

**Office of Adolescent Health  
Reporting System Webinar for 1A Grantees**

**Moderator: Tara Rice  
January 14, 2016  
12:45 pm CT**

Coordinator: Welcome and thank you for standing by. I would like to remind all parties that your lines have been placed on listen only until the question and answer portion of today's conference.

At that time, if you're wishing to ask a question, please press star followed by 1 on the keypad of your telephone and please be sure that your telephone is on muted and clearly record your name at the prompt so that your question may be introduced.

Today's conference is being recorded. If you should have any objection, you may disconnect at this time. It is now my pleasure to introduce your first speaker today, Ms. Tara Rice, with the Office of Adolescent Health. Thank you, ma'am. You may begin.

Tara Rice: Good afternoon or good morning if you're on the West Coast. My name is Tara Rice and I'm with the Office of Adolescents Health. And I'm joined with - joining me later is (Matt Benson) with RTI International, our contractor for the performance measures.

This is our first of four Webinars on the TPP performance measures reporting system for the new cohort of TPP grantees. This Webinar is specifically for our tier 1A or capacity building grantees and teen pregnancy prevention. I'd like to welcome you to this Webinar. Next slide.

Matt Benson: Here we go.

Tara Rice: Now today's Webinar, a few logistics - we're doing this via net conference, both audio and visual. You will be in listen only mode during the Webinar until the end when we will be taking questions and answers by the phone.

The pre - to (print) the slides, you can just use the printer icon on the bottom right of the screen. We will also be taking questions periodically throughout the Webinar using the Q&A function that you can find on the top of your screen.

So if you have a question that comes up, just type it in and we'll stop periodically to look at the Q&A box and answer those questions. Please feel free to do that throughout the call.

So today we're going to give you an overview of the TPP performance measures. I know that some of you are at the tier one orientation meeting in November and hurt our presentation so this will be a review for you.

But some of you may not have been and, in which case, we'll definitely be going over what the measures are. We'll be talking about the timeline for the data collection.

(Matt) will be giving a demonstration of the online reporting system and we'll also be talking about how you can use the grantee spreadsheet to track the information that's needed for uploading into the system.

Next slide. So just a quick reminder of what performance measures are. Performance measures will accurately reflect the progress and accomplishments of the teen pregnancy prevention grant program as well as the accomplishments of individual TPP grantees.

We collect performance measures for a variety of reasons, including accountability and reporting to stakeholders such as Congress and HHS leadership.

We also collect them for program management and quality improvement. In terms of who sees them, OAH sees all of the measures, and particularly, your project officers will see all of the measures for your individual level grant project.

Congress will see some of the measures in aggregate form for all grantees. So when these measures are reported up to our stakeholders, they are always reported up as an aggregate level so individual grantees are not identified.

And generally speaking, we collect these measures place a year. There is an exception to that. The cost measures are only going to be reported annually, so once a year.

And we'll be going into more detail about the timeline in the future slides. Okay, so the measures are collected and reported at different levels. So you'll see this throughout - we talk about two different levels.

We talk about the grantee level of the organizations and that's you, the actual grantee who is receiving the TPP tier 1A grant. And the things that get collected at the grantee level are the partner's data, the training, dissemination, and there are cost measures that are collected at the grantee level.

Then there's another level of category of collector and that is the implementing organization. And for a tier 1A grantee, the implementing organization would be those organizations that you were given capacity building assistance to.

In other words, those are the organizations that are actually implementing the evidence-based TPP programs. So at that level, we'll be collecting data about reach which is, you know, who is actually getting the program, that's overall numbers, as well as demographic characteristics.

We collect (in dosage) which is attendance data. We'll be collecting -will be asking you to report observed fidelity, observed quality, healthcare linkages and there are some cost measures at the implementing organization level as well.

So just a quick review of the definitions, and you can find these definitions on the TPP performance measure system under the resources tab. The partners are the organizations that are working with grantees but are not part of the grantee organization.

And you can have formal partners, and those are any partners you have a written agreement with, such as an MOU or a contract. Or you can have in formal partners that support your program through networking or other activities but you don't have a formal written agreement with them.

So we'll be asking you to track the number of partners that are involved in implementing the program during each reporting period. And at the end of the year, we'll be asking how many partners remained engaged throughout the year.

There are also training questions, and so this is a measure of how many of training activities for facilitators or implementers of the program. So we will get new facilitators that are trained and we also ask you to look for it on trainings given to ongoing or supplemental trainings for facilitators during the reporting period.

So primarily this would be training on the evidence-based programs but it also can include any other type of professional development activity that improves the facilitator's delivery of the given program.

Dissemination is also a measure that you'll be reporting at the grantee level and that measures the number of manuscripts or presentations that were published or presented during the reporting period.

Okay, so there are formal manuscripts. There are also less formal things such as brochures, press releases, radio or TV ads, newspaper articles, et cetera. And we always ask about the number of times each approach was used to communicate information about the program with that question.

We'd also ask you to report on the number of times information about the program was presented at conferences - national conferences, statewide conferences or local meetings.

And to determine whether something is national or state level, it would really be based on the scope of who's actually attending. So a national event would

be something like a national meeting like the American Public Health Association.

Okay, so we're (also thinking) about costs. So for those of you who are grantees in the first cohort, cost is our new measure this time. So grantee costs are going to get at things like charges that are incurred for personnel, office spaces and facilities, okay.

And so personnel costs are part of this and there're also proportions of personnel costs that are used to support different categories such as general ministrations, recruitment and retention of participants, training, service provisions, fidelity monitoring and evaluation.

And you also find other resource center on the tab under the resources, a lot of information about how to define these terms. We also ask questions about financial diversification which looks at funding outside of the actual TPP grant to assist with ongoing and future program activities.

This could be about fundraising, other grants, internal funding from your organization, internal agency funding, as well as in-kind contributions. Okay, now we get to the section data. The section data is data that is actually being collected about your program.

So in your instance, this is data that your implementing organizations are going to be collecting for each group of young people that are served with the given evidence-based program.

So when we say section, and you'll see this defined throughout, a section is a group of individuals who complete a given evidence-based program at the same time.

For example, if it's a class of fourth graders who are in a health education class and are receiving an evidence-based program, that fourth-grade class would be a section.

Total reach is the number of individuals in the section who attended at least one activity. So those are the numbers. And then along with reach, we're also going to ask you to determine characteristics.

So the setting, whether you're talking about classroom community settings or others, and we have a whole list of those which you'll see in a minute. And it's also posted on the resources tab on the TPP database.

Gender, race or ethnicity, age and grade. Another thing that your section - each section should have is an attendance record. And from the attendance record, you'll be given - will be reporting to us dosage for each section.

Dosage provides an indication of how much of the program a participant received. So from your attendance logs, we'll be getting average participant attendance for each section and we'll also be getting a percentage of those participants who received at least 75% or more of the program.

We also collect fidelity and quality. So I'm going to refer you back, for those of you who were at the OAH tier one orientation meeting, to the resources on fidelity and quality.

And one of the expectations of course, is that OAH says that, you know, each grantee is going to develop a fidelity monitoring plan and observe a certain percentage of all programs.

With tier 1A grantees, your expectation is that you would be observing 10% of all sessions. So fidelity is really about how well the program, as implemented, adheres to the evidence-based program.

So you'll hear us talking about adherence to the number of planned sessions and that's really a percentage. So for every session - for every section that you serve, there are a given number of sessions.

And each session is going to be an individual meeting. So, you know, let's take a fourth grade classroom again, you know, if the fourth-grade class gets her evidence-based program, once a week, then each meeting where they And evidence-based program is a session.

Okay, and so we talk about sessions and we'll talk about activities within sessions. And so, you know, based on your program, a given meeting might have, you know, four or five activities for that day.

You might do a role-play. You might watch a video and you might play a game. And you might do another role play. So those would be for activities, okay.

So you have a number of activities that are planned for that day. That would be the planned activities that you would, you know, no one advance. And then you would track, any of those planned activities were actually completed.

And then you would - that would be your adherence. Adherence is simply the number of completed activities over the number of planned activities and as a percentage.

So you would be reporting to us observation adherence which is the adherence that is noted by your observers. And it would be averaged across the various (sessions). And so we'll show you what this actually looks like in a minute on the database and show you how to do this in the spreadsheet.

Observed quality of implementation across the sessions will also be reported, okay, and so this is related to the quality form, the observation quality form, which is also in your tier one binder and on the Webpage.

And that is the form where you're looking at eight different aspects of quality, of how something is actually implemented. And there's a scale of 1 to 5 for each of those questions and then you get an overall quality.

So that's where the quality comes in from the quality obs- from the observation quality form. We're also asking you to report to us on healthcare linkages.

Healthcare linkages would be the number of referrals that are made by the program staff or it could also be, in all likelihood, your implementing partner staff for reproductive healthcare services, mental health care services, primary health care, educational services, vocational education, intimate partner violence and healthy relationships training.

In implementing organization costs, these are going to be more about actually costs related to actually implementing the evidence-based programs and monitoring its implementation.

So here this includes things such as how much is - how much and implementing organization pays to a program developer and distributor for materials.

It also includes material and support services covered such as curriculum materials, licensing fees, training and technical assistance on the program itself or other types of training professional development on implementing the program, fidelity monitoring or any other quality improvement services and evaluation activities.

And again, please refer to the resources tab on the TPP database where we have a user's manual that goes into more detail about how to define these terms.

Other direct costs to support program implementation, this would be the total amount paid during the year for each of the following - other program materials and supplies, so that's materials and supplies that are not part of the formal curriculum package, training or technical assistance that comes from an outside provider other than the actual publisher or developer of the evidence-based program.

Training, technical assistance or professional development on program implementation from an outside provider, monetary incentives for program enrollment or participation, nonmonetary incentives for program enrollment or participation, program support such as meals for transportation for participants.

Program recruitment materials, so that could be posters or brochures or other things that recruit your program participants, and then media campaigns. Next slide please. Okay.

So a few logistics - all right, OAH has contracted with RTI International to develop and maintain a performance measure system TPP and to provide

technical assistance for the performance measure system. Target date for the Web site readiness for data entry is Monday, January 18th.

A few expectations - again, these are things that we've talked about before. We expect that each grantee is going to designate staff to collect and report data to OAH for the performance measures.

We expect that each grantee is going to develop a plan for ensuring data is collected and reported to us via the system on time. We expect that, if there is a need for any proxy measures, which probably would not be needed for a tier one grantee, that you would run those by OAH and get OAH approval for those in advance of collecting them.

We expect that you would collect and report data beginning with the program pilot and that you would use the data to monitor program implementation and provide feedback to facilitators.

Okay, so here are the key terms, and I've referenced these before on previous slides. The grantee organizations are those organizations that are awarded the grant from OAH.

The implementing organizations are your sub-awardees or partners that are implementing the program models. The sections are the actual groups of individuals who received the program together on time. And the reporting period is the six-month period for which you would report the various measures.

Now, some data must be exclusively reported by the grantee, so again, that would be things like the partner's data, the training data, the dissemination data.

Other data, such as the section level data, can be reported by your implementing organizations. Attendance data at the individual data - at the individual level must be maintained, that you'll be reporting attendance at the aggregate level by section.

Okay, and here at the reporting periods. So the first reporting period goes from July 1st to December 31st, and the data will be due one month after the end of the reporting period.

Now this year, January 31st falls over the weekend, so we're telling you for February 1st, which is a Monday, is when the data is actually going to be due if you've implemented anything during this first period.

And most of you are still believe in the process of selecting your subs. So during reporting period one, the main thing that you might be reporting would be something like your partner's data and any training that you might have provided.

The second reporting period starts January 1st and runs through June 30th and so the data would be due one month after the end of that period, or July 31st. And this would pretty much hold true every year.

Okay, so before we move on to the Web site review, I just want to stop and see what, if any questions, we have in the box right now. Okay. All right, so one person asked about printing the slides.

There is - there should be a print icon on the bottom right corner of your screen. Maybe found it by now and that's how you can print. On my computer it says print the PDFs. So that's a you can print the slides.

Okay, another question that says, does the number of times for communication of information equal unique dates? I'm going to assume that that's referring to the question about dissemination and dissemination activities being unique dates.

So, like, when I talked about brochures - brochures being unique dates, I'm not sure what the question is but I would say that, you know, if you are talking about brochures or other pieces of information it should be an actual unique piece of information.

So if you printed up 1000 copies of one brochure, that brochure, that one brochure, regardless of how many copies of that you distributed, or what dates you distribute it, should just come once as that one brochure.

Now, if you create five different brochures, one of them might have been around recruitment of youth and a different one might've been around to talking to the parents of the youth, then that would be two different brochures. So we're looking for unique activities.

Okay, we have another question about not seeing the print icon. Like I said, on my computer, it shows up on the bottom right of the screen, although at the bottom on the gray line. So I'm not sure why it's not showing up on yours, but do look on the bottom right side for that print icon.

If you can't find it, we will be posting the slides after the Webinar so you can certainly get a copy of the information there at that time. Some of this information is also on the resource tab of the TPP performance measures database, so you can also take a look very after the Webinar as well. So I

apologize if you're not seeing the print icon. And that's a question from (Tom).

Okay, and I see a question from (Andy). If we, as the grantee, are providing the training NTA to implementing organizations, how do we account for the cost questions about training NTA?

Okay, so if you, as the grantee, are providing the training NTA to the organizations, and the costs are going to be about the costs that you incur in providing the training to your sub-awardees.

Okay, I have a question from (Joy). For attendance, does average participant attendance mean the number of lessons attended or the main percentage of lessons attended?

So, what we're going to do is, I'm going to hold that question for minute because I think that when (Matt) starts talking about the participant's spreadsheet, this will be clearer.

But basically, you're going to be reporting attendance, average attendance as a percentage of the lessons that are attended. And so that percentage will be based on the number of lessons that each participant attends. So we're going to show you, a little later, how to do this. And if you still have that question, we'll come back to it after (Matt) shows you the spreadsheet.

Okay, (Jennifer)'s question is, can you repeat what is supposed to happen on January 18th? On January 18th the system will be completely open for data entry.

Okay, I don't see any new questions at this time. So I'm going to turn the call over to (Matt) for the Web site review.

(Matt Benson): Great. Hi everyone. Let me get to where you can see the Web site, so folks should be able to see it now, and Tara, you can see it? Just making sure we're good.

Tara Rice: Yes, I can see it.

(Matt Benson): Fantastic. Okay, so here's the homepage and there are several tabs. Tara spoke about the resources tab several times so just starting by just having a quick look at that.

And it will open for us momentarily. While we're waiting for that open, I can show you a couple other things. So on the homepage, you can see to the left, there's some general information - okay, here we are.

Here we are on the resources page. So here, Tara, went over the grantee performance measures. They can also be accessed by clicking here. It basically shows everything that we're going to ask you to report on, so it just basically has the questions.

This is what about what programming - what programs you implement, settings, urbanities, partners, questions, training, dissemination and costs. A note for this first reporting period, we're not asking you to report costs to the Web site.

So, again, it just goes through the various things that you'll see on the Web site that you need to report. So that's one valuable resource. And then as Tara said also, we've got some definitions for you.

So we have some general performance measures definitions here. This will open in a second. So you could just look here if you're not sure what a particular term means. That should be helpful to you.

And then we also get into the specifics of what some specific cost measure means and also a cost measure's user guide. And the Webinars we gave over the last couple months that - there were several questions that came up, many questions about costs, and we're hoping that providing you the definitions and user guide will be of assistance to you as you determine what they mean.

Tara also mentioned the observation form, so we can take a quick look at that. And so here it deals with quality measures for observations and basically it just provide you some guidelines for the different measures about - some guidelines as to how to apply a particular score to the observation and the ratings system.

Okay. All right, and the grantee spreadsheet, we're going to get to that a little bit later. So let's return to our home page here. There we are. And so something else on this page is that, from time to time, you might need some assistance from us here at the helpdesk.

And if you do, just hover over here, contact us here, click. You'll populate to the email address to us, the subject, you know, describe what you're looking for and then please put your - the grantee name and even the grantee number would be great. Shoot that off to us and it gets into our helpdesk. So that's that.

Okay, now the measures - the information you provide at the grantee level, you get to by clicking on the grantee tab. And here there are several different

tabs you'll end up scrolling through to provide information and we'll go over them.

So - and what I've done is I created - so we're working in - can see in the Web address, the dev site, so this is not to live production site. So just for purposes of testing and showing you things, I just created a user ID and just said I was from this grantee organization.

You'll always see down here parenthetically, for the grantee organization (self as IO) which means implementing organization. That's fine. Everyone sees it. Some things overall on this page, and on some other pages, can see that there is an italicized I and the point there is it's just provide you some information that might be helpful for you as you go to make selections.

Also, on every page, you'll see this purple save button. And before you leave any page, it's just, you know, please go ahead and hit the save button. Make sure all your changes get saved. So please do that.

Some specifics about this actual page, so the grantee information page, we know what grantee organizations are aligned with which project officers. That'll be populated.

We ask you to provide a primary contact - information on a primary person to contact at the - your grantee organization, so this would be the person that we would reach out to if we had any questions about the data that was being provided, so please choose that.

I just populated that in there. You'll see these red asterisks. I'm sure you know what those mean. That's just information that's required. As far as states served, so whichever particular state, or if there's more than one state that

your organization will be implementing the programs and, you just make those choices.

They're easy to make and un-make. Just choose the ones. I'll just use Alabama and Arkansas for now. There, you just scroll down for these and you see the full listing.

The same thing for setting (serves). There's a list there. And you make choices, so I just went ahead and made these two choices here. Urbanities - you also go ahead and just make the appropriate choices so I'll stick with those.

At any point in time, you could just go ahead and click the save button, get the nice message your changes have been saved. A note for those of you on the call that were with us for the past few years, you're probably already seen a substantial difference from the original Web site, indeed.

If that's the case, you'll see that more as we go along. And I hope you like the changes. Okay, so I had gone ahead and said that my organization was going to be implementing these two program models, so let's just say your organization was implementing another program model.

So you go over, you would choose add program and you would click here and you'd see the whole list of programs. Go ahead and make the choice. Let's say you made a mistake. Just go ahead and click the X and that removes it.

But let's say that was right, put it back in. Ideal number of sessions - so you've decided I'm sure, for implementing your particular program, how many sessions it will take in an ideal world.

So let's just say you had decided that was ten. Go ahead and plug that in. Now, the choices you have made about what states you'll be working in overall as a grantee organization are seen here, the choices for settings, the choice for urbanities.

And I you just have to indicate for this particular program, what are the right choices? So let's say, for making a difference, we're implementing in both Alabama and Arkansas. Let's just say (we have all) of these applied. We're doing all of these things - urban and rural. Go ahead and hit save.

And there you go. And you see that the program was added there. Let's say you said, oh, geez, I made a mistake. Here's the icon for editing so you just go ahead and click on an icon.

It opens backup what you had, and let's say you had meant that the ideal number of sessions was eight. Just do that. Go ahead and hit save. And that saves the change.

And then, as I said, a great idea is just go ahead and hit save before you leave every particular page. Okay, so that's basic information about you. And now - for your implementing organization, and so now you provide information about your implementing organizations.

So here I did some pre-populating. My organization name, in testing, as I revealed earlier, was Choctaw and I - earlier on I had indicated that this was one of my implementing organizations.

Let's go ahead and just add another one here. Let's just say it was - this was the name. I'll just put in that email, just putting anything there. Contact

(phone). Okay, you can see the active status for the organization is set to yes initially.

Should later on that change, you could choose no, but the default is yes, okay? You can see the list of programs. You had said he would be implementing these programs as a grantee organization so now you indicate, for this particular implementer, which of the three they're implementing.

So let's go ahead and just say implementing those two, what state it's implementing in, let's say those two. Let's say both settings. Let's just say every - for this particular and implementing organization.

Go ahead and hit save. The changes are saved. And now we have the organization there. Same thing - this is the icon. If anything was not right, you just go back in and edit that.

Something else here - so view access accounts. Let's take a look at that. So here is something about our approach to access to the Web site. Members of the grantee organization, they request access directly through the Web site as many of you have already done. For members of your implementing organizations, we request that you request access for them yourselves, they wouldn't request it through the website. They request, you would request access through this mechanism where you click on Create Access Account, put in the name, put in the e-mail, something like that. Okay.

Let's just make this, so it's not going to go anywhere. Okay, you hit Save, and you can see that the person's now added is someone you've requested access for. You've got the same functionality, where you could make the person not active, which will make them no longer have access to the website And here's what happens when you actually do what I just did. You can see that the

system generated a user name for the person and the system will go ahead and send e-mail out to this address, welcoming them and providing information so that they can access the website.

So that's how you go ahead and you create access accounts, through this. All right. Next, we have partners. So not going to go through and read about all of this, you'll have plenty of time to do this and we've got the resources I pointed out. The point is, is that you just simply enter the numbers and then you hit Save.

Now, you'll notice up here for the first time we see reporting period, you know, reporting period drop-down. It happens to be populated with reporting period two, because that's the period we're in right now, it started on January 1. But for those of you who will be doing reporting for this period, you'll want to change that to reporting period one. It does that for you and I've got it populated as well. Let's see what happens here.

Let's say you, for instance, forgot to provide information there, you go to hit Save and it shows you another feature, is that where you don't provide information that you shared, and then you hit Save, you're going to get prompted to do that. Of course, it's easy to correct, just go ahead and just put whatever number in there is appropriate, go ahead and hit Save, and you're good there.

All right, moving on to training, similar, just plug in the appropriate number, hit Save, and Dissemination, so on the dissemination page we've got for, if you've got a manuscript accepted for publication during the reporting period, we've got a mechanism to add it, I already just populated one here, but it could have added a manuscript which you might not have this early in the game.

But anyway, there's just some fields to fill in, and then you will see it get displayed here. Again, there's the Edit feature. Also, Tara mentioned the slides, you report the number of times each of these approaches was used to communicate information and raise awareness, and you just provide the appropriate numbers in here.

If there's a citation, it's similar to this mechanism there, you go ahead and click this and provide that, and then Tara had a slide also where she talked about how you report how many times you presented at conferences and the like. And then you go ahead and you hit Save that, and you're good with that.

Then you move into information that, in these pages that are associated, just grantee pages, these are pages that just the grantee can see, members of your implementing organization won't be able to see those pages. Here, though, for implementing organization, information.

This is something that you as a grantee can see all of this, of course, but this is where your implementing organizations would go to provide data, and we'll know which person you request is associated with which program model and the like. Anyway, if you came to this page, down at the bottom, you know yourself is always the first populated entry, I had added, remember I already had ABC implementers populated and I added DEF. So you can choose the view you want. Do you want to see what data's been provided by DEF, you choose this. ABC, you choose this.

Let's go ahead and just do it for DEF. Okay. Shows you the implementer name there as well, and then just provides some basic information, so implementing in Alabama, and in the settings program models, so some of these, some information hasn't carried all the way through, this is part of the

refinement we're working on as we approach the 18th. But the idea is to show you the basic functionality.

So anyway, but the point is that that organization, I believe we indicated we'd be doing these programs. In any event, it'll show the programs appropriate for the implementing organization. And then it's time to, you can access the sections for that program model for that implementer by clicking here, on [View Sections](#).

Now at this point we haven't created any sections, so we just see this. So let's go ahead and do that, let's create a section. So let's say it was Kennedy High School, period four, let's say. To create it, we just go ahead and click here. And it's added. If we wanted to, if we said "Oh, jeez, that's not right," go ahead and just click on the Edit icon. It opens back up, you can make any adjustments you want, go ahead and hit Save.

We can create another one. Go ahead and add that, and there we go. So we'll start with two sections, and so now, to get into the detail, so let's say [View Sections Detail](#). Go ahead and click here.

And we're brought to this page. This is another page we're working on and we're going to get it to look nicer, but so important things about this. The program comes over. The section that we had selected just comes over, and we've got this day, Urbanicity, predominant setting, so for each section, remember that's the group of people experiencing the curriculum at the same time. You just want to make sure that these selections are correct for the particular section in mind.

So here, because we had indicated that this program all for you would be taking place for this implementer in more than one setting, here you want to

pick the predominant setting, so let's say predominantly it was high school, for instance. Okay. So enough about that for the moment. The choices come through, if you see that these aren't the right choices, then the right choice should be in the drop-down window, make the right choice.

So some information you need to provide and in a moment we'll look at that spreadsheet that we think will help you a lot. So some overall items are total reach, so the number of people in this particular section that attended at least one session, experienced one activity, typically experienced one activity means you attended a session, so that attended at least one session.

We've got average participant attendance, that's for the section. You're completing 75% or more sessions, again from the section, this is all section-based, right? Sessions planned, that comes from back in the beginning we talked about the number of sessions you thought it would ideally take to implement the program, you would put that there, and the number of sessions you actually completed would go here.

So talking about, you know, a reach, how many sessions attended, that deals with attendance. You're also over here, you need to report reach by gender. So here's the gender categories and you report it there, reach by race and ethnicity, so you've got the racial categories here, the ethnicity categories here, and you can see reach by each, and reach by grade.

And we're going to have some validation in place as well. So let's say you set the total reach number was 20, for instance. Then the sum of what you put in here should add up to 20. And we do have an unknown box too. So you really should be able to get to 20, the same thing, there should be a sum of 20 here, and sum of 20 here, and sum of 20 here.

So there's going to be some validation there. Dealing with observations, so this deals with the number of observations observed for this particular section. You enter that there, and then average observed appearance. So the spreadsheet will help us define that a little bit more. We already defined it earlier, but the spreadsheet will help. And for quality, for observation, so the session is observed, you indicate that there. And then here the quality measure, sorry, the various quality measures and you provide the average ratings for each of those.

So as I said, I think the spreadsheet will help you. So let's have a look at the spreadsheet. Okay. So it's a several-tab spreadsheet as you can see. There's a direction page, I mean we won't go through every direction now, but one of the big things to do is we have here, "Please create one spreadsheet for each program section."

So this spreadsheet is not the place where you universally put all your data. It's where you do it by section for attendance and observations, you report by section so it makes sense that this spreadsheet is by section. One overarching thing I'll say about this spreadsheet as well, you don't have to use it if you don't want to. It's totally optional, we just wanted to provide it to you as a tool that might help you. Okay.

So we've got an attendance part of the spreadsheet, so we'll take a look at this. Earlier on, Tara said that you do need to maintain individual attendance, you don't have to report that. But maintaining it, you do. And the spreadsheet allows you to do that and helps with calculations.

So some things about it, so these were just some, you know, arbitrary numbers we put as examples. Of course if you use the spreadsheet, you delete all this information before you got going. But for the columns, as you can see, we've

got it so we've got the choices there for you and you just make a choice with each column.

So there's gender choices, and then we have race and ethnicity choices, same thing with aid, same thing with grade, skip the grade for a minute and even for sessions here, this is where one here, indicate where the one if the participant attended and then zero if the participant did not attend. So there you go, you've got your choices of zero, one there.

These columns are for the particular sessions. So I've got five sessions here, but that may not be the right number for you. So you just go ahead and you just, you add the next session, you just go ahead and you type it out, whatever works for you, but put a number in there, put a name in there, whatever works. You know, just keep adding as many sessions as it works for you, as you go along.

Now. I spoke to what's in gray. So in gray, we've got some formulas, you can't click on this, as I'm trying to do here, because it's just, you know, wouldn't make sense to allow accidentally the formulas to be adjusted or accidentally deleted and the like. But you can see what they do.

So we have for this participant, the participant ended four out of five sessions, 80%, four out of five, 80%, and we've got the 100% here. That really should work, so if we had a session six and we've put a zero in there, you see how the percentage drops down to 83. We'll just go ahead and put a zero here, and a zero here.

As we're down to 60%. So that's how, and I'll just assume it was five sessions. So there we go with that, that helps, we'll revisit in just a second. Some overall things about the observation spreadsheet. So the observation

spreadsheet, we've got a column for the observation date, a column for the name, you don't have to put the names in if you don't want. Numbers, whatever works for you. These columns are the quality measures and they're on a scale of 1 through 5 so for each particular observation, you'd go ahead and you'd make a selection about, one is poor, up to five is excellent.

And then for adherence, so you put in the number of activities planned for that particular session, and then you put the number of activities completed for the session, and then the calculation is done automatically for you. So that can help you there.

And then we go to the Selected Calculated Measures tab. And that takes information that you entered on the previous tabs, and again you can't click on any of these places where there's text, because it's just formula based. And it tells you some overall numbers that can be of assistance to you.

So if we go back to the website, we have to provide data so you can see there's nice matching here. We'll just look, there's total reach, average attendance, participant attendance, youth completing 75% or more of sessions. A ha, total reach average attendance, 75% or more of sessions.

So it does the work for you. Underneath that, it's going to ask for quality stuff. Here's the average of all the quality things, and here you go. You could just provide that information right there. Then when it gets a little bit more complicated perhaps, reach, save by gender and things. So this is where you go back to your Attendance tab. And you can see we've got like a little filter feature here, so let's say we're interested in gender numbers. Go ahead and click on that.

It shows you all the, it represents all the different items you've got already in that column. If you're say interested in just females, go ahead and click Females. Hit Okay and then it just shows you the females and then it also shows you like two, if you go down here, if you like as well. Now it's really easy just to send it with just the four entries that I've got here, but let's say you had 30 entries or so. This filter feature could be easy for you to use.

So for females, we just go ahead and populate a two in there, and work like that to get out of the filter, just click on it again. You see how it looks different than the others, there's a filter then. Click there, Clear Filter and you just proceed doing that same thing. So for race and ethnicity, get rid of the Select All, choose the one that's of interest to you.

So let's see, White, Non-Hispanic Latino. Hit Okay and you can visually see it, it also tells you there, and you can populate that in. So you can do the same thing for age and grade and the like, and we think that will be of great help to you.

So that's basically how the spreadsheet works. And then let's see, if we move forward a little bit. Now we did that, and then for particular assistance, you already saw on the home page we referenced this, the website for you to, not the website, the e-mail address, just click on this and you'll do your e-mail. And then just some particular notes, so implementing organizations that consult grantees for questions about program implementation, and grantees should consult their project officers for questions about proxy measures and program implementation.

We're here to help you get your data into the system, provide some guidance on that. And we will be providing also communication in the days to come. Our office hours, we will have a period of time where we'll just be here ready

to, you know, have conversations with you and the like to answer any questions that you have. So Tara that's what I have for that section.

Tara Rice: Thanks.

(Matt Benson): Sure.

Tara Rice: Thank you, (Matt). So looking now at the Q and A box, looks like there is a couple of other questions that have come up. One from (Jennifer), "Is the section form filled out for each individual section? If that is right, it looks like right now, the observation reporting questions are required. How will we handle entering data for sections where there was no observation?"

(Matt Benson): Okay. So there's no observations. So maybe, I was under the impression, Tara, that there would be, each section should have at least one observation.

Tara Rice: So I'm going to answer this and say that it may even depend on the program model. I think that most of the time that there should be at least one observation, but some of the program models that are really short, for example I'm thinking about some of the clinic-based programs, where there might not, you know, I'm thinking about something like 17 days where there's only like a single meeting, things like that.

You might not do every, you might not observe every single session. And still get to your 10% overall, or 10% of all of the 17 days, groups that meet over the course of a reporting period. So in that instance, (Matt), it seems to me that they would need to just enter in a zero, if that was the case that they weren't observing anything for that particular section.

(Matt Benson): Yeah.

Tara Rice: I will say and just reiterate what (Matt) said at that, most of the time, most of your programs are long enough where you probably will have at least one observation for each section. But we do recognize that with some of the shorter-term programs, you might not be observing once for every single group, because the program is so short, and what you need to do is make sure that you're getting the 10% overall.

So for a one-dose program you might you know, 10% of all of those sessions might mean that you're not observing every single meeting that happens.

(Matt Benson): Okay.

Tara Rice: Okay, and then (Sally) has a question. "Could we see your formulas for the observation form and fidelity calculation. If we don't use the spreadsheet, we'll want to be sure we're calculating the same way."

(Matt Benson): Well, I'm not sure you can, I mean, we certainly can provide if we haven't provided already, we can provide what each metric is designed to measure. The tricky thing with the formulas is that they really are based on kind of the logistics of the spreadsheet. So we've got things in there, so if you put through like, you know, hundred sessions to the right, or if there's two sessions or seven sessions, it's a one size fit all thing.

So our particular formulas may not really be just right for the way you are tracking things, but we certainly can convey precisely what each metric means.

Tara Rice: Okay. Thank you, (Matt).

(Matt Benson): Sure.

Tara Rice: Operator, at this time can we open the lines up for questions?

Coordinator: Thank you. At this time if we have anyone wishing to ask a question or make a comment, please press star followed by 1 on the keypad of your telephone, and please be sure the telephone is unmuted and clearly record your name at the prompt so your question may be introduced.

Once again, if you're wishing to ask a question or make a comment, please press star followed by a 1 on the keypad of your phone. One moment please for the first question. And our first question comes from (Sally Brown).

(Sally Brown): Hi there. For our one that we're doing with PPG NHI, it's possible that there could be many different evidence-based programs that are selected by their implementing partners. Does OAH have a proved set of fidelity forms for each evidence-based practice, or do we need to create those for each?

Tara Rice: Yeah, so in terms of your fidelity forms, for several of these program models, the developer has fidelity monitoring forms or tools available. So you're certainly welcome to use those, and if you don't have those, then you would need to create, if they don't exist then you would need to create them. In terms of does OAH has specific fidelity monitoring forms for each program model, no we do not, so like I said, several of these models do have fidelity modeling forms.

(Sally Brown): Thank you.

Coordinator: Thank you, and at this time I'm showing no further questions.

Tara Rice: I see a couple of questions that have popped up from the Q and A box. So (Julie) asked a question, “If we are still in the process of selecting programs with our implementing partners, what should we enter?”

Okay, so I would expect that for many of you in Tier 1A that you’re still selecting program models. So if you’re still selecting program models, you’re not going to report data for those implementing partners at this time. Once your implementing partners have selected an evidence-based program or evidence-based programs that they are going to implement and they are actually starting to pilot and/or implement that program, then that is when you would start reporting their section data, and their evidence-based program model selection.

Okay, and then I see a question from (Tom). “Regarding your response to (Sally), does this mean that if sessions are added, they are already accounted for in the formulas that you have created?” Okay, so earlier (Sally)’s question was about the formulas in the observation form. So...

(Matt Benson): Yes, so I hope this answers the question, yeah, the, however many sessions that you have here, the formula knows how many there were. So you know, for instance, here for average adherence or session fidelity, we can see you’ve got 90 and 87.5 there, so it’s got the 88.8 there.

But let’s say hypothetically, which could be the case for a lot of you, that for a given session you only have one observation. You see how that disappears and then you’ve got 90 and that’s also going to appear changed to 90 down here. So the formulas do know how many sessions are present as well.

Tara Rice: Right, okay, let me see. Okay, so I see another question from (Joy). “For site observations,” can’t read the rest of it, “are we supposed to observe

implementation partners per section or per implementation partner, that is, 10% of each section or 10% of sessions offered for each partner.”

So this is a good question, our guidance is 10% of all sessions. For Tier 1As, and I would really say that since your capacity-building grantees and the whole objective of your grant is to provide capacity-building assistance to your implementing partners, who are picked because they're in, they are new to providing evidence-based programming, that optimally it would be 10% for each partner.

You would want to spread your 10% out across your partners, because you know for Tier 1 and for Tier 1As in particular, you know, the goal of doing these observations is to provide continuous quality improvement to your sites, and in particular for your case that is to your sub-awardees that you're providing capacity-building assistance to.

Okay. And so then, next question from (Esmerelda). “For the example you just gave about observing for a program of just 17 days, if we enter zero for quality, how will you know that that is not a score of zero but rather that the observation was not done?”

(Matt Benson): Okay, so I can answer that. So that's a very, very good point. I would say, you know, I'm making notes of course about these good questions. So we go back to the web site here, so we really would not want you to put zero for, I mean it's okay if you didn't, here is an overall question about sessions.

So if you didn't observe any sessions, I mean a zero was perfectly appropriate, and it would also, probably if you didn't do it for fidelity, you didn't do it for quality, and I think what happens in reality is that the data that you supply, you'll get a warning message if you don't supply what's an asterisk, but what

you do supply we'll save, so that I do think when it comes to average rating across sessions, if you indicate, if you didn't have any sessions I think it's okay to go ahead and put zeroes there, because we won't do a calculation when there's already, you know, zero sessions.

But it wouldn't be the worst thing in the world if you didn't provide anything there and you hit Save and you'll get warnings messages, but what you do provide will save. Okay.

So I already got all that, questions. So I can check that one, I guess. Did we see this one already? Yeah. Right. How about this one?

Tara Rice: No we haven't answered that one yet.

(Matt Benson): Okay.

Tara Rice: There's a question from (Lynne). And (Lynne) asks, "Are one to one interventions or one-time interventions such as 17 days or families talking together, counted as a section for each single session," okay.

"Will the quality measure observation be affected by entering zero on 90% of sessions?" Okay, so the answer is that yes, for one on one interventions, such as most of our clinic-based interventions, in the past we have found it easiest for grantees to count the section for each individual. And so that is the way that we would recommend that you handle that. Each individual for the one on one intervention is a section.

And the second question about will quality or observation be effective by entering zero on the majority of the sessions, I believe that (Matt) just answered that. So, no, it would not be.

(Matt Benson): Want to make sure we don't skip, so we did this one, right? Yeah, we already got this one, right, yep. Okay. So (Sally)...

Tara Rice: "When determining how many activities are completed, does that include completed as written or completed with changes?"

So when you determine how many activities are completed for us, that's how many activities are completed. So it's how many where you plan to do and how many you actually did. So for this, for the purposes of what we're asking you to report to us, we're not really tracking whether, you know, whether what you did was an adaptation or not. We're tracking planned and completed activity.

Now there are, of course, other places where you should be tracking your adaptations. And of course, talking to your project officer about what adaptations you're proposing. And get approval for those adaptations through that separate mechanism that we discussed at the Tier 1 orientation meeting in advance of your implementations. But what we're actually asking you to track and report to us for the purposes of performance measures is how many activities you plan to do, and how many activities you completed out of what you plan to do.

Okay, next question. "How do we observe a one on one intervention? Is the expectation for someone to be in the room with the, that would be participant and the clinician?" Okay, so different grantees have handled this in different ways in the past, in terms of how to observe a one on one intervention.

If you can have somebody in the room, then that's ideal. But you know, certainly if you can't do that, there are other ways that you could do

observations. Some grantees have the two-way mirrors, and do observations that way. Some grantees have videotaped sessions, gotten permission to videotape the sessions and do the observations that way.

So there are other ways that you can do an observation. So we do ask that you explore the possibility of doing an intervention, of doing an observation in one of those alternative ways first. And if none of those ways are going to be feasible, then talk to your project officer about what you could do instead to get at the fidelity and the quality, because there's the expectation that we're going to be tracking fidelity and quality for all of the TTP funding grantees.

Okay. Do not see any other questions in the Q and A box. (Emily), do we have any other questions on the line?

Coordinator: At this time, I'm showing no questions.

Tara Rice: Okay. Well, I'd like to thank everybody for participating on this webinar. And if you have any additional questions, please note the help desk e-mail that was mentioned above and that RTI will be holding some office hours next week to take specific questions. You can also e-mail me if you have questions about the way any of the measures are worded. My e-mail address is tara.rice@hhs.gov, or you can ask your project officer to link me to you. And they will be happy to do so.

Thank you so much for participating and have a great rest of your day. Thank you.

Coordinator: This does conclude today's conference. Thank you so much for joining. You may disconnect at this time.

END