also show you a help desk area where you'll be able to report technical difficulties to us so that it can be - we'll receive emails and those things will be logged to a database for follow up.

So to get started, hopefully you all have been looking at this home page for quite a while now while everyone's been talking, you'll see here at the top you know, the Web site address is tpp.rti.org. And one of the first things we want you to do is we want you to go to that Web site and register because it's going to take a couple of days, 24-48 hours, for us to process your registration.

You don't gain immediate access to the Web site once you register. We are going to review your credentials and once they've been reviewed we're going to set you up with the appropriate permissions to access the various areas of the Web site. So that will take 24-48 hours. So you can after this webinar you can go to tpp.rti.org and click on the register button in the bottom left hand corner there and register.

This is what the registration screen looks like. Just to let you know what these fields mean, user name is exactly what it sounds like, first name, last name. Display name is a little confusing for some people but really that's just how your name will display on the screen because it will show up over here. And that's what you would click on to change your user profile settings.

Here we want you to enter your grantee's name and then you know, whatever role you have or are filling with that grantee, whether you are an evaluator or whether you're program staff. Federal staff is for our OAH personnel. You will enter the security code and then click register and it'll fire off an email to us and notify us that you have registered.

And then we'll begin processing your credentials. So once you've registered and we've got you set up you'll be able to come in and log into the site. And depending upon the credentials you were set up with you will have access to various areas. If you are program staff you'll have access to the grantee data. You'll have access to data upload and reports and the help desk.

The participant data area has one section that will be available to the program staff, which will be the perceived impact survey or questionnaire. However, the other areas such as the baseline or post test areas will only be available to the evaluators. As you see, the first page it drops you off at is the program page. Everyone will need to set up information about your program.

It's really very simple. I'll say you know, all the pages we tried to include on screen instructions with a description of what the icons mean, you know, what the purpose of the page is. So it is a self-documenting system even though we are putting together a manual. The manual really helps with the workflow and some of the nuances of how you would enter data and the order you would enter data and how the data relates to other pieces of data.

But individually each screen has its own instruction manual. As you saw, to enter information about the program, I came down to the little table. There is a button here that says add program. I clicked on that. That opened my screen so that I have a little form I can enter the name of my program. The special population target, I know some of you have programs that target more than one special population.

This is an area that will change before you've had a chance to log in. We're changing this to check boxes. So you'll be able to select more than one special population and with each check box you'll also be able to enter the number of people who are being served by the program in that special population.

For now I'm just going to click none and to save I have a green check box here. I'm going to click that and now my program shows up here in this table. As you'll see on all the subsequent screens, these tables are meant to be dual purpose. They display data but they also give you action items to complete. We have icons for each of the action items.

X is always going to mean delete. The pencil will always mean edit. These colorful icons may mean different things on different screens. For the program section you'll see that we have three icons. One is to create a class or section template. The other is to add classes or sections and the other is to add participants. Now let's talk about each one of these.

The first which is to create class or section templates is designed so that if you have a program that has a consistent curriculum that you offer regardless of the class or section, let's say it has 14 sessions all the time and the 14 sessions are always the same. They always have the same name - then you can set up a template so that every time you create a class or a section you don't have to sit there and enter the same session names over and over and over again for each class.

You just have the template, which we're going to go ahead and click on that now. You see my program name is already pre-selected for me. And I'm just going to enter session one and how many names are planned. Now obviously I'm just saying session 01. You would put whatever the name of your actual session is.

It can be a number, it can be a name but however you have it identified within your program. So I'm going to quickly add just three sessions here so that we can see this play out for the rest of our demonstration. Okay. So now I have three sessions up in my template. I'm going to go back to my programs page and I am going to click on add class or section.

Before I do that I will say that at the program level you would have the ability to add participants. Let's say you knew you had participants who were going to be enrolled in the program but you didn't know which class or section they were going to be assigned to yet. You could do it at the program level. Most of the time though you may find that you will not add participants to your program until you know, they're already assigned to a class.

And I'll show you that the workflow around that so later on as we create the class you'll actually be able to add participants at the class level. So let's go ahead and add the class. You know, one thing as I'm doing this, you'll see that we have navigation set up on the left hand side. This has a natural flow to it in that you create programs and you create sections and you create sessions.

And then you administer all the data for the sessions. However, with this navigation on the left hand side it does allow you to track not only where you are but to navigate to any place you want to navigate to without having to necessarily follow a specific linear flow. So here in the program section again we have the on screen information.

I'm going to create a class or section and I'm just going to call it section 01. Now the only thing that's really required on this screen is the name. And the name needs to be unique because for the program all data is going to be tied to the section name. So these other things are meant for on screen identification for you so that it's easier for you to identify what you are clicking on and to make sure that you're assigning the right data or the right sessions to the appropriate section or class.

So I'm going to go ahead and just fill this out. Description can be anything you want. I like to think of it as the day and time. And let's say four sessions are prescribed. Now a lot of times you know, when you're setting these classes up at the beginning you're not going to know how many sessions have been implemented.

So you just leave that blank. You're going to end up having to come back at a later point to fill that in. And you may think okay, well golly, how am I going to remember how to do that? You'll see later on in the report section we're going to provide you with reports that show you where you have data that has missing elements.

So for instance, you would be able to see that you have these X number of sessions with the number of sessions implemented as blank or as an empty field. So you'll be able to click on it from there, come back and enter the information. So with those QC reports, it will help you to monitor where you haven't filled in this information yet.

And we'll put in four now for the number of sessions prescribed and just like on the program data, I have action items here for this table as well. Each step opens up to another step. So from you know, programs has classes and sections. Classes and sections has sessions. This first icon indicates that I can add sessions or essentially navigate to the session page.

The second one indicates that I can add participants to this particular class or section. I mentioned earlier that at the program level we could assign. We could create participants at the program level. If you have done that this icon here when you would click on it would allow us to actually assign those that were created at the program level to this particular class or section.

For now let's click on add sessions. In there we see that our template has prepopulated the sessions for this class so that we don't have to create it for this particular class. So we could create multiple classes and they would be populated the same way. Now once we create it, if there is one class that happens to be a little different I can certainly come in and add sessions or modify it and it won't affect the other classes.

You do have that ability. I'm just going to go back. I just wanted to show you that it was prepopulated. I'm going to go back now to the add participant. Here for your classes or sections you may have I don't know how many people per class, let's say 15 people. And we wanted to provide an easy way for you to be able to enter the information for participant level data.

This field here, participant, is a numeric field and we chose it to be a numeric field because we wanted to discourage anyone from entering names. So for instance, if I had that as my identifier I would enter it there. Certain programs target parents or siblings. I'm going to select youth for this, which will expand to allow me to enter the demographic data for my participant.

Now as I'm going through you see these different options. For each option we do have an unknown or not reported option available. So it may be that for whatever reason you may not know the ethnicity or you may not know the race or particularly where it may be most evident is you may not know the primary language spoken in the home.

If you don't then just choose unknown or not reported. We do have validation on these fields so if you try to save it without entering the information you will see red indicators next to these fields indicating that you need to answer the questions prior to proceeding. So this says assigned to class or section. If we had created more than one class they would all be available in the drop down.

But it's going to be pre-selected to the one that I was working on, section 01. It gives me some more information about it. So when I click save and there it goes. I'm just going to create one more so that we can use those in demonstration of - there we go. Okay. While I'm on the participant screen if I hadn't already assigned them to a class I could assign them to a class by clicking on this icon.

You see program is already selected. The participant I just clicked on and selected. This shows the classes or sections that they're already assigned to. I would click on this button and if there were additional classes they would appear here and I could assign them to additional classes. Now most of the time you're only going to have a participant in one class each time.

But there are some programs where you have a long duration program where classes - you'll have multiple classes over the course of that long duration program. This allows you to facilitate that. To cancel out of that I just click the little red X and I'm going to go back to the participants page. This little check box allows me to add attendance for this individual.

So if I wanted to add it for an individual again, it's not likely. We just wanted to add the flexibility here and this system is really designed around being able to enter data any way you want to enter data. I'd be able to my participant and my class, which is section 01, my session, which is session 01. I can click yes, no - I'm not going to do that because I want to show you the other way to to do it.

I can then change to the other sessions and update those as well. So using my left hand navigation let's go to the sessions screen. That was one of our other options from the classes or sections. For the sessions screen, this is where most of the data collection will take place. Once you do a lot of the administrative set up of setting up the programs and the classes, this allows you to track your facilitator fidelity log information, your observation data for both quality and fidelity and the attendance for each of your sessions.

So you know, clicking on sessions you know, one thing we want to make sure is whenever you have a lot of classes that we always try to remember what you’re working on. But you always want to double check to make sure class and section is what you should be on, particularly if all of your sessions are all named the same.

It’d be very easy to enter data for the wrong session if you know, you had four sections and session one was in every single one. So that’s just a note. So I’m going to add attendance for session one and you’ll see everyone who is in session one of this class will show up. I can just go through and click yes or no. Click the check box and now my attendance has been done for that particular session.

If I know my attendance for the entire period I can go through and just change the session for the class and update each one of them. The one that - we want to be positive - we want to say that they’re showing up. Okay. If you have the facilitator fidelity logs you know, I’m going to click on the edit button here. At this point you’re going to know what the session date was, when the class actually took place.

So let’s say it took place on Monday the 3rd and they completed all their - we have also the observation data for fidelity. We see that session one is right here. It already has the date in it because it was just entered on the other screen. And we’re going to - the observation data also says that they completed four activities.

For session one let’s say we have the quality data available. Here on the quality data the responses to these questionnaires are numeric. They range from 1 to 5. If you don’t have a response for one we ask that you put it as a 6.

Now you'll note that I have miscoded something for 22. We do have range checks and validation on these fields.

So we're trying to make sure that we have good quality data when we enter it, okay? And that covers the information that you would enter for sessions. Again, using that left hand navigation you can go to any of these at any point. If you're logging in and you want to navigate from the top level down you certainly are able to do that.

Again, it may seem like it's very confusing to find out where your data is but it is like a set of nesting Russian dolls. It's programs, classes, sections, sessions and then all the data related to those sessions. So you can use this navigation to get to it. I think you know, at this point I want to move over to the participant level data.

Now everyone will be affected by perceived impact data so I'm going to start with that first. Essentially once you've learned to enter data using these tables it's going to be the same regardless of what screen you're on. You know, there is the form. It's just a little different. I want to talk about some of the information that we're collecting here.

The participant level data is not linked to the grantee level data. For instance, these forms will be provided or collected from participants supposedly anonymously. And we may not know the participant ID that was used for that person in the grantee level area. So you can essentially create whatever ID you want here, 1, 2, 3.

Again, because it's not linked to the grantee level data we need to collect the demographic information for this participant and then answer our perceived impact questions. Okay. You'll see that these two areas, baseline and interim and post test, will be available for evaluators. The baseline and interim and post test, the questions are almost identical.

The only exception is and I'll show you where the interim/post test we look at the months since the program's start or since the program finished depending upon whether or not it's an interim or post test. Most of you will have post tests where you administer tests after the program has completed. But for the longer duration programs you may have six month or 12 month tests during an 18 month long program.

So again, it's not linked to the grantee level data. Here at the bottom for the interim and post tests, some programs collect perceived impact questions during these post tests. If you did you can click yes and enter your perceived impact questions here. If not, just leave it as a no and you don't have to answer those.

The behavioral questions include skits, which we try to allow you to answer dynamically. So if you answer yes then you'll see the questions expand to allow you to answer additional questions. Obviously this is a worst case scenario. I'm doing this so that you can see the things expand. Let's actually go back and answer no and do that.

Now if you were to answer yes and to leave something blank, the area that's expanded, you will see validation that says you need to answer that. However, because it's collapsed, that validation won't come into play. And on this grid it'll show you you know, whether you have interim test or post test data listed in the table.

So for the participant level data it's just that simple. Now you may think okay, well, this is a lot of data entry and forms. Is there an easier way to do it? We tried to make the forms very easy, very simple to use and you may find that to be the easiest way to do it. Some of you may prefer to use Excel spreadsheets to bulk data entry if you like using Excel spreadsheets.

You can do that and then just upload the spreadsheets and it'll populate these tables for you. And the information that's uploaded will be available in the reports that we're going to create for you. So let me just kind of give you a demonstration of that. So let's say I click on one of these buttons. Depending upon the context of what I'm clicking on, you'll have to select the program that it's for or the class or section that the data is for.

And for each one we try to give you what the layout of the data is. We also actually provide online the Excel template so you can click on this and download it. Now I'm just going to click on that and then open it up and you'll see that this is what the template looks like for this particular upload. We have the participant ID, the participant type.

We have the data key over here, which allows you to see what these numbers mean - youth or parent, other, gender, female, age, one, less than ten years - you know, that type of thing. For each of these templates we have this black bar down the center. Now Amy had mentioned at the very beginning of the webinar that you have to upload these things exactly as is.

Well, we wanted to highlight that by indicating that anything to the left of this black bar you know, you really shouldn't change if you're going to use these templates because essentially we're looking for each of these fields to be linked to each of these data types. So as long as you leave everything to the left of the black bar alone in terms of not creating formulas or not you know, trying to enter an inappropriate data type like text where it should be an integer or number, then you're not going to have any problem uploading this data.

Again, we you know, this is really to facilitate kind of bulk data entry if you prefer to do that. Now I'm just going to upload this to show you how it works. Now since I already have that one in the system I'm going to upload this 1001347. Okay. I'm going to save it. Now if you're creating your spreadsheets one thing that's important to know is that the format that we're looking for is Excel 97-2003 workbooks.

Okay. Now you could do a more current one but they use an XML based format. We're using a binary format, which is this. So if you have Excel you can just choose that as the format you're saving as, 97-2003. So I'm going to save it as that and then I'm going to - reducing risk is my program. I'm going to choose my file and actually I already had upload templates set up here.

That's the file I just saved. Now that file has headers so I'm going to click my data has headers so that it ignores that first row. Upload and it says it successfully imported the one record. Now this does have error reporting. So if there was a problem with the spreadsheet that you're trying to upload it will tell you it couldn't upload a particular record.

And it'll basically identify the record by whatever is in that first cell and it'll give you the error. So if you type in text and it should have been number it'll tell you that. But let's go look at our grantee data and just see if this person was actually imported. So I'll go to participants and there he goes. Now I can assign this person to a class.

He's not currently assigned anything. I have a class for section 01 I can assign him to. I'll do that and there you go. You know, likewise I could upload my classes or sections. If I did that what this would do is if I have a template set up even though I'm not entering it through the interface, it will apply the template to any class or section that I upload.

So let me just do that. Okay. And to show you - there you go. We have a new class or section and you see we have the three - let me select it here in the drop down again. That's what I said, you have to make sure you always have the right drop downs. And you see I have the same three sections assigned to this one.

So again, you may find that the data upload area best suits your needs. We tried to accommodate easy data entry whether you use the forms or whether you choose to bulk data entry via the Excel spreadsheets. And if you have your own system you can match these templates. You don't have to actually use template but you can match these templates with your data to upload into the system.

For instance, if you wanted to upload you know, 10-20,000 participants for your program you could do that. And then if you wanted to assign those same participants to various classes you could do that as well. The reports area, this is an area that we don't have built out yet. But we're really looking forward to providing you a whole variety of reports.

You know, I just have place holders here for right now. The one thing that we do have functional right now is a data export center. So any data that you enter into the system you will be able to retrieve from the system. So you know, my if I want to get my classes or sections you know, for all programs or a particular program, I can do that.

I can click on export to Excel and it will download for me. There you go. Okay. Another thing that we've added here are the look up values or data keys that we're using. You know, on each of those spreadsheets you saw that we have a data key off to the side. Well, you may want to import those into your own system if you're building your own system.

But you know, if you have any questions about what those are you can certainly just run it from here, export it. Attendance logs, if you want to see the attendance logs for any - now we know we entered some for that first section. Okay. And again like I said, we will be developing a whole line of reports here to give you feedback on your information.

It will be live data so that as the data enters the system the reports will reflect real time data. With the reports we want to provide you with filters and sorting and date ranges so that you can look at your data lots of different ways. Now if you run into problems we have a little online help desk for you to be able to give us your telephone number.

If you want us to give you a call back and enter a description of what your problem is. So be as detailed as possible when describing the issue. If you're having problems entering data please describe what page you're on, what the data was that you were trying to enter so as much information as possible. That'll help us to troubleshoot any issues that you have.

When you send this off it will send an email to us as well as logging it into a database so that it doesn't fall through the cracks. And we will try to respond to you within one business day or sooner. So with that I want to stop and allow you to answer some questions. I see that there are some. Ina, do you want to kind of go through those and read them off and let's see if we can address some of them?

Ina Wallis: Yes. Okay. Okay. We have a question here and I think that we do have Judith Clark asks how do you enter race for participants with multiple races? We anticipate that 50% or more of our participants will be mixed race. I think there is an option that has more than one race and that's what you'd check without specifying what the races are. You could go to that page Eric and we could check that out.

Eric Peele: More than one race.

Ina Wallis: See? I hope that answers the question. All right. Next question comes from hang on - hang on. Okay. Next question comes from Colleen McGourdy. How is the participant ID generated? Well, it's however you generate it.

You have to generate the participant ID. So you need to you know, figure out a system for yourself that will work. We you know, we do not want any names in here, which is why we wanted you to use numbers. And we request that you not use something like a Social Security number or anything that might be able to be tied back to that individual.

I hope that answers the question. We have a question from Michael Massey. Are there handouts that can be downloaded? No, there are no handouts. You will be able to in a couple of days - I don't know whether you'll be able to. You probably won't be able to download this either. You'll have to wait for the manual to come out.

And I hope that will be next week and that will be you know, tied to the Web site.

Eric Peele: In addressing the manual, when the manual is available we will have it posted on the Web site so that you can download it directly from the Web site. You don't have to keep it in your email or anything like that. They said this session was being recorded so we can follow up to see if we're going to have access to the recorded session.

Ina Wallis: Right. Cindy Caraway Wilson asked a question. Is there a maximum number of sessions we can create using the template form? I don't think so but I'll let Eric answer that one.

Eric Peele: You can create - yeah, you could have 100 sessions for a class if you had that many.

Ina Wallis: Okay. We have one from Gianni Gardner. What does a 1 indicate, good or bad quality? For the quality ratings these are actually on your form and they are explained when you use your quality rating form. I am nearly positive 1 is the lowest quality, 5 is the highest. But it is explained on the form that your observer will use.

Eric Peele: If that is consistent Ina, you know, we can put 1 low, 5 high.

Ina Wallis: Yeah. It doesn't always mean - I mean they mean different things. As I recall, they mean different things for each question. But 1 is always you know, a less desirable value than 5.

Eric Peele: Got you.

Ina Wallis: Okay. Well, we don't have a question here. We have a question from Suzanne Marco-Haye. It says based on our position access will be determined. Who will have access to the fidelity logs? How should an internal evaluator help with fidelity logs?

Well, remember the evaluator will have access to the grantee level data and the fidelity information is part of the - it's under the grantee data. So that would not be a problem for the evaluator to enter that so that's either the evaluator or somebody from the program staff could do that.

Amy Margoles: Great. Ina, this is Amy. The evaluator has access to all of the data on here and can enter any data that they are tasked with entering.

It's just the grantee, the only limitation on access is the grantee does not have access to the participant level data that is collected through the rigorous evaluation for baseline and follow up surveys. So that's the only limitation on access. The grantee will have access to the perceived level impact data but not the other data under the participant data category. That's just for the evaluator.

Ina Wallis: Thanks Amy. We have a question from Corrine Rodriguez. It says do we need to have a specific number for the ID? Does it need to be seven digits long? No, it can be however you want it to be.

You just want it you know, to be unique for each participant. So no, no real way that you need to do it. I can put together a little suggestion that I can send out to you for if you need to create something that you might use using just numerics with location being the first couple of fields and maybe class the second and then some number. That's one way of doing it.

And I can send that out with an example if you like. Okay. Question from Estelle Raboni. We're using Survey Monkey to collect baseline and post survey data. How do we upload that information here? I'm going to let Eric take that one.

Eric Peele: Well, I'm not sure exactly how you get the data from Survey Monkey to be honest. So you'll need to put it in this same format, this Excel format either transpose it from whatever format you get from Survey Monkey into Excel or if it doesn't already come in that. So if it's not readily available in Excel when you get it from Survey Monkey you will have some manipulation work to do.

Ina Wallis: Yeah. I'm not sure but I think I recall that from Survey Monkey you can create a comma delimited file. So with that -

Eric Peele: If that's true then you can open those in Excel.

Ina Wallis: Right.

Eric Peele: And once you have them open in Excel then you can work with it to save under the appropriate format.

Ina Wallis: Right. Okay. We have a question from Mary Langley. If you have multiple program sites can program staff in each site register to input data? Yes. I will answer that and if I'm wrong Eric can you know, correct me.

Eric Peele: Yeah. And just so if you have different programs or program sites they can. However, you know, they are going to be able to see all the programs. It's not just their own. So we don't have that security restriction in place. We're not going to be able to provide a granular level of restriction according to what program they're assigned to.

Ina Wallis: Okay. Scott Hurling asks we will have 3675 sessions of class across 80 sites in one year. Entering those one at a time will take a very long time. Is there a way to upload all the sessions and attendance at all one time? I'll let Eric take that but I think the answer is yes. Eric?

Eric Peele: Yeah. I would certainly any time you have bulk data like that I would use the data upload feature. And for larger programs where you have thousands upon thousands of participants and you have a system where you're able to track that and export it to CSV, a common delimited file or Excel, right now we don't have the ability to import common delimited but we're going to work on that so that we can do Excel or common delimited. I would use the data upload because you're going to find that to be a much better use of your time.

Amy Margoles: Yeah Eric. The only thing I would add to that is if you're not going to use the spreadsheets from RTI to do the upload just remember you have to send all the specifications about how you're collecting that data and what the system you're using looks like to OAH for approval beforehand. And please do that as soon as possible.

Ina Wallis: Right. Thank you Amy. Star Silva asks is race based on how the user self identifies? Yes. If you you know, on the participant level data it's part of the questionnaire that they fill out.

And on the grantee level data if you recall, we sent out it was at least a month if not six weeks ago a little form that you could do to collect race and ethnicity information at baseline. If you don't have that form let us know. But that's something that they should complete and then you can enter that data based on how they report.

Holly Mansary - I'm sorry, it's very tiny on my screen here. You know, I'm having a hard time reading. If a student does not respond to a question how do we answer? I think there is a choice that says no response or unknown.

Eric Peele: For every question we have the ability to do no response, unknown/no response.

Ina Wallis: Right. So you just fill that in and that way you must fill that in because it will not let you save it if a field is left blank. So you specifically will have to choose it.

But if there is no response you just fill that in. Okay. Evelyn - at the participant level for the primary language spoken at home can you enter two languages at a time? Most of our participants speak both English and Spanish at home. Eric, I'm going to let you answer that.

Eric Peele: Yeah. I would have to go back to participant to even think about it. I think we only allow you to select one and that's why we say primary.

Ina Wallis: (Unintelligible) - primary, that it has to be they might speak more than one but we ask them to pick the primary.

Eric Peele: Yeah. You're only going to be able to select one.

Ina Wallis: So we know many of them will speak more than one but we want them to pick. And since this is on well - it's a question that's on both the behavioral questions and it is on the enrollment form.

I would just stress to them when the students are completing it to pick the major language that they communicate in. Okay. Robin asks how many sessions do you have available to enter? As we said, it is unlimited. As - yeah, I mean it's absolutely unlimited. She had a question - Robin, I think I'm going to answer yours offline because yours is a very specific question about your study.

But there are - you can include as many sections and sessions as you have. There is no limit. Okay. Yeah. Hillary Danby also asks a question about individual level intervention. Yes and this will be explained in the manual. But each participant will be considered one section. So you would enter it that way. And this will be fully explained.

Okay. All right. Mary Milnemoe asks this is a follow up to the racial category question. After clicking more than one race will we be able to select different categories? No. It's just more than one race and we'll just leave it that way. Okay. Gwen Asku asks a good question. She says is the information entered in the system real time? How soon is it available for review? And it is entered in real time and available immediately, correct Eric?

Eric Peele: That's correct. All the reports will reflect that as well.

Ina Wallis: Yes. Okay. Diane Polvemiller asks do we just complete this for year one or can we continue to add classes occurring during year two once we're done with year one information?

Well, if I am not mistaken, we are not using this for the pilot year. This will - this goes into effect for your - which I guess is your year two, which is your non-pilot year data. But I'll let Amy - one of the Amys answer that one if I've done this incorrectly.

Amy Margoles: That's right. So grantees are required to start entering performance measure data starting year two. So beginning September 1, 2011, that's when the data entry starts. So if you've started groups already for full implementation in September, you've started groups beginning of October, any groups you're starting in the next couple of weeks, all that data can be entered in, should be entered in and counted for your performance measures.

Ina Wallis: Thank you. Okay. All right. Jennifer Culver asks our program has a baseline, four months and 12 months follow up survey for each participant. How would we enter that? That's a good question. You use your baseline and then remember we have interim reporting.

So if your 12 month is your - you know, your four month is one data point you can enter and then you can enter another interim or follow up time. I don't think that there's any limit on it, is there Eric? As long as you pick them?

Eric Peele: No. You can have as many for the same participant as you want on these follow up tests. So you can have multiple interim and multiple post tests.

Ina Wallis: Right. The important thing to do is to answer the question below where it says interim, months since program start. So if it's an interim and it's four months into the program start, you want to indicate that.

If it's 12 months since the program starts you want to enter that. That way it keeps them separate. And the post test is to be used after the program finishes. And some of you will have multiple post tests. You might have a post test when it finishes that day and then you might have it again six months later.

So just be sure that you enter that month so you'll know which post test and which interim test it is. Okay. Okay. This is a good one that someone else raised during the testing. Kristin Walsh and I apologize if I've butchered your names. I hope I haven't too badly. When entering a participant ID if our numbering system for our participants has a number and a letter code, how do we reflect that if it's only numeric?

And I didn't think about that when I asked Eric to create a numeric number you know, system. I mean what - as I said, what we wanted to guard against was people inadvertently you know, entering names, which was a real no-no. So I'm not sure that we have a work around for this. Eric, anything to contribute here?

Eric Peele: No. You know, there are system constraints and policy constraints. So we could exercise a policy constraint and loosen the system constraint to allow you to do like A10003 or whatever.

Ina Wallis: Right.

Eric Peele: It's just you know, we'll get in hot water when you start ending up with personal identifying information in the system. So that means we have to go through extreme measures sometimes to guard against that.

Ina Wallis: I think Kristin -

Eric Peele: Maybe they should give it more consideration. Let's consider that more about maybe potential work arounds. I don't know.

Ina Wallis: Right. We will talk about that as a group. But you know, our real concern was not having any personal identified information on here because you know, we had to in order for us to build this system and to work it the way we wanted to, we you know, assured our IOB and I think we assured you all that we would not be collecting anything that would be identifiable.

And we want to make sure that you know, it isn't some inadvertent way that we would collect that. Okay. It says our program staff - this is from Mercy Mewaria. Our program staff assigns a code number to each participant during recruitment and our evaluator assigns a different code. Will this create problems in reporting? Absolutely not.

Remember the participant level data is separate from the grantee level data. This is ideal. There's no way that we can match it up. Not a problem. Jenny Fitzherbert's question - can you please review where we enter adherence data? Facilitators self report - okay. That is entered as part of the session information.

Eric Peele: So again, at the session level you have not only your observation data and your attendance data but you know, you'll actually edit information about the session with the facilitator with the information from the facilitator in their fidelity log about how many activities were actually completed for the session.

And if you ever have any doubts about what these icons mean you can always hover over them. A little tool tip will come up to tell you what they mean. For this one you'll see edit, enter facilitator fidelity log because when you create it most of the time you will not create it having that information completed until you receive that facilitator fidelity log.

Ina Wallis: Thanks Eric. Okay. All right. Norma Delaney asks since participant ID cannot be tied to a participant how do we enter attendance for individual and match pre and post test survey information?

Okay. We are never going to combine attendance with pre and post test. That's research. We're not doing research here. However, you need to know who your participants are in a class. You have to do some way that it is consistent for your facilitator so your facilitator knows that participant 2001 is you know, Johnny Miller and that 2001 attended you know, session number two and fills that out.

So your facilitator needs to know and needs to be able to you know, convey that information to whoever is entering the data. However, we don't want to match that information with pre and post test survey information. Likewise, if you're doing pre and post test survey, what you'll want to do is have some ID for these individuals.

And as I said, you could have them the same. We're not going to match them up. But you need to have the same ID for that individual you know, for every individual so that the pre and post can be matched up. It does not need to be the same as used for the grantee information for the attendance. I hope that answered your question.

Okay. It says Harry Petralski, the templates indicate that fidelity information is collected. Are you also asking for the optimum information from the outcome questions local to each program? No. I mean we are only asking the information you know, it's a very specific set of data that we're asking you to report for performance measures.

It is a little sub set from all the kinds of information you're collecting to run your program and to evaluate it. So it's just what's here. Anything for your program you know, you'll take care of your own way. Okay. Okay. Okay. Jackie Clark says with whom and when can we discuss what is needed in order to use existing agency data collection systems?

As we said, you need to write this up and you need to send it - whom should they send it to, Amy? Should they send it to you or to the project officer?

Amy Margoles: It should come into the RTI email box and then we'll all get together on it.

Ina Wallis: It'll forward it? Okay. Fine. It'll come into the regular you know, that system that we have set up. Okay. Okay. All right. Cindy Caraway gives us a response that says you can download Survey Monkey into Excel. So that answers that for the person who had the Survey Monkey question.

Okay. Well, Joyce Richardson said will this presentation be available as a tutorial for future review? I don't think so. I mean the audio will be and there will - but I'll let Eric answer that.

Eric Peele: Yeah. In terms of you know, I don't know how - what's recorded during these sessions. But if the Web part of this is being recorded we'll certainly work to make that available to you. I think that's just something we have to follow up on and check.

Ina Wallis: Yeah. But this -

Eric Peele: Any resources that we have that help you understand how to work with the system, we'll post those directly on the site. So we will make them available to you without you having to solicit them via email or anything like that.

Amy Margoles: Yeah. Eric, this is Amy. We can make the recording available and then there will also be the manual. So I think those two things together with being able to get in and actually play around in the system should really be a good start.

Ina Wallis: Absolutely. Absolutely.

Eric Peele: Okay.

Ina Wallis: And Joyce also said when will the system go live? And Eric, when will they be able to go to the Web site to register and gain access?

Eric Peele: They can go right now and I'd be surprised if I don't have some registrations in my email box already. So you can go to tpp.rti.org and register right now. And we'll start working on processing your registrations.

Ina Wallis: And you will see the manual will be posted on the Web site when it is ready. So you can you know, just check on the Web site and then just download it. Okay.

Pamela says we have an individual level intervention and no classes, exceptions. As we said, every individual is their own section. That's how you will do it. You have one program and if you have 200 individuals you will have 200 sections. Are all grantees required to have their external evaluator enter participant data?

This was Samantha Beecher's question. Amy, I'm going to let you answer that one.

Amy Margoles: Yes. If you are a tier one CD grantee, tier two or a previous grantee, the only person that should have access to your individual level participant data is your evaluator. So it's just to keep the evaluation independent, make sure to maintain that independence.

The evaluator should enter all of that individual participant level data into the system and should be the one that has access to that. The grantee can enter all of the fidelity data, all of the reach data and then you guys can work out you know, who does what with the perceived level impact questions if you are one of those CD, tier two or previous grantees. But for the baseline surveys and all your follow up surveys, that should be the evaluator's role.

Ina Wallis: Thank you. Okay. Joyce Landwer asks we are a top grantee and Wyman has said it's okay to spread a single session out over - a single lesson out over single sessions.

How do we account for this in the data? For example, lesson one is four activities and occurs over two sessions. All right. How will this be entered into the database. I am not sure about this but we'll have to think about it. Any - Amys, do either of you have some thoughts about this?

Amy Margoles: I mean I think ultimately if one session includes four activities and you complete four activities then that's what you would enter in. But if it's something specific to top we can go back to the top liaison and see if there is anything else that needs to be clarified for that and send an email out to all the top grantees.

Ina Wallis: Yeah. I mean I guess the issue is the attendance may be different in the two sessions and my guess is that you could call it session 1A and session 1B. I mean because our system doesn't know.

And session 1A might have delivered two of the activities and session 1B might have delivered you know, activities three and four. So you could handle it that way. That might be the easiest way. Amys, any comment on that?

Amy Margoles: Nope. That sounds reasonable.

Ina Wallis: Okay. Jennifer Utley - for the data upload will there be one Excel file with several worksheets or several Excel files?

Eric Peele: The upload if it's - you can put them all in one workbook. However, when you upload the program only looks at the very first worksheet in the workbook. So if you keep them all in one workbook when you do your upload make sure you move the worksheet to the very first worksheet. Otherwise it won't pick it up.

Ina Wallis: Thanks. Okay. Gabriella Bettencourt - do the fidelity checklists on the Web-based application match up with the checklists provided? For example, is the activity carried out according to curriculum?

Okay. Well, you know, this is a decision. You know, we sort of said in order to count it as an activity it has to be carried out according to the curriculum. That is our assumption that when you say an activity was completed it was completed according to the curriculum. I'll let Amy expand upon this a little bit but that was our assumption.

Amy Margoles: That's right. I mean this system is just collecting the data for performance measures. So what you're reporting in this system is the number of activities that were planned and then the number of activities that were completed.

And it would be completed with minor green-light adaptations. I mean anything that changes, the core components or you know, that's definitely not completed or not completed in any way that was planned should not count as an activity completed.

Ina Wallis: And if there are any questions I think those can go to your you know, your project officer. Amy also said is there a place to put the qualitative data? Yes. That was on there and I believe Eric showed that. Eric, can you show it again?

Eric Peele: Yeah. I'd be happy to.

Ina Wallis: Where the observation data - he's getting right to it.

Eric Peele: This little gold tag here, the checklist is the fidelity, the gold tag is the quality and you know, that's the one where you would answer numerically 1 being the low score, 5 being the high score of 1-5 for each of these categories.

Ina Wallis: Thanks. Okay. Joy Landwer says she asked one of the top questions. It's going to depend on every top club and each and every facilitator. So I mean the issue is here I think you can do it but you can't use the template function.

OAH can further clarify but I think that if you have - the template is only workable when every session will be identical for every section or class. If they're going to differ the template will not work. So you'll have to create separate. Each section will have to create their own sessions and then it will work.

Amy Margoles: Right. They would just need to enter the data in for each section.

Ina Wallis: Exactly. Okay. We have an answer about top from Allison Roper. It says if the grantee is planning on spreading out activities across multiple sessions and they should still count the session they provide as a single session. Any division of activities should be planned and carefully designed.

Yes, it's okay for top grantees to take the recommended activities and the top lesson and spread it over two session. Please note then that this will be considered two sessions. Okay? And if you have any further questions I think you need to direct it to I think Allison is the person who is handling all the top grantees. Is that correct?

Amy Margoles: Yes that's correct.

Ina Wallis: So I think you can work with Allison on this one and she can communicate with us if there are any further changes. Those are all the questions I - no, there are a few more here.

Gina Hoffard says the survey we administer is anonymous. We do not assign IDs. We can assign IDs once the data comes in for the pretest for importing reasons into the RTI database. But since they're not linked to a participant, we can't assign the same ID as post test. That's fine. The only reason you would want to have the same is if you didn't want to have to enter the demographic data again.

It's fine. You don't need to worry about that. It's not an issue. You don't have to follow the same one pre and post. I assume that you are talking - well, wait a minute. You're an AB grantee. So actually AB grantees only need to report the perceived impact questions unless you're part of the rigorous evaluation, correct Amy?

Amy Margoles: Yes.

Ina Wallis: So I think if you're collecting it for your own purposes you do not need to report it. And the perceived impacts we're envisioning is only once the program is over, only one data collection period. So you do not need to report that as part of the performance measures.

Okay. Okay. Christina Perez says the language performance measure says when you're home or with your family what language do you usually speak. You may mark more than one answer. How do we determine the primary language spoken at home when the participants have already marked more than one answer?

I think well, yeah - this was a problem in the - I think you're talking about this is the participant level data. I'm not sure. Somebody else want to answer this one?

Amy Margoles: I would say can that person send an email and we'll follow up with her later?

Ina Wallis: Thank you. Okay. Okay. Samantha Beecher's following up on part of the external evaluation team. Are all grantees required to have their evaluators enter participant data information regardless of grantee level?

Amy Margoles: The only - all grantees - AB, CD, tier two and previous - have to enter perceived level impact data for your participants. All grantees have to do those questions.

The rest of the participant level performance measures are just for the CD, tier two and previous grantees. So if you are an evaluator for a CD, tier two or previous grantee, yes, you have to enter all of the participant level performance measure data for the performance measures. If you're an AB evaluator, no you do not have to enter the rest of the participant level performance measure data. If you're collecting it, it's for you. It's great.

You can report that in your progress reports but not through the performance measure system. But all grantees must enter perceived level impact data for all of their participants.

Ina Wallis: And either the evaluator or the program person can enter them.

Amy Margoles: Correct although if they have an evaluator they should work that out with the evaluator, who does what.

Ina Wallis: Right. Right. Okay. Gwen Asku asks if you enter an ID number that has already been used will the system alert you? I don’t know. That’s up to - can you answer that, Eric?

Eric Peele: Yeah. It won’t. It will not allow duplicate entries of the same ID. And the same with importing too. If you do the data upload it will not import duplicate participant IDs.

Ina Wallis: Great. Okay. Those are all the questions that I have and I see that it is 3:30. So I think we really worked out right on time. I don’t know whether there was anybody waiting on the phone.

Amy Margoles: Yeah. I think at this point Ina, since we are out of time, if you have additional questions please send an email to the RTI email box or contact your project officer. However you want to get your question in, we will all talk to each other and get you a response back.

So get your questions in. We’ll work with you to figure all this out and then we just encourage you all to go to the Web site to register to get into this

Web-based system, play around with it, see if there are any additional questions once you get in there and start to try to enter in your data.

Ina Wallis: Okay. Well, I want to thank Eric and Amy and everybody else and all you wonderful participants for listening to us. And we look forward to any comments that you might have. So enter away. So I think we're finished. Amy, anything else?

Amy Margoles: Nope. That's it. Thank you.

Eric Peele: Thanks everyone.

Ina Wallis: Bye.

Eric Peele: Bye-bye.

Coordinator: This concludes today's conference call. You may now disconnect.

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