Webinar: PREP Performance Measures Reporting System
January 16, 2013

DR. SUSAN ZIEF: Thank you everyone for joining us today in this webinar on the PREP Performance Measures Reporting System, a live demonstration of the reporting system for state PREP grantees.

I'd like to turn things over to Dr. Marc Clark who is the Director of the Division for Teen Pregnancy Prevention Programs at the Administration for Children, Youth and Families in the Family and Youth Services Bureau. Marc.

DR. MARC CLARK: Good afternoon everyone. I just would like to offer a brief welcome, and of course wish everyone a Happy New Year, to not only our attendees, but also staff and colleagues who have joined us.

As you're aware, the Performance Measurement has been anticipated for quite some time and this system, while it's complex, I'm sure we'll all be able to master it by paying close attention to this live demonstration that's been prepared.

Performance Measurement is at the heart of what will ultimately be reported to key funding decision-makers, senior leadership within not only the Bureau, but within Health and Human Services as well as Congressional committees with an interest in the performance results as we've conceptualized personal responsibility education programs.

It's worth noting that PREP has generated a great deal of attention, not least due to the fact that it's part of the Affordable Care Act, but also the overwhelming success that pregnancy prevention has garnered in the last 10 to 15 years. It's in part attributable to effective programming and the actions of so many state and private actors and I hope you're pleased to be part of that overall effort.

So again, welcome to the Performance Measures Reporting System web-based demonstration and we'll look forward to addressing your inquiries toward the end of the overall presentation. Without further ado, I'll hand it back to Dr. Zief.

DR. SUSAN ZIEF: Thank you. I am Susan Zief from Mathematica Policy Research. I'm the Deputy Director for the PREP Evaluation. I really want to thank RTI, the TA and technical support provider for PREP grantees, for hosting today's webinar and for their meticulous development of the online reporting system the grantees will use to submit the PREP performance measures.

So in the set of slides that were sent to you prior to this webinar, a suggested citation for this webinar was included. It also includes the names of today's presenters, primarily Eric Peele of RTI and Mindy Scott of Child Trends.

Like I said, Eric Peele will be doing RTI's component of the presentation today. He'll be describing the online system and giving a live demonstration, and Mindy Scott from Child Trends will provide an overview of the performance measures that will be submitted once OMB approval is acquired.

So today's webinar, the purpose of today's webinar is, as Dr. Clark described, to facilitate grantees', state PREP grantees', use of the web-based system. So the webinar will include several components.

The first is a background on the performance measures or a summary of the performance measures the grantees will submit once OMB approval is acquired. We, Mathematica and Child Trends, have presented on these measures to grantees before and our objective today is to summarize and revisit these measures for you.

Then we will turn things over to Eric Peele of RTI who will also describe the terminology of the system. He will describe procedures for accessing credentials and requesting help in the system and then he will give a live demonstration of data entry.

So as a result of this webinar, state PREP grantees will be able to better understand and be reacquainted with the performance measures, among the larger set, that will be the first to be reported in winter of 2013 and Mindy Scott will provide this overview. And then you'll be able to understand how to access the system, how to find help using the online user's guide, how to enter and save data into the system, how to determine from whom to request help given that RTI and Mathematica are collaborating on this effort, and then to recognize and know what to do about error messages that the system may provide to you.

After this brief introduction that I'm providing, I'm going to turn things over to Mindy Scott who will have the microphone for about 15 to 20 minutes. Following her presentation, we will stop for a brief question and answer period on the measures themselves.

Following that, we will turn things over to Eric Peele of RTI. And after Eric completes his live demonstration, he will also open up the lines for questions and answers on the system that he has demonstrated.

My understanding is that your phone lines will be mute during the presentations, but during the Q&A, the webinar producer will unmute your lines and then mute then again before the next presenter begins. You may also type questions into the system using the feature for that that's showing on your screen.

So, without further ado, I'll turn things over to Mindy Scott from Child Trends. Mindy.

MS. MINDY SCOTT: Yes, thank you Susan. I'm going to start by providing some background information on the performance measures that will be entered into the reporting system. The state PREP performance measures are designed to collect information about two broad topics -- program structure and program delivery.

Program structure relates to information about the characteristics and number of youth served as well as the features and structures of grantees, subawardees and programs including, for example, how grant funds are being used, the program model selected and the ways in which grantees and subawardees support program implementation.

Program delivery refers to the extent to which the intended program dosage was delivered, program reach, youth attendance and retention, youth perceptions of program effectiveness and their experiences in the programs and challenges experience implementing the program.

Today, we'll be focusing on the set of performance measures that relate to the features and structure of grantees, subawardees and programs and one aspect of program delivery, that perception of implementation challenges.

Now before we review the specific types of measures that will be reported this winter and their uses, I just wanted to review the multiple levels of performance measures data. All performance measures data flows upward to ACF and each grantee will report data. These data will be based on information directly from the grantee level, but also from subawardees, from program models and from program participants.

Now reporting for winter of 2013 will consist of data from the grantee, subawardee, and program model levels. I'll spend the rest of my time talking about each of these levels in more detail, and we'll also discuss a couple of different options for who enters data from each of these levels into the reporting system.

Let's review the specific reporting requirements for the first reporting period which will occur this winter on a date still to be determined. As I mentioned, the winter 2013 performance measures data will originate from three different levels.

At the grantee level, you will provide data on structure, cost, and support for programs. At the subawardee level, you will also report data on structure costs and support for programs as well as data on implementation challenges and needs for technical assistance. At the program level, you will report data on the different types of program models implemented by each subawardee. We'll take a look at some of the specific performance measures later during the live demonstration of the reporting system.

I'm just going to provide a quick overview of the types of performance measures that are being reported at each of these levels with a brief summary of the importance of each measure. We'll begin with information that will be reported at the grantee level. This information will focus on the structure, cost and support necessary for PREP program implementation.

In particular, we are interested in collecting data in three specific areas; PREP funding, grantee staffing, and training technical assistance and monitoring. ACF will use these data to understand where and how funding was used for PREP programming, to understand the amount of staffing necessary to administer PREP programming, and to understand the mix of activities undertaken across grantees.

Next we'll review the performance measures at the subawardee level. At this level we will be collecting data on the structure, cost and support for program implementation in two key areas: PREP funding and PREP facilitators. We will also be collecting information on PREP program implementation challenges and needs for technical assistance at the subawardee level.

Now it's important to know that if a subawardee did not provide programming to youth during the October 2011 through the September 2012 grant period, which is the timeframe that the performance measures that are being reported in winter 2013 covers, only limited information will be collected about that subawardee and its programs. Grantees or their subawardees will not be required to provide data on all measures in these instances. And later we'll review the reporting requirements for all subawardees regardless of whether or not they served you during the last federal grant year versus what is required for subawardees who did provide programming to youth during that time.

These data at the subawardee level will be used for a number of reasons. First, they will help us understand the various funding sources used to deliver PREP programs.

Second, the data will help us understand how many of the subawardees were new during each federal grant year. This information will also be used to understand the total number of facilitators used to deliver PREP programming for each subawardee as well as to gain an understanding of which facilitators were trained and observed. Information about program implementation challenges and need for technical assistance will be used to understand the most common challenges across subawardees as well as areas of greatest need for technical assistance.

The third and last level of data that will be reported is at the program model level. You be asked to provide information about the structure of each program model being implemented by each subawardeee.

For example, if a subawardee is implementing Reducing the Risk and Making Proud Choices, you will report on each of these program models.

The measures being reported at the program level include information about the intended number of program delivery hours, the different types of populations targeted by each program model, and the adult preparation topics that are included in each program model.

These data will be used to understand the intended dosage of each program model and to understand the primary groups of youth being targeted by each program and the adult preparation topics that are being covered by each program model.

Before we move onto the demonstration of the reporting system, we wanted to first review the overall plan for collecting and reporting all state PREP performance measures data. This table on this slide shows what will be reported this winter and then what will be newly reported starting in the fall of 2013 and every fall after that. It also presents a period for data collection of each of the measures and any special considerations, and in particular regarding OMB approval.

As we just discussed, in winter of 2013, grantees will report two primary areas that will be used to describe measures of structure, cost, and support for program implementation. Specifically they will report information on the features and structures of the grantees, subawardess and programs as well as staff perceptions of implementation challenges. These data will correspond to a federal grant year which is October of one year to September of the next year.

So as an example, a measure on how funds are being used pertain to the use of grant funds between October 2011 and September 2012. The date for the reporting of these measures has not yet been established, as we mentioned, and will be dependent on OMB approval.

In fall 2013, grantees will again report data on structure costs and support for program implementation which will be the same measures reported in this winter 2013, but revised or updated for the corresponding federal grant year.

Grantees will also report new measures from the participant entry and exit surveys starting in fall 2013 and these measures include measures of participant characteristics and youth perception of program effectiveness and experiences. Grantees will also report data on program attendance, reach, and dosage at this time.

Data collection for measures from the participant entry and exit surveys and measures on program attendance, reach, and dosage will be organized around a PREP participation year. This period starts on August 1st of one year through July 31st of the next year and follows cohorts that begin and/or end during this period.

As an example, we will collect data from all entry surveys completed during a program participation year and all exit surveys completed during a PREP program participation year even if those surveys are not from completed cohorts. In contrast, data on attendance, reach, and dosage will be collected only for cohorts that complete a PREP program during a specific participation year.

Regardless of these guidelines, which we will review again in the future, none of this data collection can begin until OMB provides approval of the performance measures package.

Now I would like to pause and we're going to respond to some questions from the material you've just heard before we move on to the live demonstration of the reporting system.

VOICE: All guests have been unmuted.

DR. SUSAN ZIEF: Okay. I don't believe we've received any questions online. Eric, is that something you can confirm?

JOHN: So far, we haven't had any. This is John, the virtual host.

DR. SUSAN ZIEF: Okay. Thank you, John, the virtual host. So, the lines are open. If anyone on the line has any questions. It sounds like we have some background music to join us from someone who may be unmuted, but if anyone has any questions, please feel free to ask.

Okay, John, how about if I propose that we mute the lines unless someone has a question they'd like to pose at this moment. So why don't we mute the lines and Eric can go through his live demonstration.

VOICE: All guests have been muted.

MR. ERIC PEELE: Good afternoon, everyone. I'm Eric Peele with RTI. Thanks a lot, Susan, John. I'm just going to share my screen so that we can start the live portion of the demonstration. Hopefully everyone's able to see the screen at this point.

To start off with, what we've done is we tried to develop a system that closely tracks all the performance measure information that Mathematica and Mindy from Child Trends just laid out for us.

The system itself is hosted on the current Community Practice website. So for those of you who have signed up for the Community Practice website, you would use your current login and at the appropriate time grant permissions to your login to access that. The website is prep.rti.org. If you haven't signed up for the Community Practice website, that's okay. When the time comes, we will actually create an account for you and send your credentials to you.

I'm going to sign in under a grantee that I've created ... it's Nevada ... and walk through the process of showing you how data has been entered into the system, how you would add new data, edit existing data, show how you would get assistance when you run into some areas that you may not understand what the terminology is about.

If you're a grantee, essentially when we first credential you, we're going to credential the primary contacts for each grantee. However, you may find that other members of your organization need to have an account as well. The way you would request additional accounts is through a form that we've provided online.

Once you login, there's a menu item to the left that's called "request user accounts." You would come to this page here, just provide us a name and an email address. If, as a member of your grantee organization, you would just indicate "no" and submit it for process and we'll set an account up for you.

I'm going to show you what it looks like when we set up the subawardee account momentarily. If you recall, Mindy indicated that the grantee data that would be collected included total PREP funds, a fund allocated towards subawardees, and a number of these items and these will be collected according to federal grant years. Right now we have this dropdown which allows you to select the reporting period. There's only one reporting period currently. But as time progresses, this will be loaded up with various reporting periods, and you'll be able to take a look back at previous reporting periods for which you've entered data.

It will always default to the current reporting period so that when you first logon and start to enter data, you're entering data for the right period. But you can look back, once we start loading up and moving forward, at additional reporting periods.

As you see here, each of these textboxes will auto-format for you. All you will need to do is just type in the number. You don't have to type in the dollar signs or apostrophes or commas or anything like that, it auto-formats for you.

Here we're collecting the total PREP funds available in the federal grant year. You'll notice that, for some of these, we've included a little blue information icon. These are next to some of the information items that you may have additional questions on.

If you hover over them, a little popup will appear that gives you additional detail about that particular item. It expounds upon what they're looking for in terms of that particular performance measure and it will stay up. And if you want to close it, you just click the X in the upper right hand corner of that tool tip.

Now if there's something here that, for instance, funding retained for administrative purposes doesn't have a little blue icon next to it. But if you have some question about it, we do have definitions for every single input here. You would simply click on the definitions menu item in the left hand menu of the page and you will find it in this list here, “funding retained for administrative purposes at the grantee level.”

So there are definitions for every data input, but we’ve simply made it a little easier for you by including the ones that are most prominent through these tool tips.

Additionally on this page, we do have a user guide for this system available to you in PDF if you want to download it and review it offline or at your leisure, but at the same time, we have one that is online and interactive. You would access that by clicking on the help menu item, and it opens up a new window with an interactive user guide in which you can search or scroll through an index to the topic area of your choice.

As you go through this, there are certain areas where we’ve included validation to help you. For instance, we have a note here that says, “The following amounts may sum to less than or equal to the total PREP funds available entered above, but may not sum to more than that amount.”

I’ve pre-entered some values here which sum to less than $300,000. If I were to change this, for instance, to something that was more and try to save this value, you will see that my validation message comes up at the top of the screen with a similar message that tells me the data hasn’t been saved.

I’m just going to correct that information. And when I’ve completed it, I just click save. And it will confirm that my data has been saved and indicate that I can move to the subawardee data page by clicking a link in the menu at the left hand side.

Before I do that, I’m going to show you the grantee staffing. This section allows you to collect the number of grantee staff administering PREP. In this field, we collect whole numbers, however in the total grantee staff FTE’s, you are allowed to enter fractional numbers; 4.5, 4.7. Well, I shouldn’t say that. It needs to be less than the number of grantee staff, so it would be something like 3.5.

Training and quality monitoring are collected via yes or no responses. So, as a grantee, once you’ve entered this high level data, you click save and then you can proceed onto the subawardee data.

Now here you may have multiple subawardees. This screen allows you to see what subawardees have been added already and if you’d like, you can edit the information for a particular subawardee or you can add a new subawardee.

For ones that you already have in the system, to edit, you would simply click the pencil icon. If you want to see what program models that particular subawardee has entered, you can click on this little green puzzle icon, and if you want to remove this subawardee, you click on the X icon to remove them from the system.

What I'm going to do first is I'm going to click "add subawardee," and this will open up a new screen for me to enter a new subawardee, "Southern Nevada." This is all fictional data. It actually is not Nevada's data. So I should clarify that. This is all fictional data. Southern Nevada Health Centers, let's say. And as a grantee, you probably know what the subawardee annual award amount is. You may not know what the non-PREP funding is. So you have the option of leaving that blank.

Is the subawardee new for the reporting period? I'm going to click yes. If they did not serve youth during that federal grant year, then essentially you're done with all the information you need to collect for that particular subawardee, and you can click save and finish.

However, if they did serve youth, then you'll notice that by clicking yes, a new button appears and it allows you to move to the next screen. However, you may, as a grantee, want to stop at this point and allow your subawardee to enter the information for those additional data elements.

So what you could do as a grantee, you could save and finish. And you'll see that it's added to the list here a message saying that your data was saved. And we can see the award amount here. But how is your subawardee going to actually come in and enter this information?

Well, we go back to this menu item on the left where we say request user accounts. John Smith. I'm just going to enter my email address. And I'm going to say that this person is a subawardee. And when I say that they are a subawardee, a list of subawardees that I've entered appears here, including the new one that I've just entered.

And if I submit that for user processing, then it will send off a message to us here at RTI. We'll set up that account and get it assigned to the appropriate subawardee. And when they log in, I'm going to show you what that looks like. So if you'll permit me a moment to log in with a different account.

This is one that I set up earlier. It's not for the same one that I just created, but it was for the second subawardee on the list, Los Vegas County Schools.

As a subawardee account, you'll notice it's a slightly different look. I no longer see the grantee button up here. So subawardees cannot see the grantee data. Additionally, the list of subawardees is restricted to only my organization.

So since I've been assigned to Las Vegas County Schools, then Las Vegas County Schools is the only organization I can see in this list. As a subawardee, I'm not allowed to add additional subawardees. I'm not allowed to delete myself. So, that function has been removed. The only things that I'm allowed to do are to edit and to navigate to my program models where I can add and edit additional information there as well.

Let's go in and look at this subawardee information. Under the subawardee information, you can see here's where we're collecting the information about the number of program facilitators for the subawardee and the number of program facilitators who were trained to deliver the program.

We try to get a little more information about the number of PREP program facilitators observe once, exactly twice, or more than twice and as a little validation here, the following counts shouldn't sum to more than the total number of PREP program facilitators. So if we were to change this, then the validation message like we saw earlier would appear and notify you to that fact.

Implementation changes and needs for technical assistance, these items are recorded via radio button. If you happen to skip one or miss one and try to save or move to the next screen, currently the way we have it set up is you'll have a little red text message that says "required" next to the item. So if I accidentally missed recruiting youth because there are a lot of radio buttons here, the required label would show up next to the item that needed to be answered.

So again, as a grantee, if you want your subawardee to come in, they can come through and do all this so that you don't have to.

I'm going to move onto the next screen. Here is where the subawardees would enter information about their program models. It's a very similar format to what we saw in the earlier screen in that we have a list where they can enter multiple program models that they may be implementing. Here we have two.

At this level, they can delete a program model. If this is data that they're responsible for, then certainly they can add and delete these program models as necessary.

When they move into the section to add a program model, they're required to select the core curriculum that's being administered, enter the number of intended program delivery hours for the program, and then provide information for the following youth groups that are targeted by the program and then additionally indicate which of the adult preparation subjects are covered by the program.

So you see the data entry is a very straightforward, very easy process. We intend for it to be easy. There are certain areas where you're allowed to repeat through a process and enter multiple program models, but the data should be very straightforward. Here, just clicking on this green icon, just to demonstrate how that works, that takes us back to the program models page that we were just on.

Obviously, the subawardee has access to the same definitions, access to the user guide, and then also access to the "contact us." The contact us is for you to be able to contact us if you run into any problems. If you have any technical issues with entering data on the site, and if something is not behaving as it should or if you have problems with your account or deleted data that you didn't intend to delete, we have some backup systems in place.

You can certainly reach out to me. I'm Eric Peele. I'm responsible for any of the technical support of this site. If you have a substantive question about performance measures in general, then you can reach out to Mathematica and their contact information is here.

I think that that's all I have for you with regard to the data entry system. As I indicated, it's pretty straightforward, at least during this first round. We want to be responsive to you. As you're going through it, as you use the system, if you have any feedback on it, any ideas to improve it, any areas that you feel are a little cumbersome or difficult to understand, we want to hear back from you so that we can be responsive to what your needs are. So, we welcome that kind of feedback from you and will work as diligently as possible to be responsive to whatever issues arise.

With that, I'm going to pause and ask John to open up these lines so that if there are any questions, we can respond.

DR. SUSAN ZIEF: Thank you, Eric. And if you're able to put up the final slide from the deck that also has a larger version of the contact information, that would be terrific. While we're waiting for those online questions, I believe those lines are open. So feel free to ask a question.

MS. SUZANNA DOOLEY: This is Suzanna Dooley in Oklahoma. In looking at the screens and the access, there will be a way to actually print these off and fill them out. We actually are in an agency that we would need to route information through certain places to get approval to be able to put it out there and submit it. I can't imagine that other states would not be the same in that respect. We would not be able to just go out there and put things in and then submit it. It would have to be routed through for approval.

DR. SUSAN ZIEF: Eric, can grantees print screens after entering data and before it is formally submitted?

MR. ERIC PEELE: Yes, but additionally one thing that we don't currently have on the site is we do want to prepare a document so that you have the ability to collect all this information ahead of time if you want. So that you don't have to come to the site necessarily and go through it and find that you don't have all the information.

So, we are going to put together a document that you can use and download which has all of the questions that are being asked for and you can fill that out. And that could be shared with whoever you need to share it with prior to entering it into the data entry system. So that will be an option as well.

DR. SUSAN ZIEF: I hear one participant on the line.

FEMALE: There were some worksheets that were sent out and there was also a webinar on them a few months ago. Is this the same thing only this is now just how to report it?

DR. SUSAN ZIEF: That's correct. If you're speaking about the joint webinars that Mathematica and Child Trends conducted several months ago, there were three of them. This is how the information that we described in the first webinar, which is the first set of measures that will be due to ACF. This is how those measures will be reported.

Going back to Mindy Scott's introductory slide in this webinar, there are two main domains of the PREP Performance Measures System and multiple measures within each domain. This first set of reporting covers a more limited number of measures than will be collected in the future. So this reporting deals with just those measures. In the future, we'll be rolling out another component to this system which will allow us to capture the additional measures that will be reported for the first time in fall 2013. I hope that answers your question.

MR. DERRICK BUTLER: Susan, this is Derrick Butler, Social Science Policy Specialist here at ACYF. The reason why we broke up the webinars in the manner that we did was to make sure that it was digestible. There's a lot of information. There's a lot of different guidance going back and forth. So we wanted to make sure that grantees weren't overwhelmed by the amount of information that we put out. So we wanted to make sure that it was really chopped up in a way that would be conducive to you being able to digest it and make sure that it is helpful. Are there questions?

JESSICA: This is Jessica from Oregon. I'm wondering if this is currently up on the community of practice websites.

MR. ERIC PEELE: No, we haven't turned it live. Well, let me rephrase that. We do have it posted live, but we haven't granted anyone access to it yet until OMB clears it.

JESSICA: Okay. That makes sense. Once we do have access to it, am I understanding correctly that we can we put data in it at any time? For example, our amount to subawardees is a fixed amount. It's the same every year. So even though I don't have the other data, I can go ahead and populate what I do have?

MR. ERIC PEELE: Sure. And actually, you prompted me to think of another thing that I meant to say. Whenever you enter information into the system, it's automatically saved. Everything is saved real-time as you move between the screens, it's saved. So there's nothing you have to do, at least at this point, to prompt the system to save your data in addition to just moving through the screens.

DR. SUSAN ZIEF: John, did you want to read one of the questions that came in through the online system?

JOHN: Sure. The first one is from Theresa. And she's asking is this data what we have to submit with our semi-annual report at the end of April?

DR. SUSAN ZIEF: Derrick or Marc, do you want to take that question of how the performance measures are separate from other grant reports?

MR. DERRICK BUTLER: Sure, I'll field that. Marc, please chime in and correct me if I get anything misconstrued. But I believe this particular performance measurement data is separate from what I believe the program guide calls the PPR. The PPR report happens in April. I believe it happens twice a year and that data is separate. It contains some similar things, but the performance measurement data and PPR data is definitely separate. So you'd still be reporting that data in April. Marc, is that pretty much the gist of it?

DR. MARC CLARK: Yes, I think it captures it well.

JOHN: Jane Power is asking can you offer any guidance on conducting observations?

DR. SUSAN ZIEF: Let me just clarify; and, Mindy, please jump in and add to what I'm about to say. But let me just clarify what the measure is regarding observations. The measure itself is asking for, first of all, whether or not the grantee and/or the grantee's designee, which could be an evaluator or some other key program partner, is conducting monitoring or monitoring quality or monitoring the fidelity of the program. And that's just simply a "yes" or "no" answer.

The other question of performance measures that gets at this is if the subawardee did serve youth during the reporting period. The number of PREP program facilitators that were observed once, the number that were observed twice, and the number that were observed more than twice.

To clarify, there is no expectation regarding who is doing this observation. It could be the subawardees themselves or the subawardee's program partner conducting the observation. It could be the State or their designee. So there is no expectation regarding who is conducting the observation. Nor is there expectation regarding the focus of the observation. It is just an indication of the number of PREP program facilitators who have been observed providing the PREP programing.

I wanted to just clarify that that's the intent or the approach we want grantees to take in responding to those questions.

Other than that, we have no guidance through the performance measures at this point regarding what grantees should be doing with regards to observations.

I'd like to bring in Marc and Derrick at FYSB this point and ask if FYSB has created any guidance regarding how grantees approach conducting any observations or monitoring for quality or fidelity.

MR. DERRICK BUTLER: At this time, we have not given any guidance in terms of observations beyond what you have already outlined. Maybe at some time in the future, we may have something in terms of best practices or something of that nature. But as of right now, we haven't given any other guidance.

DR. MARC CLARK: I certainly concur. I would think that down the road, if there's a need for technical assistance or greater support to help grantees and others with regard to having quality observations and good qualitative data reported, we certainly wouldn't be adverse to making that available in the form of either TA requested, maybe online training, or even a tip sheet.

MALE: In Wisconsin, we have three levels, the state with the main grantee. We have one major subcontractor who is overseeing the project with six different subawardees below them. So we're trying to figure out how would we do this recording here with this particular process because of the three levels?

DR. SUSAN ZIEF: Well, this is Susan. How about if I start? And then Eric and Mindy. And my colleagues Dan and Tom here at Mathematica, why don't you join in? Because from what I understand through the design survey interviews that we did this summer, there are a few states in this situation where you're working with a key partner who may be supporting you in administering the subawards.

So why don't I first clarify that it's up to you how you decide to get this information into the system. You could collect the program level and subawardee level data from those six subawardees. And you and/or this other organization you mentioned that's working underneath you could enter it into the system. Or you could provide various people with access in order to get this information into the online system.

But to clarify in terms of how your structure fits with the level of reporting here, the program level data and the subawardee level data will be linked to each of your six subawardees that are responsible for putting programming on the ground. And then the other measures, the grantee level performance measures, are related to the work that you and this other partner you identified are collectively doing to support the PREP grant.

So, Eric, Dan, Mindy, Tom, anything that we can add to clarify this for Wisconsin and other states that have a similar structure?

MR. ERIC PEELE: It sounds like the type of technical access would be one where the contractor would receive grantee level access. So essentially, the grantee and the contractor would share the same level of access where the contactor would be able to create the subawardees and that type of thing. So I think that type of arrangement would work as long as it was acceptable to the grantee. And I think that falls in line with what you were trying to describe.

DR. SUSAN ZIEF: Wisconsin, do you have a follow-up question regarding this? Or is it something we can continue to support you with as the system goes live?

MALE: Yes, that sounds fine.

DR. SUSAN ZIEF: Okay, sure. So Eric, I'm looking at some of the questions that have been submitted online that have been pushed to us. Are you also seeing those?

MR. ERIC PEELE: I'm actually seeing the contact us slide enlarged on my screen. So I don't see them.

DR. SUSAN ZIEF: How about if I read you the next question which is about login? Could you please go over who needs a login account and when we will receive information on how to get an account login?

MR. ERIC PEELE: The primary contact that we have on file for each of the grantees will receive information about how to connect and login to the performance measures system. So, once we have OMB approval and the system has been authorized to be opened up to the grantees, then we will send out an email to those primary contacts inviting you to come onto the system and enter your data and to request any additional accounts that you may need.

What practically will happen is, if you already have an account because you participate in community practice, you'll keep that same account and we'll just grant you some additional privileges. If you don't have an account, we'll go ahead and create your account. You won't have to do any registration and we'll send those credentials to you along with that email announcement.

So, you don't have to register or do anything. You will just receive that invitation from us once OMB has cleared the system to be open to grantees.

Once that primary contact receives that invitation, you can determine who else in your grantee organization should have access to the system or needs to access the system to enter this information. And you can just use the form I demonstrated online to request additional accounts.

DR. SUSAN ZIEF: Thank you, Eric. So there are a lot of questions that are coming in related to the definitions of the measures that will be reported as soon as the system goes live.

And those definitions will soon be submitted to grantees through FYSB. And as Eric also showed, they will be available as part of the website itself.

We will get to as many of those questions as we can before we end the webinar today, but I also want to be sure that we get the questions regarding the structure of this online reporting system and the use of it.

So, Eric, I hate to put you on the hot seat, but I'm going to kind of make sure we cover those questions first and then we'll move to the definitions themselves. Actually, I'll take you off the hot seat for a moment and submit this question to ACF. The question is how is this related to the OLDC reports that grantees are submitting?

MR. DERRICK BUTLER: I think, if I'm not mistaken, talking about PPRs that are going to be due in April, I believe those go through OLDC. And if that is the case, then again those are a separate report that's required and not related to the performance measures.

DR. SUSAN ZIEF: Thank you, Derrick. Okay. A question came in regarding whether subawardess are required to enter their own data directly or can the State PREP grantee enter the data for a subawardee?

I believe the short answer to that question is yes. The state grantee, who is ultimately responsible for all the data that is submitted, can collect data from the subawardees and enter them on behalf of each subawardee. Is that correct, Eric?

MR. ERIC PEELE: That’s absolutely right. And we would encourage once the subawardee ... if you elected to allow the subawardee to enter their own data, because you are responsible for their data, that you would take the time to review their data once it’s in the system.

DR. SUSAN ZIEF: And then there are a couple of related questions. Do we understand correctly that subawardees will be entering in their own information? Again, that is at the discretion of the grantee whether they allow access of the subawardees to the system for them to enter data themselves. Or whether the grantee does it on behalf of the subawardees.

And just to clarify, and Eric, Dan, Tom, please jump in. The grantee can see all data entered into the system. But if a subawardee is given access to the system to enter data about the program or programs that they are administering, the subawardee through their access can only see the data that they are entering about their programs. Is that correct?

MR. ERIC PEELE: That's correct.

DR. SUSAN ZIEF: Terrific.

TOM: Even more I believe, correct me, Eric, if this is wrong, but the grantee could both read and update any data that the subawardee were to enter. So if they notice that the subawardee entered something incorrectly, they can overwrite that directly.

MR. ERIC PEELE: That’s right, Tom.

MALE: And even further than that, the subawardee can do the same thing. Either level, grantee or subawardee, can change what the other has entered. But the grantee is ultimately responsible for what’s in the system that’s reported to ACF.

DR. SUSAN ZIEF: Thank you so much. There’s a question about the time that will be set to complete this first round of reporting once the due date is set. Or what will the due date be relative to OMB clearance?

I do not yet know. That is a date that ACF will set once OMB clearance is acquired. Derrick or Marc, is there anything else that you may want to add about current thinking regarding the due date for these measures pending OMB approval?

MR. DERRICK BUTLER: Yes, Susan. The one thing that we’ve waiting for right now where we are in the process just to give everybody a real quick update is that we’re in the process of going back and forth and negotiating with OMB around some of the measures and around some of the strategies for collecting data.

Once that process is completed, we expect to then make some decisions regarding when data will be collected and when people will be able to start uploading data or implementing a lot of the stuff that we’ve been training in the webinars on. We believe that approval is imminent within the next few weeks. But again, it’s a fluid process and we have to see where we are moving forward. But we believe that approval will be coming sometime soon. And we're hopeful that we'll be able to actually get underway.

DR. SUSAN ZIEF: And then, Derrick, there will be some lead time at that point given to grantees to get in and access the system and then finalize their data for this first round of reporting, correct?

MR. DERRICK BUTLER: Yes, without question.

DR. SUSAN ZIEF: We just don't know the exact timing for that. Okay. Eric or John, this is a question for you. Is this webinar being recorded and will it be available for grantees? Oh, John, I see that you did answer that and I don't know if that went out to everyone. So yes, there will be an archive of this presentation online, and we'll work with RTI who is hosting the webinar to get that out to you.

Eric, the next question is can there be more than one primary contact per grantee?

MR. ERIC PEELE: You can certainly add additional grantee contact users to the system. But when I say "primary contact," I'm talking about a documented primary contact that we received from FYSB. This is just something that's in our records. I don't know if anybody else, Olivia or whoever wants to comment on that. But I think one is really just a technical thing. We can provide as many grantee accounts to the system as you need. The other is just more of an administrative thing where we're following the guidelines of issuing credentials to contacts that we have on file from FYSB.

OLIVIA: Eric, this is Olivia. I can share what I think is going to happen and Lebretia or Derrick or Marc may a different understanding. And that is that we would share access with the primary contact for each grantee. And that primary contact person could grant access to subwardees or staff who will upload data. So, it's much the same way that the committee practice website worked, that we would let that primary contact person make decisions about that. But Lebretia or Marc or Derrick may have other thoughts about that.

DR. SUSAN ZIEF: Is there anything else to add on that from Marc or Lebretia?

DR. MARC CLARK: I'm thinking if there have to be instructions about how to make changes to that contact information, we'll send them out through the project officers.

DR. SUSAN ZIEF: Okay. Are there other questions related to logging in or working with the structure of the online reporting system, before we switch to questions that have come in online regarding some of the measures themselves? [no response]

Okay. So like I said, there will be definitions of these measures that we'll be asking grantees to submit once OMB approval is acquired being sent out imminently. And these definitions are also available in the user's guide that's on this website that Eric has demonstrated today. But we will get to as many of them as possible for you.

So there's a question about the grantee staffing, whether this is inclusive of paid staff from the grant and non-paid staff working on the grant.

The number of grantee staff administering PREP is intended to provide a count of the grantee staff who are directly responsible for the administration, management, and oversight of the PREP program in their state. If there is someone who is filling that position in some type of unpaid capacity or not being paid with PREP funds—I suppose would be the more appropriate way—we still would like that person included if they fit the definition, meaning they have direct responsibility for administration management and oversight.

There's a second question that's come in about ... Mindy, can you also see these questions? Are they being pushed to you as well?

MINDY: No, I can't see the questions.

DR. SUSAN ZIEF: John, if there's an ability to push them to Mindy, that would be terrific. And Mindy, let us know when you see them.

So there's a question that's come in on the adult PREP subjects for each program model and whether it should be the three that the state grantee selected or all that are being covered by the subawardee or the program providers.

We would like you to indicate all adulthood PREP subjects among those six that have been identified by ACYF. We would like you to identify among those six all that are being provided to youth for each program. So it may be that the state may have identified three that must be covered and a subawardee has decided to add a fourth or a fifth; then we want all four or five that the subawardee is providing as part of its PREP programming.

The next question is regarding how are we defining an observation or what is an instance of an observation? Is it one hour? Is it one session? Is it one entire curricular presentation?

And we have not been very specific about how to define an observation except that it's an observation of a facilitator providing a PREP program regardless, as we said earlier, about who the observing party is. Mindy, is there any more you'd like to add about defining an observation?

MINDY: No, I think that's right. This goes back to our point that we're not so much finding the types of activities that you're doing around observation and fidelity monitoring, but just wanting to know whether it's happening. So we don't have as much guidance of how to define that observation other than it being kind of a direct observation of a facilitator delivering the program.

DR. SUSAN ZIEF: Okay. The PREP subawardee award amount. We've defined that as the annual award amount, so how much the subawardee is getting annually. We understand that states' award period may not be exactly aligned with the federal reporting period. But we are looking for all subawards that were active during the reporting period. What was the annual amount that the grant provided to the subawardee? And hopefully the definitions we send out will clarify that. Mindy, anything to add regarding that? Please jump in whenever.

MINDY: No, I don't have anything else to add.

DR. SUSAN ZIEF: Okay. I'll go through a few more questions. A question's come in regarding the reporting system for the data that will be collected for individual program participants through the entry and exit surveys and also the data on attendance and dosage.

So, those data, while it is our understanding that their collection will begin once OMB approval is acquired, the reporting of the data for a link to the individuals who participate in the PREP programs will not happen until fall 2013.

And when I say the data is linked to individuals, I don't mean to imply that we will collect individual-level data. As we've said in previous webinars, those data will be provided in the aggregate.

But we will go through another development phase where we expand the current system to allow for the entry of those aggregate counts and percentages. And then we will provide another training to grantees so that they can understand the use of that expanded system when they report those data for the first time next fall.

The next question is regarding training and technical assistance in addition to program implementation. So, a particular state grantee has one subawardee that provides training, technical assistance, as well as contracts with an organization that delivers the program model in the classroom. So everything will be reported under that one subawardee?

That I think is a question that would probably best be answered directly through the contact information for the Mathematica evaluation that’s been shared today. Because I think it’s better to understand who’s doing what and with what funding that maybe passed through so that we can better provide you with an answer. So why don’t you contact us and we’d be happy to work through the answer to that question with you once we understand a little more about the structure and who’s doing what.

Eric, let me push this question to you. Once data is entered and submitted, are grantees able to download their data from the system to use for their own analysis and other reporting purposes? So I guess it would be is there some type of data file that would be available for the grantee? So for Eric or Dan or Tom.

MR. ERIC PEELE: Currently, we don’t have that built into the system, but that’s a great suggestion. That’s the type of feedback we’re looking for.

DAN: If I could jump in here, Susan. This is Dan. While the system that RTI has built currently doesn’t provide that facility, I would say that if grantees are using the optional tool that we discussed in earlier webinars that actually will already have that data in an electronic format that they could easily work with. I don't know if that would address it or not.

DR. SUSAN ZIEF: Oh, that's right. Thank you, Dan. Okay. There is a question regarding the list of definitions. And yes, I believe that list of definitions will be sent out to grantees in the near future.

And then there is a question that's come in about the timing of their program relative to when this whole performance measure system gets underway following OMB approval.

We will provide through an FAQ document that will also be administered to grantees and to further guidance that we have once the entire OMB package is approved, we will provide very specific guidance to grantees regarding how this affects data collection for this program year, given that grantees are well within their program year when OMB approval is acquired. So stay tuned for more specific guidance regarding how to handle the fact that data collection will begin or is intended to begin once programs have gotten underway this year.

So why don't we pause and take some questions over the phone? Okay. I don't think we have any questions coming in on the line. And I'm fairly certain that we have exhausted the questions that have been submitted electronically.

However, if any of those answers have spurred additional questions for you, please do contact either RTI regarding the use of the online system or Mathematica and Child Trends through the other contact information provided through earlier webinars about questions about the measures themselves. So Eric, anything further that the RTI side would like to add?

MR. ERIC PEELE: I would just say thank you for the opportunity to talk with you and for your time. I certainly look forward to working with you and getting your data entered into the system. Hopefully, it will be a user-friendly easy experience for you. And any obstacles you may run into, we'll certainly work with you to make it a better experience for you.

DR. SUSAN ZIEF: Thank you to Eric. And thank you to Eric and everyone at RTI for designing the system to be so well aligned with ACF's performance measures for the state PREP grantees. And thank you all very much for your participation today and your questions. And we all look forward to working with you once this data collection and reporting gets underway. Thank you again. Bye-bye.

MR. ERIC PEELE: Thank you. Bye-bye.

(END OF TRANSCRIPT)