

**NWX-OS-OGC-RKVL (US)**

**Moderator: Allison Roper  
September 21, 2012  
1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time, all participants are in a listen-only mode. Throughout today's presentation we will break for question and answer sessions. At those times, to ask a question you may press star then 1.

Today's conference is being recorded. If you have any objections you may disconnect at this time. I will now turn the conference over to Ms. Allison Roper. Ma'am, you may begin.

Allison Roper: Thank you so much. Good afternoon, everyone. Thank you for joining us for today's Webinar on completing your annual progress report and requesting carryover funds. We hope that you'll find the information helpful and that many of your questions will be answered today.

Of course, if you still have questions at the end of this presentation you can contact your project officer or your grants management specialist for additional guidance. The objectives for today's Webinar are to describe the content and submission requirements for completing the OAH annual progress

report and federal financial report to summarize the process and requirements for requesting to carry over un-obligated funds from one year to the next.

To review the basic components for the TPP performance measure reporting and to review the evaluation report elements for programs with rigorous evaluations. So let's jump right in.

OAH has three primary reports that are due each year from all grantees: non-competing continuation application and two annual reports. One of those is a programmatic report and one is a financial report. All of the reports are important and they each have specific guidelines to follow and regular due dates.

The non-competing continuation application you can see is due May 31 each year, annual progress report is due November 30 of each year and the federal financial report is due December 29 of each year. Today we're going to focus on the annual progress report and the annual federal financial report. And we will also spend some time talking about carryover funds from one year to the next.

So the annual progress report consists of the 12 month progress report from the project year that was most recently completed. The progress report should assess progress in achieving the stated objectives and activities for the entire 12 months of the recently completed budget period.

The reports should include an update on both programmatic and evaluation objectives and activities. And you should also include a detailed success story in your annual progress report. And we will go into some more detail on those success stories in just a few minutes.

The federal financial report consists of the SF425 Form. This form will allow you to report on your grant expenditures for the entire year.

The annual progress report should be submitted electronically via email no later than November 30, directly to the OAH project officer and the OGM grants management specialist. Please be sure that you include the official grant number on all submissions and in the subject line of your email. Because there are so many grantees we want to make sure that we keep all of them straight for you.

Submissions must be submitted electronically via email. Hard copies are no longer accepted for the annual progress report due November 30.

The federal financial report should be submitted electronically via Grant Solutions no later than December 29. Grantees should use the FFR reporting module that's found in Grant Solutions. Additional information about this report can also be found on the OMB Web link noted in this slide. Email and hard copies are no longer accepted for this report submission.

So that was a little bit about the submission process. Want to go into a little bit of detail about the 12 month progress report. So you see here a slide that talks a little bit about the objectives, the expectations for the progress report and some of the detail that we're looking for. Some of the expectations that include - that we really want you to provide a clear and detailed update on the progress of your program and the achievement towards your objectives.

The report should cover the entire 12 month period of time from September 1 through August 31 of the recently completed grant year. This will include the initial six months that you already reported on through your continuation application. So if there were any changes or adjustments that needed to be

made to your six month progress report based on your technical review you received this summer, then you should make those in your 12 month progress report when you submit that on November 30.

We also expect that you'll describe major accomplishments. We want you to include sufficient detail that anyone picking up the report can understand what you have been doing and what has been accomplished. Be sure to include statements that include the outcomes of your actions as well.

We also want you to describe any barriers or challenges that you've encountered and how they were addressed. If it's applicable, please include reasons that goals and objectives were not met in a discussion and assistance, if any, that's needed to resolve the situation.

And finally, we also want you to report on any other significant project activities, accomplishments, setbacks or modifications like a change in key staff or a change in scope of work that occurred during the current - during the previous budget period and we're not part of the program work plan. These may include legislative and/or judicial actions that may impact the program as well as agency events.

The key to successful progress reports is the level of detail provided. Not necessarily a specific link for the report. When drafting the report, be sure to include enough detail in the report so that anyone picking up the report could gain a good, solid understanding on what you have been doing over the past year and what you have accomplished.

So now we're going to show you an example, just a small example, of a partially completed 12 month progress report. You can find more information on the 12 month progress report on the annual progress report guidance that

was already distributed via email to grantees. You can also find it - you can go into more detail in an example progress report in that guidance that was sent out.

So at this point I'm going to turn the call over to (Iesha Hasan) with the Office of Adolescent Health to talk about success stories. (Iesha)?

(Iesha Hasan): Thank you, Allison. Good afternoon, everyone. Thank you so much for taking the time out of your schedules to participate in this Webinar. As Allison mentioned, my name is (Iesha Hasan). And I will be discussing the most effective manner to write your success story for OAH.

The information I'm going to share with you today goes into more depth on the success story guidance that was included in the annual progress report guidance distributed to you all.

As you conduct your program's activities, it's important that you take the time to capture the accomplishments your program has attained along the way. Sharing your achievements as your program progresses will put you in an advantageous position when policymakers, funders or other stakeholders make decisions that affect your program.

The more educated policymakers, funders and other stakeholders are about your programs, goals, activities and especially successes, the more likely they are to support your program. It's really important that you take the time that you show your stakeholders that you're implementing successful programs that are truly making a difference.

A success story is one of the most effective methods that you can use to denote your program successes. Success stories share best practices and

information that can be useful to others in your field. By sharing this information, you have the opportunity to advance the field and create strong partnerships.

Success stories are also a great venue to market your programs to a wider audience and attract new partners for collaboration. Your success story can be used for a plethora of reasons as demonstrated by the list on the slide. It can be used for congressional requests or reports, OAH and the Department of Health and Human Services reports and requests, as well as administration wide reports.

Likewise, your success story can be used for briefings, presentations, requests, trainings and publications. So as you can see, they are really important. So to begin, your success story's title should not be titled success story. It should capture the overall message of the story you want to convey. It should include an action verb. It should capture the reader's attention. And it should be punctuated properly.

Now, let's discuss what goes into three major sections of a success story. The first section is the problem overview. The second session is the program description. And the third section is the program impact.

So the problem overview should use data to frame the issue. This includes health burden and economic costs. It should specify the effected populations and it should relate your problem overview to the program being described. It should be between 150 to 300 words in length. And it should describe the problem being addressed and why it's important.

It should also denote the location of your grant program and where the program took place. And it should identify references for your data. And please be sure to cite these properly.

So here's an example of a problem overview to help give you a clear picture of what a final success story can look like. Here, this problem overview is from the YMCA Cumberland in Maryland. Some of the strong points that I saw in this problem overview include discussing the geographic location of Allegany County.

It also discusses the county's ranking compared to the U.S. This includes health outcomes, income and youth poverty. It also discusses the high unemployment rate in the county and it sets up the stage for the reader. It also discusses teen pregnancy within the U.S. and Alleghany County.

It's so important to provide your reader with some baseline knowledge. It also highlights the specific program which they will use to describe in the program description. And that leads us to the program description.

This program description should outline steps taken to implement your program. It should link the program to OAH funding and it should state how OAH support contributed to the program and activity. This should be between 250 to 500 words in length. And it should denote the name of your program and the purpose of your program.

It should describe the program and activity that was implemented. Including when and where it took place and how it addressed the problem. It should identify who was involved, including your partners. And it should identify the target audience of the program.

It should also describe how the progress of the program is evaluated with enough detail for another party to properly understand. And it should definitely identify the who, what, where, when, how and why aspects of your success story.

Here's an example of a strong program description from the University Texas Health Science Center, Huston and Harrison County, Texas. Some of the strong points that I saw in this program description include discussing previous work that Harrison County has done. Discussing OAH and the funds that are awarded to UT Health. That's very important. And how UT Health has worked together with individuals within the district to alleviate the team pregnancy problem.

It also discusses how they identified a program champion on each of the ten districts they served. And this brings us to the program impact. The program impact should clearly describe outcomes of the program and the associated impacts.

It should provide the context for why the outcomes are important. It should relate back to the program description. It should describe the short term or intermediate outcomes that demonstrate how the program addressed the problem, including the use of data whenever possible.

It should also clearly identify the impacts of this program and it should provide a conclusion to the success story that avoids broad sweeping statements. It should also include testimonials or quotes from individuals who benefited from the program if available.

And here's an example of a strong program impact description from Denver Health and Hospital Authority in Denver, Colorado. Some of the strong points

that I saw in this program impact description include quantitative numbers and data denoting what has already been achieved and what will be achieved. Quantitative data that denotes the gender and the ethnicity of involved participants.

And qualitative information regarding the types of methods used for acquiring information. Qualitative responses and direct quotes from participants, this adds a nice humanizing factor in the success story. And a discussion of what positive outcomes will arise in the future based off of the top program.

So these are a few general suggestions why you all are writing your success stories. You should follow the 80/20 rule to effective writing. Eighty percent of your work in creating a success story should be on research, planning and outlining. While 20% of your work should be in the actual writing.

You can use the Internet and your research venues to develop facts and an angle. An effective planning and outlining method is to discuss your success story idea and components with someone who is not familiar with your program since he or she will be able to provide you with feedback on what makes sense and what does not make sense to uninvolved individuals.

Likewise, it is pertinent to discuss your success story idea and components with someone who is familiar with your program because they can provide feedback to you on information that is correct or incorrect. You should give it a rest. One of the best ways to write well is to put what you've written aside for a day and then reread your story with a fresh mind.

What seems clear that night before might stand out the next day as fuzzy or confused. What seemed profound the night before might seem trivial the next

day. Or you'll receive affirmation that what you wrote the night before is right on point.

You should keep your success story brief and to the point. You want to be able to captivate your audience and keep them interested for the duration of your succinct success story. All data references should be cited properly using APA citation.

And you should know that writing success stories is a powerful process. So you should ensure that you allow enough time to properly research, prepare, outline, write and review your success story. Success stories are the tip of the program iceberg. So please be sure to follow all directions when writing these success stories. And please be sure to have distinct outcomes in your success stories.

So here's some additional considerations for you to - when you're writing your success stories. Do not use third-person narrative or - please do not use I, we, our, or us. Spell acronyms the first time you use it while writing. The first time you use an acronym it should be written as, for example, Office of Adolescent Health, with OAH in parenthesis.

You should be mindful of colloquial language. It's important to use more formal language in these success stories so that they can be shared more broadly. And you should use objective language. Show us via numbers and data, statements, et cetera. Do not tell us that your program is effective.

When identifying an angle, ask yourself what it is that you want your readers to think, do or feel after reading your story. Examples of angles include human interest, startling or interesting facts to your readers, or inventive - a purchase or solution.

So not focus the story on an individual client success. Think about the broader success that led to progress for any one individual. While individual successes can be moving, these success stories should focus on those larger and more encompassing successes.

You should identify your audience. Be sure to know who exactly you are writing for. This is imperative to know so that you can adjust your success story to their liking. Your readers interested in his or her cause, not necessarily your program or project only. And you should appeal to your audience.

Please be sure that your success story links to activities of OAH funded programs as well as compelling changes and benefits for young people. And if possible, you should have an emotional hook. You should paint a picture of the people behind the facts.

Who was at risk? Who was suffering? Who was outraged? Do not bury your back into the lead. Engage the reader early on. Be direct. Keep the lead at the beginning of the story and sentence. For example, you can say 34.3 teenage births per 1000 women between the ages of 15 and 19 have been reported as unintended teen pregnancies. And that's from the National Center for Health statistics.

And some additional guidance would be to make sure that the success story is easy on the eyes. Use white space to reduce the density of the text. Use bullets to highlight important points. And in some instances only the bullets will be red. So make sure those points are important. Follow the denoted number of words for each section as a solid guide to make your point.

These success stories are not individual success stories of a certain student overcoming obstacles. The success stories are more broad based and they encompass the overall program. There might be a section where you review how many students overcame the obstacle.

Or, you could use a quote from a student, teacher, faculty, but the entire success story should not be about any one individual. OAH plans to share these success stories so be sure that you submit one that can be shared with a broader audience.

Thank you for your time today. I'm now going to turn the call over to (Roscoe Bernstein) with the Office of Grants Management to talk about the financial federal reporting requirements and the carryover funds process.

(Roscoe Bernstein): Good afternoon everyone. Thanks (Iesha) and Allison. Again, we're glad you can join us this afternoon. At this time I'd like to briefly discuss the federal financial report and requirements associated with submission of the carrier request.

The SF425 federal financial report is used to prepare the federal report in support of your annual program progress report. The SF425 provides a snapshot of where you stand on spending funds obligated under the recently completed budget years award.

By examining the information on your federal financial report with your program progress report, it helps us to determine whether your organization is spending awards funds efficiently to meet your target goals and objectives, along with the guidance for preparing annual progress report. You are provided step by step instructions for submission of the federal financial report using a grand solutions FFR reporting module.

At the review of this document please contact your assigns grants manager specialist for assistance on completing the federal financial report. The purpose of this carryover training is to provide guidance on carryover request submissions to OGM, Office of Grants Management, the Office of Adolescent Health, and to identify pitfalls in processing the request.

How can carryover funds be used? All un-obligated funds that are available for carryover must be used to support the original approved goals and objectives of the grant program based on the funding opportunity announcement. As specified within your funding opportunity announcement, funds can not be used for the following purposes: to supplant or replace current public or private funds; to supplant ongoing or usual activities of any organization involved in the project; to purchase or improve land or the purchase construct or make permanent improvements to any building.

Let's look at where and how to submit your carryover request. A carryover request must be submitted electronically only using a grant solutions, grant's management module under My Grants. Submitting the request as an email attachment or a hard copy are no longer acceptable.

The following documentation is needed to support the carryover request. A statement indicating why the carryover funds were not spent during the approved budget period, signed by the authorizing business official and/or program director. A detailed line item budget and budget narrowed justification for the amount of carryover funds. A work plan to support the carryover requests.

A federal financial report SF425 which certifies funds are available by use signed by the financial officer. Note, grantees may not carryover funds that are identified as restricted in the notice of award terms and conditions.

Once received at OGM and OAH, we'll process your carryover request in the following manner. We'll review the request for allowable and reasonable cost and ensure all supportive documents have been submitted. The project officer will identify whether the grantee has performance issues that may have caused a large and obligated balance to occur over time. Or if a change of scope had occurred.

The grants management specialist will review the grantee's financial report and reconcile it with a division of payment management to determine whether the funds requested are actually available for carryover. OGM and OAH have 30 days to process your request unless additional information is required from the grantee.

Once our review has been completed, we'll respond to the carryover request using the following actions. We can revive the end notice of award, authorizing the grantee to spend the un-obligated funds for approved purpose. Carryover funds must be used to cover only perspective costs, not costs already incurred by the grantee.

We can restrict the grant's authority to carryover the un-obligated funds. We can use the un-obligated balance to reduce or offset funding for a future budget period or use a combination of these actions. The filing of this decision will be reflected in a notice of grant award.

The following are pitfalls that may slow our ability to process the carryover request. Delinquent or incorrect federal financial reports, OGM must have a

current FFR on file which showed the budget period from September 1 through August 31 in order to review actual balances that are available for carryover. Budget and error in justifications that are inadequate, not enough detail to support each listed line item, or not submitting the carryover request through grant solutions.

With information you may reference the following 45CFR Part 74 and 92, or you may reference the HHS grants policy statement, or contact your assigns grants management specialist.

Allison Roper: Okay, thank you (Roscoe). And now we'd like to open up the line for questions. So please dial star 1 to connect with the Operator to ask a question, or alternatively you can type in a question via the text box at the top, it's the Q&A box, and we can take it and answer it there.

I do know one of the questions that has come up through the text box, and I'm sure it will come up again, is whether or not these slides and the recording will be made available to grantees. And the answer is yes. We will have this call recorded and we will have the slides available for you to review by next week on our Web site.

Do we have any questions?

Coordinator: Yes, our first question comes from (Linda Rogers). Your line is open.

(Linda Rogers): Thank you. My question as how to access the Web based carryover request. That slide went so quickly. I heard the amendment but I wasn't sure what that exact process is.

(Roscoe Bernstein): Those of you who have access and you should have access to Grant Solutions, after you log in to Grant Solutions you'll see typically My Grants, all grants assigned to you are in Grant Solutions will be accessible through My Grants. When selecting the grant, the Teen Pregnancy Prevention Grant or which grant you're assigned to there is a Manage Amendment link.

When you click on that link it gives you the ability to submit your carryover request. Again, a long - I think we may have sent out instructions, but we can send out instructions again. And those instructions are specific to submit amendments to the notice of award.

(Linda Rogers): Okay, thank you very much.

Allison Roper: Thank you.

Coordinator: And I'm showing no further questions in the queue.

Allison Roper: Okay, that's it. We've got a couple in the Q&A box. (Roscoe) and I are switching places so I can pull these up. The first question is for Year 2, is there a fourth quarter FFR due? If so, what is the due date?

(Roscoe Bernstein): There is no fourth quarter FFR due for Year 2. Fourth quarter is actually the fourth - actually, your annual FFR is the fourth quarter. So it'll consolidate all four quarters of the Year 2 period. That FFR is due December 29th. And you'll submit that FFR using Grant Solutions under the Grant Solutions report - FFR reporting module.

Allison Roper: Another question that came in is just to confirm the due dates for the program - for the annual progress reports. And so the program narrative, the 12 month progress report and the success story for the program narrative, which is the

12 month progress report and the success story, those are due on November 30. Because we've switched to a new financial reporting system that is now due at a separate time.

The federal financial report is due December 29. So they are two different dates, but those are also dates that are due no later then. You could certainly submit them earlier than that.

Do we have any other questions?

Coordinator: I'm still showing no questions in the queue.

Allison Roper: Okay. Somebody has asked about submitting the end of year report. And I think there's a little bit of confusion because they're asking about submitting through RTI. You do not submit your end of year report or your annual progress report through RTI. It always comes to OAH and OGM.

However, for Teen Pregnancy Prevention grantees, you will submit your performance measures through the OAH performance measures database system. And we are going to talk about that in-depth next. But please remember, for your annual progress report you always submit that directly to your OAH federal project officer and your OGM grants management specialist via email.

And so, one person has asked about success stories. They want to know if we - do we do one success story. So we are asking that you submit one success story and that you really focus on that success story and make it a strong one that covers something that's really going to make a difference and really be able to say something about the program success of your grant.

Okay, my business officer states that this year's allocation is already in the system, but that makes us have an un-obligated balance that includes all of this year's budget. Is this correct? Since I don't understand the question, I'm going to turn it over to (Roscoe) for the financial piece.

(Roscoe Bernstein): Not really clear on your question...

Allison Roper: So maybe if you could dial in, that might be helpful. Or we can talk offline.

(Roscoe Bernstein): Well, I guess the question would be in terms of the amount when you report either include your Year 3 awarded amount. You need to ensure that for your own accountability purpose when you submit your FFR that it excludes the Year 3 awarded amount or the un-obligated balance that pertains to Year 3 awarded amount. Again, you should only be reporting on Year 2 data only.

Allison Roper: And then we have several questions about the due date for the carryover request. So I'm going to start this and I'll let (Roscoe) finish. The carryover request can be submitted any time after your federal, your final federal financial report is in.

So you can submit it as soon as you want, as long as you have - as long as we have the annual FFR report in you can submit your carryover request.

(Roscoe)?

(Roscoe Bernstein): Just want to be clear that we've already - we're now into Year 3. If you submit a carryover request and an FFR that supports your carryover request and you're going to report on your un-obligated funds from Year 2 and 1, in short, that interim, you can submit an interim FFR to support your carry over request. But again, that data should only reflect based on total funds awarded in Year 1 and up to that date that you're submitting to the FFR, which

supports it for un-obligated balances up to that particular date, Year 1 and Year 2 combined.

So you can submit a carryover request at this time, if you submit an interim FFR that supports that request, that interim FFR is going to report the un-obligated balance up to that particular date.

Woman: Great, thank you.

Allison Roper: And just to make it clear also, the key is that for carryover requests there is not a final due date for it. But the key is that you do need to have an FFR in place in order to - for us to know exactly the amount of your un-obligated balance, so that you can request to carry over those funds.

In terms of an out date for when it has to be submitted by, there is no out date. We encourage you to submit it as early as possible because you are required to spend those carryover funds in this budget period. So by August 31 of next year you will have to had spent those funds.

So if you wait too long to request your carryover funds, you may not actually have the ability to spend those funds. And you may not be awarded all of those funds.

And another person has asked, to be clear, the annual report along with the success story does not have to be sent electronically, but to our OAH manager directly. So yes, sort of. It needs to be sent through email to your OAH project officer and your OGM grants management specialist. So the annual report that includes your success story must be sent electronically via email, not via grant solutions.

There is not a function in grant solutions for this report to your OAH federal project officer and your OGM grants management specialist. And please include your grantee number as in the - on the report, but also in the subject line of your email.

Allison Roper: Somebody else had a question about the FFR report. Is it a combined report for all previous years, (Roscoe)?

(Roscoe Bernstein): Yes. The FFR, any time you submit the FFR, it is (cumulative). The data on the FFR is (cumulative). And again, that goes from the date of inception of the award and going all the way back to September 1, 2010. The total amount of funds that have been awarded and the total amount expended and the un-obligated balances.

Again, you will complete that form from top to bottom, including the indirect or any other program income or program related costs.

Allison Roper: Okay. Thank you very much. Thank you (Roscoe). And now we're going to move on. We're actually going to switch gears here and we're going to talk about the Teen Pregnancy Prevention performance measures and then evaluation. So anybody who is a pregnancy assistance fund grantee, again, all pregnancy assistance fund grantees can go ahead and disconnect since the rest of the Webinar is not applicable to you.

Again, if you do have questions, additional questions on the financial pieces or on the annual progress report component or the submission process, you can certainly call your grants management specialist or your OAH federal project officer. But all pregnancy assistance fund grantees can go ahead and log off the call now.

Okay, so let's go ahead and we're actually not going to go into a whole lot of detail on the TPP performance measure report. But I do want to make sure that we touch on it, because it is a very important component of what we look at for your reporting every six months.

This slide goes over some of the resources that are available to you as you're working on collecting your data for your performance measures as well as reporting on your data. There is the manual that's on the Web site on the OAH performance measures Web site listed there at [TPP.rti.org](http://TPP.rti.org).

You can also find additional information on the OAH Web site which has some of the old transcripts of Webinars and recordings so that you can listen to a little bit more detail in-depth on the performance measures reporting component.

RTI is planning to facilitate a Webinar coming up probably in November. We will be getting you additional information about that as soon as we schedule that - those Webinars. But just to go over again the reporting, the specifics of the reporting for performance measures and any questions people might have about the Web site.

Because we know as we're combing through all of the data that you submitted for your last reporting period and trying to clean things up and fix some of the glitches in the system, we want to make sure that we are responsive to you as a grantee and make sure we can go over that information with you as you're getting ready to submit that information.

Also remember the help desk. There is a request section on the Web site and we do encourage you to use that. RTI has been very responsive that way and

they always get in touch with our office as well to let us know what's going on and what kinds of questions are out there.

So some of the basic program performance measures that you'll be reporting on, again, for November 30 are the program structure, the grantee level measures related to program structure. You're going to be looking at reach and dosage or attendance and fidelity. You do want to make sure you include all y our program participants, regardless of whether or not they were in the evaluation and any kind of rigorous evaluation.

We are looking at, for dosage, we are looking at it to be calculated at the percent of participants that received at least 75% of the program, the intended program. So you'll see that in some of our feedback, back to you potentially. That those are the numbers we're looking at. So we want to make sure that you have a high percentage of participants that received at least 75% of the program.

Last year we were looking at the - that it was an 80% cut off and that's when we felt like the program was implementing successfully with being able to reach and have a high dosage. And then anything under that maybe there was some ways that we could look at improving upon that dosage.

You also are going to be reporting on fidelity and that's looked at from two sides, both taking into consideration the facilitator and then also the observer noted fidelity, so looking at the two different types of reports. And also looking at the observer noted quality of the session. So those are some of the key pieces that we'll be looking at for the - some of the grantee level measures.

We'll also want to make sure you report on partners, training and dissemination. And this is a really important piece that is really easy to capture and really easy for us to be able to report out on. So I encourage you to take a moment to make sure that you've reported on that.

We do - we are looking for partners with formal and (informal) agreements in place in those who are retained. We do want you to also report on any type of training that improves the facilitators delivery of the program. It does not just have to be about the program model that's being implemented.

We also want you to think about reporting those dissemination. How are you disseminating your materials. Are you writing papers? Are you publishing? Are you talking at speaking at conferences? Are you talking about your lessons learned? So please make sure that you're reporting on all of those pieces.

We also have our perceived impact questions that you're collecting. These are collected anonymously, as you know, either at the end of the program or annually for those programs that are longer in duration. You have to collect the demographic data as well when you're collecting the perceived impact questions. And we are looking at those measures on perceived impact on sex, condom use, birth control use and abstinence.

Participant level measures, of course, those behaviors and intentions that we're looking at are for grantees and for rigorous evaluation only. So these - this information is actually reported only by the evaluators, not the grantees. So I think that has been a confusing point for some.

All of the other measures, the grantee, the actual program folks can go into the OAH performance measures database and report that information directly.

The behaviors are intentions. The evaluators are the only ones that have access to that information to report on it.

So talking a little bit about the comparison groups in rigorous evaluations, we do want you to collect and report behavioral and intention data if they are participating in the rigorous evaluation. You do not obviously need to administer the perceived impact questions on comparison used. You don't need to report on attendance data for comparison use. And you don't need to report on fidelity for any comparison programs.

But we do want those used that are in the rigorous evaluations that are in 7th grade and above. We do need you to report on the behavioral and intention data that those - for being an evaluation.

All annual report data should be uploaded no later than November 30 of each year. But we do encourage you to upload data monthly, more often than that if you need to, just depending on what your system is. So that it's not a mad rush at the very end of the year.

And then that way we can also make sure to be able to answer any questions that you might have as you're entering data. So with that we would like to open it up again, open up the line again for questions. So if you have any questions before we move on to evaluation, please dial star 1 to the connect with the Operator. And alternatively, of course, you can also type a question via the text box.

Coordinator: We have one question holding over. (Linda Rogers), your line is open.

(Linda Rogers): Hello?

Allison Roper: Yes.

(Linda Rogers): My question is for (Roscoe). I am a little bit confused because on our annual report, FFR, it says the ending date is September 30. And so I thought we were reporting annual as of August 31 and I have been collecting that information as of August 31. Is the annual report truly reflecting an additional year, I mean, an additional month?

So should we be adding in September - up to September 30 on our annual FFR?

Allison Roper: No. And (Roscoe) is no longer in the room. So I think you'll need to contact him directly. But you should only be reporting through the end of this grant - it's accumulative through all of the grant years that your grant year ends August 31...

(Linda Rogers): Exactly.

Allison Roper: It should only be through August 31. I'm not sure where it said September 30, but that...

(Linda Rogers): Yes, on the FRR under annual it says reporting from and to, and the period says September 30 rather than August 31. So that was really unclear.

Allison Roper: Yes, that - I've not heard that before.

(Linda Rogers): It's right on that, you know, in that section of the FRR where you report every - quarterly and it says quarterly, quarterly, then they're saying annual. And the annual tab - because that - I've been working on it and it's just very confusing because I was doing everything based on 8/31.

Allison Roper: And so what I think I'll need you to do is contact (Roscoe).

(Linda Rogers): Okay.

Allison Roper: And what I can do is while we go on to the next component, maybe I can ask - I can send him a quick email or call him or see if he can come up and (unintelligible)...

(Linda Rogers): Thank you.

Allison Roper: Thank you.

Coordinator: The next question comes from (Roshawn Jackson). Your line is open.

(Roshawn Jackson): Hi. During the last period where we had - the last reporting period. There was some changes to the Excel files, the templates provided by RTI. And so basically what I had did I had uploaded everything and then I just happened to go into the RTI Web site and did a cross comparison with the templates. And then that's when I noticed that the forms had changed.

And my question is that the existing files now that we are instructed to use, will there be an anticipated change before or after that RTI Web site - I'm sorry, before or after that RTI Webinar? Because I would like to get started now, but I don't want to start if there's going to be a change.

Allison Roper: Right. We're not anticipating a change. There was a change that happened prior to February of last year. And then we talked about it at the annual conference. So I'm not sure - I do not know of any additional changes that were made to the templates after that.

So what I would like to do is we can make sure to send out an email to all of the grantees related to performance measures to make sure that we're giving you guidance to let you know what changes we're making to the system. We're just tweaking some things within the system to make sure that it's more user friendly and that it's easier to see reports and all of that.

So we will make sure to send out information specifically on whether or not anything has changed in the templates. They are, as far as I know, they have not changed and they are not anticipating changing.

(Roshawn Jackson): Okay. And for the record, that change that you're talking about on or around February is the same one that I'm talking about.

Allison Roper: Okay, great.

(Roshawn Jackson): So I started a little bit before then.

Allison Roper: Okay, yes. And I think you're certainly not the only one who started a little bit earlier.

(Roshawn Jackson): Okay, just making sure. Thank you.

Coordinator: The next question comes from (Sally Rogo). Your line is open.

(Sally Rogo): Thank you. The TPP performance measures, since we already did that last time, should this be - reflect the whole year or just the last six months?

Allison Roper: The TPP performance measures?

(Sally Rogo): Hold on, I've got (Amy) running in here right now real quick. So hold on. The newest question is the TPP performance measures that they're entering for November 30, should it reflect the whole year or just the past six months?

(Amy): The past six months. The data from the first six months should already be in the system. So you're adding the next six months so that the data for the full year, the full grant year, Year 2, is in the system. Does that make sense?

(Sally Rogo): Yes.

(Amy): Okay.

Coordinator: The next question comes from (Natasha Brown). Your line is open.

(Natasha Brown): Yes. I have a follow-up question to the preceding question. Since we're only doing the last six months, I usually enter the data into one Excel file so that would be - should I separate and do a different file so that the file I'm uploading only has the data from May through November? Or is it okay for me to send my more cumulative file that has included what was submitted already and I've added to that file. You understand my question?

(Amy): Yes, you can do it either way. I mean, basically every time you upload a spreadsheet it will either add or replace the data that's in there. So if you have already uploaded the data from the first six months, you don't really need to upload that again. Although if you do, it will just overwrite what's in there.

(Natasha Brown): Okay, I didn't want there to be - you be counting, you know, the case more than one time. Okay, that's fine. That's all I needed to know.

(Amy): Yes. I mean, ideally you would just enter the data for the last six months. But if it's easier for you to do it the other way then, you know, as long as IDs and everything match up it will just override it.

(Natasha Brown): Okay, all right. Thank you.

Allison Roper: Thank you.

Coordinator: The next question comes from (Mary Langly). Your line is open.

(Mary Langly): Yes. I'm a (career) grantee. And we are having some major challenges with conflicting information about OAH and (Semas). And it's my understanding, are we to have a special training on another training? Because I'm not understanding. They said something about that we put in aggregate data, but we put in the data when it came for the impact, I mean, for the reach that we received from (Semas). And I thought that was individually. So are we going to get additional clarification?

(Amy): Yes, (Mary). This is (Amy). All of the (career) grantees should have gotten an email from me explaining some of the changes for the performance measures for this year. We're not going to be able to use aggregate data from (Semas) any more. So we will have a separate training. I know right now the (PI) performance measure team is working with South Jersey to set up the spreadsheet, specifically for the (career) grantees.

And once that's done we're going to have a Webinar specifically for the (career) grantees on performance measures so we can talk through exactly what this spreadsheet - how you can use them, what they should look like and how that's all going to work for you guys. And it should be hopefully in the next week or two.

(Mary Langly): Okay.

(Amy): To work out all the kinks, you know, with the real data and with one grantee before we brought everybody together.

Mary Langly): Okay. Appreciate it.

Allison Roper: Thank you.

Coordinator: And I'm showing no further questions in the queue.

Allison Roper: Okay, we've got several in the chat box so let me try to get through some of these. One person is asking if we're removing Option 3 reporting. And all of the (career) grantees were previously grantees reporting via the Option 3 measure, which is the aggregate form of data.

And so we have removed that. We are also talking with the small handful of other OAH grantees, non-(career) grantees who have selected to use Option 3 to see if maybe there's another method that makes more sense since some of that data has not - it's not been as easily integrated into our system as we anticipated.

If you are one of those grantees who used Option 3 in the past and you're non-(career), there's only a handful of you. We will be talking with you soon just to see what other kinds of options we might have to get - everybody to get the data that they need.

Another person has asked the perceive impact questions start at what grade? They should start at 7th grade also.

Somebody has asked where they can get the fidelity process report form. That's the form that's due by the project director that's due once per year. And is it available electronically and do you include it in the annual report or through the database.

That form is available is on OAH Web site. It's also available on the OAH performance measure system available to RTI under the resources tab. So it's available in two places. And yes, that should be submitted with your annual progress report.

Allison Roper: And somebody who's involved with the federal evaluation has asked are we locally still expected to collect and report program impact and demographic data. Use locally - so if you're involved in the federal level evaluation, do you - do they need to be reporting anything in the TPP performance measure system.

(Amy): Yes.

Allison Roper: There's demographic data. I think it would be helpful to whoever asked that question could jump on because I'm not sure - (Jackie), that's you. So and then one person has asked how is missing data handled? For example, if demographics were not available for all participants, the reach total will not match the dosage total.

And we're actually working through some of those issues right now. So you'll be - if you're having those issues you'll probably be receiving a phone call or an email from somebody here, either your project officer or somebody from the performance measures team so that we can kind of talk through where

their challenges were and what we can do to address some of those issues with missing data.

(Jackie), press star 1 to get on.

Let's see, we've got a couple more questions. Regarding performance measures, do we have to calculate the dosage, reach, et cetera for the narrative of the annual report, or do we just continue to upload data collected via the OAH performance measured database.

You should be reporting in your annual report, giving us a synopsis of the accomplishments that you have which would include your reach and whether or not you were implementing the program with fidelity, whether you had high dosage, so strong attendance. So you should be able to look at your data and be able to report that in the narrative format in the annual progress reports.

One important thing to note is that once you enter your data into the performance measured system you can run all of those reports. You can actually, from the grantee side, run the same reports that your project officer will run. So there's a specific report tab and when you click on that you can see all the different reports that you can run and they'll give you your overall aggregate numbers for the data that you've entered.

So you can see if it looks like what you expect it to look before you submit it, you know, officially to OAH. Because those are the numbers that we're looking at on the back end.

And then somebody had asked again about Option 3 that we had talked about that we plan on making some adjustments to Option 3 and they want to know

if for this year, because you've already started collecting the data for this reporting period, excuse me, not this year. For the reporting period due November 30 if they can continue to use that option. And the answer is yes.

I'm sorry I didn't make that clear. Yes, we're not going to ask you to change quite yet. I'm not sure what's happening to my slides, but they're changing.

And another person has asked where are the perceived impact questions located so that they can distribute them to the youth. So all of the performance measured questions are on the OAH performance measures Web site. So you should have all of those questions so that you should be asking those when you're collecting data with the (unintelligible).

So I'm getting some other specific questions on Option 3. If they have - how will we know that we have access to Option 3. We have received approval via email from (Amy). Will - anybody who has already been approved to do Option 3 that are non-(career) grantees just keep going as you are right now for the November 30 reporting.

We are going to be in touch with you soon. There's only a handful of you. And we'll be in touch with you soon to talk through what we - what other options might be out there.

(Amy): Even the (career) grantees, sorry, for the November 30 report you will report the data the same way you did for the six month report. But starting September 1 for new - for the kids you're serving for Year 3, that's where the changes take effect. So this report comes after, but it is for the Year 2, so that data is already collected. There's nothing different you can do with it. So continue the same as is for November 30 reporting.

Allison Roper: (Jackie), were you able to dial in?

Coordinator: (Jackie)'s line is now open.

(Jackie): Can you hear me now?

Allison Roper: We can. Sorry to call you out, (Jackie).

(Jackie): Thank you. Yes, so my question was about - as a part of the federal evaluation we know our federal evaluators are implementing surveys, but will we also locally want to do that small survey for the kids who've received the treatment in order to report on those program impact questions separate from our federal evaluation. Does that make sense?

(Amy): Yes, it does. I mean, first would be to check and make sure that the federal evaluation team isn't already collecting that data for you. But if it's not, then you should be collecting all of the OAH measure data for all the groups that you serve.

(Jackie): Okay. So just check back with the federal evaluators.

(Amy): Yes.

(Jackie): Got it. Thank you.

(Amy): Thank you.

Allison Roper: Thank you. Okay, are there any other questions?

Coordinator: I show no further questions in the queue.

Allison Roper: Okay, thank you. So now we're going to move on to talk about the evaluation requirements for TPP grantees that are implementing rigorous evaluation. So that means that all Tier 1 range A, B grantees can go ahead and disconnect since the rest of the Webinar is really not applicable to you. And we do want all of the - all of you grantees who are implementing rigorous evaluations to stay on the line.

We do have Mathematica on the line who is going to talk us through the evaluation requirements. So I am going to turn the call over now to Susan Zief with Mathematica Policy Research to talk about the reporting requirements for the TPP grantees with rigorous evaluation.

Susan Zief: Thank you, Allison. Can you hear me?

Allison Roper: Yes, we can hear you, Susan.

Susan Zief: Terrific. Good afternoon. This is Susan Zief of the evaluation technical assistance team. As Allison just described, the evaluation progress reporting is required among Tier 1 CD and Tier 2 grantees who are not participating in the federal evaluations. So all Tier 1 A, B grantees and those Tier 1 CD and Q2 grantees participating in the federal evaluations can certainly end the call at this time.

So I'm going to review the annual reporting requirements regarding the progress of your evaluation. So some of you are quite familiar with these requirements as you had sample enrolled and were able to provide OAH with these data during the prior reporting periods. I'm going to provide a brief overview of the requirements which are the same as those required in May 2012.

And I'll provide some illustrative examples and then we will have time for questions. More details on the requirements are provided in the written guidance that was distributed by OAH. And they're also available on our eval TA Web site. And I'll say more about that at the end of this presentation.

So to assess evaluation progress, we are requesting some specific details on two key aspects of the evaluation. Sample intake and that data is organized through a consort diagram. And then secondly baseline equivalence for the samples who complete each survey effort.

These are important aspects of the evaluation to monitor and they are too detailed for us to cover on our regular, monthly calls. Although we do collect some information to assess this on our monthly calls, but the biannual reporting goes into much more detail. So we will use these two points to collect this more detailed information from you.

Our eval TA team will review the data. And we'll provide a written assessment of where the evaluation currently stands with respect to the HHS evidence standards. We'll also review that assessment and the data with you on a monthly call and discuss how you can use that data, if necessary, to inform your evaluation implementation, future data collection efforts and ultimately your analysis plans.

Now, you may be wondering how is this data available to you or to us even now if all the sample has not yet been enrolled and all the surveys have not yet been administered. Well, there is quite some value to looking at these data over time and even for the earlier cohorts and earlier data collection time points.

Looking at the consort diagram, for example, now is valuable for pinpointing sample (loss) throughout the enrollment, consent and data collection processes. Understanding where you are losing sample, for example, maybe not receiving consent forms, youth being absent for surveys, youth absence for follow up survey efforts. Or, say for example, seeing that there's this proportionate loss from one particular site or demographic group is important for thinking about tweaks to your data collection processes for the current and the future cohorts.

If you don't examine sample flow until the end of the evaluation it is, of course, too late to make any important adjustments. And these important adjustments could have very strong implications for attrition calculations, for example. And the baseline equivalence of your final sample.

Now, examining baseline equivalents on a partial sample will also allow you to look for whether there are any concerning baseline differences on key outcomes. And if necessary you can make some adjustments for future data collection efforts by targeting specific members of your sample population.

If those are concerns for you, you can speak more directly with your TA liaison for some more specific strategies.

Now, several evaluators have asked whether they should provide data on their evaluation pilot sample. You should not. We are only asking that you provide data on the actual evaluation sample that will be used to estimate program impacts. If you have enrolled multiple cohorts at the time of reporting, please provide the data pooled across all of these cohorts and all of the program site and control sites.

However, we encourage you to examine data separately by cohort and by site, even though you won't be reporting it separately to use because that may be very beneficial for you. For example, you may find that there are differences between your cohorts and between sites that you may want to account for and adjust for in your future data collection efforts.

Now, we are asking you to provide baseline equivalence data on multiple samples. At a minimum all grantees for this next round of reporting we expect will have baseline data for the full sample of youth that completed a baseline survey. We recognize that this could be a partial sample.

For example, if you're going to have a future cohort with that we'll have baseline data. But for - we expect for all grantees there will be at least be one cohort of youth that have completed a baseline survey data before the November 2012 reporting. We want to see all the baseline data that you have in house at that point.

And we also want to describe exactly what you have provided. For example, I've provided the baseline data for my first of two cohorts. Next, we would like to also examine baseline equivalence for the individuals for whom you have collected outcome data. In other words we'd like you to examine the - your analytic samples on measures collected at baseline.

If you have completed one follow up data collection, you will have one additional baseline equivalence table and two total. One for the sample baseline and one for the sample that completed the first follow-up survey. If you've completed two follow-up survey data collections, you will have two additional tables, three total. One for the sample lat baseline, one for the sample that completed the first follow-up survey. And the third for the sample that completed the second follow-up survey.

Finally, please provide us with as much data as you have available. We do recognize that cleaning and entering the data take time. However, planning for this time and for the due dates for this data and providing the data each November and each May is an extremely important part of your grant reporting. So that we can work collaboratively with you and review it in a timely manner. And help you to diagnose and avert potential issues that could effect your evaluations, evidence review rating.

Okay, so I'm going to turn now to the first element of the data reporting, the completion of the consort diagram. Detailed instructions for completing the consort diagrams are provided in the written guidance. So I will not cover this guidance in as much detail in this Webinar.

The examples we will cover today are also in the written guidance. And the blank templates that you can use to complete your own consort diagrams are on the eval TA Web site. If you have trouble finding them, please let your TA liaison know.

We encourage you to use these templates, but also customize them so that they best represent the sample flow for your design. Now, clustered random assignment designs are those in which the unit of random assignment is a group, such as a school, a teacher, a classroom, a clinic or a community based organization.

Evaluations with clustered designs will provide two consort diagrams. One that represents the flow of the clusters over time. Those units that were randomly assigned such as the schools, the teachers, the classrooms, et cetera. And a second consort diagram for the youth in the clusters that continue through the evaluation. I'll say a little more about this in a moment.

Now, evaluations that are randomly assigning individuals or quasi experimental design evaluations will only provide one consort diagram. Okay, here's a screenshot of what the first consort diagram should look like for a grantee that has a clustered RCT. This grantee is a randomized controlled trial -- the 6th grade program that is operating in a single school district.

We're going to take a look now at each one of these pieces. So the very top paragraph is a description of how the sample was formed. In this case, there were 30 schools in this single district that were serving 6th grade youth, who are the target population for the intervention and the evaluation. Memoranda of understanding were obtained from 22 of the 30 schools. And then ultimately, only 20 schools were included in the study due to constraint of staff time in those other two schools.

The 20 schools were selected based on two - on school size. For example, the two smallest schools with MOUs were not included. So the key items that are covered in this description are eligibility for the evaluation and exclusions that were made prior to random assignment and the reasons for those exclusions. So this paragraph is very important for understanding generalizability or the representativeness of the initial sample.

It's also really good to be documenting this information now while it's fresh in your mind and after you have just gone through the recruitment and the random assignment process. Because this is exactly the kind of information that you will eventually want to include in your project reports and journal articles.

Now, this next slide shows the rest of the diagram all in one place. And I'm going to go through it one step at a time. So this diagram describes the sample

of those 20 randomly assigned schools through the time of reporting for this grantee, which is the first follow-up survey. Now, what you can see is that there were 20 schools, like we described on this first page, randomized and the date of the random assignment was September 1, 2011. Ten schools were assigned the treatment. Ten schools were assigned control.

At the time of baseline data collection, ten schools were continuing with the evaluation on the treatment side. However, on the control side you'll see that at the time of baseline data collection, there are nine schools still participating in the evaluation. And the consort diagram asks you to list the reasons for the loss of clusters.

In this case, the reason is the principle left the school and the baseline data could not be collected. Again, this grantee has continued to collect data through the first follow-up survey and at that time as this consort diagram shows, ten treatment schools are retained in the study sample. And we still are working with nine control schools. And again, the reason that that one school left is recorded for that one school that continues to be lost at the time of the first follow-up.

Next, we continue with the youth consort diagram or the consort diagram for the sub-cluster level for this same evaluation that we've been referencing. Now, a very important thing to note here is that the youth sample consort diagram in a clustered, randomized control trial includes the use from the clusters that are still participating in the evaluation. We do not kind of double-count or double-count the youth who are lost if the entire cluster or school leaves the evaluation.

So this youth consort diagram is focused on the youth in the evaluation sample in the 19 schools that are still participating in the study. And that's

described in the first paragraph. All 6th grade youth enrolled in the 19 randomly assigned schools as of September 15 were eligible for the evaluation with the exception of students and self-contained special education classrooms.

Note, this portion of the flow chart excludes the school that dropped out prior to baseline data collection. So this first paragraph not only references that loss of the one school, it also describes very explicitly who at the student level was eligible for the evaluation.

Next, it talks about - it breaks this out by treatment and control status. So there is 1000 youth eligible for the evaluation in the ten treatment schools and 900 youth eligible for the evaluation in the remaining nine controlled schools. And then it breaks out that sample among those who are consented -- 851 treatment, 820 control. Those whose parents returned a no consent form, refused to be in the evaluation -- 87 treatment, 60 control. And those students for whom a consent form was never returned -- 62 treatment, 20 control.

That all should add up to the total number eligible in the study schools. The 62, plus 87, plus 851 is 1000 eligible in the treatment schools. What's also identified in this box, although it's not part of the eligible sample and is therefore not part of summing to the total eligible is just a note for the number who were not eligible for random assignment or the evaluation.

So across these schools there were 159 used from the treatment school and a set 117 in the control schools who were not eligible due to their special education status. Therefore, they were not consented for the evaluation. There was no effort made to consent them for the evaluation.

And now, in the next level are the number of youth who have completed the baseline survey. In the treatment school, 755 out of 851 consented completed, and on the control side, 778 out of 820 consented completed the baseline survey. We also request that you provide the dates for the baseline survey, administration and provide them for both the treatment and the control schools.

And then among the non-respondents to the survey, we ask that you provide the reason for non-response. For example, in the treatment schools, 76 were absent and 20 students did not assent at the time of the survey. And on the control side, 32 youth were absent and 10 did not assent on the day of the survey.

The other piece of information requested in the consort diagram are the program's start and end dates. It's very helpful for assessing the data collection relative to the beginning and the end of the intervention being tested.

Now, I'm going to move to the consort diagram for an individual level RCT or a QED. I'm going to start with the very first part of the consort diagram which is understanding the eligibility requirement and how we are pulling our evaluation sample. So in this example 7th grade youth in four middle schools were eligible for participation in a voluntary after school program.

Six hundred youth expressed interest in the program. And 200 were in the 8th grade, meaning they were ineligible. Leaving 400 eligible youth left to participate in this voluntary program. Three hundred of them provided consent, therefore 300 students were considered for randomization.

So then on this next page, we see the rest of the consort diagram for an individual level RCT. Again, I want to point out we have at the top the 300 with evaluation consent. And the date that these youth were randomized.

One hundred and fifty-one of these youth were assigned to treatment, 149 to control. And the other thing I want to point out is the program start and the program end date. It's very important to include so that it can be assessed relative to random assignment and all data collection efforts.

So I'll very quickly run through the remaining - this example for an individual level RCT or a QED. You see in this study of the 151 youth randomly assigned to treatment, 139 completed the baseline and the reasons for non-response are provided.

And importantly, those reasons for non-response, the number who are absent, 10, and the number who moved out of the district, 2, plus the number who completed, 139, add up to 151. So you can clearly see how this sample is moving through the baseline data collection effort.

And similarly, on the control side of the 149 assigned to control, 140 completed the baseline, 8 were absent, and 1 moved out of district. And again, the dates for the baseline data collection are provided for both conditions. For this evaluation there is also first follow-up data. It provides the number who have completed the first follow-up survey by treatment status, the dates of those survey efforts and the reasons for non-complete.

One thing I want to point out in particular on the treatment side is that more youth completed the first follow-up survey than the baseline survey. That's a really important kind of reference to best practice for evaluation. You should

try to survey for follow-up data collection all youth with evaluation consent. You should not limit that to youth who've completed a baseline survey.

So in this evaluation they were more successful reaching a greater proportion of youth for the follow-up survey on the treatment side than they were for the baseline survey.

So next I'm going to move to reporting on baseline equivalence. Again, for baseline equivalence, just as with the consort diagram, we want data pooled across study sites and across the various evaluation cohorts that are enrolled over time. We are focused on variables that are assessed under HHS evidence standards, those of demographic variables such as age, gender, race and ethnicity, and measures of sexual behavior.

We have provided an Excel template on our eval TA Web site. It includes two tabs in the workbook. One is a populated example which I believe is similar to the examples I will show in a moment. And the second is a blank template that you can use to organize the data and submit it with your biannual reporting.

So hearing the summary of what you're going to provide, we are asking you to provide some binary measures. And for those measures you will provide them as percents and decimal form. So for example, if 5% of your sample experience the outcome, you will enter 0.05. You will also have to provide the sample size by treatment and control that responded to that survey item.

Of course, we all hope and expect that that sample size is the same number as those responding to the survey. But we understand that item non-response may mean that maybe slightly fewer youth or some different sample sizes by measure.

Now, for continuous measures such as number of sexual partners, we -- and age -- we ask that you provide the mean, the standard deviation, and again the sample size of the sample responding to that question by treatment and control. There is one categorical measure in the reporting and that's race. And for that we ask that you provide the number of youth in each category. That's all that you will provide for race and the Excel file will calculate the rest.

So as you will see in a moment, or as you may have seen previously, the Excel file is designed to provide many calculations after you provide a minimum amount of information. If you add some additional statistics to your reporting, for example, calculating P values and other ways that are done in the Excel file, or adjusting your calculations for clustering and clustered RCTs, please also provide that information and a description of what you are providing.

But please do not overwrite the calculations that are programmed into the Excel template. Okay, I'm going to speak in a little more detail about some of the specific data elements. And we would like you to construct full sample measures for all of the variables that are included in these Excel files.

And I'll talk a little bit about what this means, in particular for measures of sexual behaviors. Now, for the race variables, if you need to recode this measure to account for the specific races in your population, you are more than welcome to do so to simplify the lines.

We're also asking you to, in constructing your dummy variables, for yes or no survey items are somewhat - or gender ethnicity, to use a coding of 0 for no or 1 for yes. Now, importantly, as I said, we are asking you to construct all these measures as full sample measures. So what this means in particular for the sexual behaviors is that you code the measure for all youth in the sample, not

just the subset who may have answered a particular question because of a skip pattern, so youth who skip out of certain questions.

And we effectively know their response because of their prior question, such as they have not yet had sexual intercourse, will have their responses imputed. And I will go over an example of that in a moment. So example sets of these include youth that did not have sex in the past three months. They should be coded as a 0 in the number of times they've had sex in the past three months, and included in the denominator.

So youth that have not had sex in the sample, youth that did not have sex in the past three months should be coded as no or 0 in the numerator, and included in the denominator for the measure regarding sexual intercourse without a condom in the past three months. So we understand that this can get complicated.

In particular, if you're not used to constructing full sample measures and how to appropriately code youth who are not sexually active or say that they are not sexually active at follow-up periods. And your TA liaison will be more than happy to help you in constructing these measures.

But what this effectively means is that the sample sizes in these tables should be the same for each data element that is requested. Meaning, and you'll see this in a moment, if there 150 treatment youth responding to the survey, and 160 control youth responding to the survey, the sample sizes in those sample size columns should be 150 or 160 for each data element requested, accounting for non-response.

So it may be 148 or 149 in some cases, 150, 151 in some cases, if youth did not response to a particular item. But the important takeaway here and one

that we've worked continuously with grantees on is to ensure that you are not only providing the means or the proportions for those youth who are sexually active alone.

Okay, let's take a look at what this Excel template looks like. I apologize that the numbers are small. They're a little more irrelevant than just what the basic structure of the table is and what that means for your reporting. So this is the portion of the spreadsheet that examines baseline equivalence for demographic measures such as age, gender, race and ethnicity.

All the yellow cells are the ones in which you are requested to enter data. Cells that are shaded or cells that are shaded and with an X are cells in which you will not enter data or cells in which the spreadsheet will perform calculations for you. So for these measures of demographic characteristics, we ask that you provide the sample size for each measure and this will clearly, of course, indicate for which items you may have had higher levels of item non-response.

So for this grantee, with 150 youth in the treatment condition and 106 use in the control condition, they were fortunate to have not experienced any item non-response. All youth responded to the survey items and are included in the sample size for this reporting.

Now, for the race variable, you're going to report your sample sizes in a slightly different way. We ask that you provide the counts of youth who are indicating that they are a particular race. And we also ask that you construct this measure so all the categories are mutually exclusive. So here's a couple of examples.

For a youth who may have indicated that they are both Asian and black, you would code them as two or more races. You would not count them in both the Asian, the black and the two or more races categories. This is important because these counts that you enter in the race category should all sum to 150, which is your sample size responding to the race question.

So note that for the race categories in particular, we left the categories as they are in the performance measures to save you work. So this means that the Hispanic category is separate. This also means that there may be some categories for which you don't have data because they may not have been of focal groups of interest that you - or in your sample population or you wouldn't necessarily be examining these youth in your analysis.

You can reconstruct this variable if that makes sense for you by simply re-labeling the row headings in the spreadsheet to identify a specific racial category that you are examining in your population. Now, if you don't have students of a particular racial group and you have (unintelligible) treatment or the control group, please just enter zeroes. That's more helpful for your TA liaison than leaving a cell blank.

Now, when you enter a zero, the (chi-square) statistic for the race categories will not calculate, but that's fine. Your TA liaison will modify the Excel file and finalize the calculation for you. Also, please note that at the top of the table, we are asking you to indicate the sample that this represents.

So as you'll recall, we want the sample with base - that completed the baseline survey. And we also want baseline measures of the samples that completed all future follow-up surveys. So in this example this is a sample that completed the baseline survey.

Okay, here is the second section of the spreadsheet that examines sexual risk behaviors. Again, please enter the binary variables as decimals. And no standard deviations are required for the binary measures as indicated by the cells that are grayed out and with an X.

Now, I want to walk you through the coding of one measure and how you could approach that to ensure that you are reporting a full sample measure for all of these behavioral risk variables. And I'll look at the variable sexual intercourse in the prior three months.

So please note that the full sample size is included in the columns because this measure is being constructed for everyone in the evaluation sample. So to code this measure, you would treat youth who have never had sexual intercourse or those that have, but have not had sexual intercourse in the last three months as zeroes in the construction of your binary variable.

Youth who have had sexual intercourse and have had sexual intercourse in the prior three months will be coded as 1 for this binary variable. And then your calculations will then show, for example, for this grantee that 20% of the youth are sexually active at baseline, 80% either have never had sexual intercourse or have not had sexual intercourse in the past three months if they have had sex ever.

On the control side, 15% of the sample have had sexual intercourse in the prior three months, which means that 85% of the sample either are not sexually active or are sexually active and just have not had sexual intercourse in the prior three months. So again, your TA liaison can be of support for you in helping to construct these full sample measures if you have specific questions on how these items should be coded

Now, what is not displayed on these slides is an additional column for a P value to be entered if it was calculated by you in a different statistical package. For example, if you have cluster (unintelligible) assignment designs and you have adjusted the standard errors to account for that.

In these cases please provide these P values and any indication of how they were calculated. Otherwise - but please do not change the calculations that the Excel file is automatically doing for you. But please feel free to enter your own calculation and description of how that is distinct from the calculations that this file is making.

Okay, electronic copies of the guidance that I've just discussed which includes templates for the consort diagrams are available on our eval TA Web site under shared documents OAH annual progress requirements. If you have difficulty finding them, you can of course ask your TA liaison to point you to them.

And the Excel workbook for entering data on baseline equivalence is available in two versions, an Excel 2007 version and an Excel 1997-2003 compatible version. So I want to thank you for your time. I believe we have time for some questions. And if we don't get to your question today on the call or if your question is very context specific to your evaluation, you can most certainly follow-up with your TA liaison or your OAH project officer.

Allison Roper: Okay, so we'd like to open it up for questions. I think you can press star 1. Any questions coming in?

Coordinator: I'm showing now questions in the queue so far.

Allison Roper: Okay. Give it just one more second. One person did have a follow-up question on performance measures related to Option 3 reporting. And they were asking if they can report for the entire year. You do need to report your data every six months and report for that reporting period and for Option 3 and for your complete - only for your completed cohorts.

Okay, if we don't have any further questions...

Coordinator: I am showing no questions in the queue.

Allison Roper: Okay, fantastic. Well, thank you, Susan. Thank you everybody for participating today. We do appreciate your time and attention. You will be able to find all of the recordings for this Webinar and the slides as well as the guidance for the annual progress report writing will be up on our Web site sometime next week. So I encourage you to check that out.

And if you have any questions in the meantime, obviously please feel free to contact your OAH project officer, your eval TA liaison or your OGM grants management specialist. Thank you. Bye-bye.

END