

Personnel Development Program (PDP)

Overview of Annual Reporting Requirements: Submitting Quality Data

A Training for FY 2014 325 Grantees

**Dr. Bonnie D. Jones, OSEP
Amy Bitterman, Westat
November 14, 2014**

*The content of this presentation was developed, in part, under support from Contract ED-
OSE 12C 0064, Karen Schroll, Deputy Director, and Amy Bitterman, Senior Research and
Data Quality Specialist and does not necessarily reflect the views or policies of the U.S.
Department of Education nor does mention of trade names, commercial products, or
organizations imply endorsement by the U.S. Government.*

Purpose of Training

2

- To orient Project Directors to their data reporting requirements during the grant's project period
- To improve the quality of data submitted to OSEP by its grantees
- To introduce PDP's new data collection system

Training Agenda

3

- Program Performance Measures
- Grantee Reporting Requirements
 - Annual Performance Reports
 - PDP Data Collection System (DCS)
 - Data on Scholars
 - Service Obligation Reporting
 - Final Report
- Strategies for Submitting High-Quality Data
- Questions and Discussion

How OSEP Uses the Data That Grantees Report

4

- **PDP Data Collection System (DCS)**
 - Allows OSEP to produce data for internal reports, grant monitoring, and program improvement activities
 - Ensures scholars are meeting service obligation requirements
 - Provides data for program performance measures
 - Transfers data to Debt and Payment Management Group (DPMG) for cash payback when scholars do not comply with service obligation regulations

- **Annual Performance Reports**
 - Documents the progress of the project toward meeting its annual objectives aligned to performance measures and accounts for its fiscal expenditures
 - Links to continuation funding for the next fiscal year

- **Final Report**
 - Documents the completion of project objectives and the outcomes of the Federal investment.

Federal Regulations

- According to 34 CFR 75.253(a)(3), the timely submission of this report is one of the factors that the Secretary will consider in determining whether to continue your project's funding for next fiscal year.
- According to section 75.217(d)(3)(ii), the Secretary can consider the failure to submit scholar data in a timely fashion in determining your project's ability to obtain future grants from the Office of Special Education Programs or under any other Department program.

FY 2014 Priority Language

325K

(c) Include, in the narrative section of the application under “Quality of Project Evaluation,” how--

(1) The proposed project will use comprehensive and **appropriate methodologies to evaluate the effectiveness of the project, including the effectiveness of project processes and outcomes;**

(2) The proposed project will **collect and analyze data related to specific and measurable goals, objectives, and outcomes of the project.** To address this requirement, the applicant must describe--

(i) How **scholar competencies and other project processes and outcomes will be measured for formative evaluation purposes, including proposed instruments, data collection methods, and possible analyses;** and

(ii) How data on the **quality of services provided by proposed project graduates, including data on the learning and developmental outcomes (e.g., academic, social, emotional, behavioral, meeting college- and career-ready standards) and on growth toward these outcomes** of the children with disabilities that the project graduates serve, will be collected and analyzed.

Note: Following the completion of the project period, grantees are encouraged--but not required--to engage in ongoing data collection activities.

(3) The methods of evaluation will **produce quantitative and qualitative data for objective performance measures that are related to the outcomes** of the proposed project.

(4) The **methods of evaluation will provide performance feedback and allow for periodic assessment of progress towards meeting the project outcomes.** To address this requirement, the applicant must describe how--

(i) Findings from the evaluation will be used as a basis for improving the proposed project to prepare special education, early intervention, or related services personnel to provide high-quality interventions and services to improve outcomes of children with disabilities; and

(ii) **The proposed project will report evaluation results to the Office of Special Education Programs (OSEP) in the annual and final performance reports.**

FY 2014 Priority Language (continued)

7

325D

(1) (c) Demonstrate, in the narrative section of the application under 'Quality of the Project Evaluation,' how--

(1) The applicant will evaluate the effectiveness of the proposed leadership project. The applicant must **describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholar competencies and their impact on the services provided by future teachers, service providers, or administrators; the evaluation methodologies to be employed, including proposed instruments, data collection methods, and possible analyses; and the proposed standards or targets for determining effectiveness;**

(2) The applicant will **collect and use data on current scholars and scholars who graduate from the program to improve the proposed program on an ongoing basis; and**

(3) The grantee will report the evaluation results to OSEP in its annual and final performance reports.

FY 2014 Priority Language (continued)

8

325K

(d) Demonstrate, in the narrative under “Project Assurances,” or appendices, as applicable, that the following program requirements are met. The applicant must—

(1) Include, in the application as Appendix B, syllabi for all required coursework of the proposed project, including syllabi for new or proposed courses.

(2) Ensure that the proposed number of scholars to be recruited into the program can graduate from the program by the end of the grant's project period. The strategies for recruiting scholars (including individuals with disabilities), the program components and their sequence, and proposed budget must be consistent with this project requirement.

FY 2014 Priority Language (continued)

9

325D

(d) Demonstrate, in the narrative under “Required Project Assurances,” or appendices as directed, that the following program requirements are met. The applicant must--

(1) Include in the application appendix--

(i) Course syllabi for all coursework in the major and any required coursework for a minor;

(ii) Course syllabi for all research methods, evaluation methods, or data analysis courses required by the degree program and elective research methods, evaluation methods, or data analysis courses that have been completed by more than one student enrolled in the program in the last five years; and

(iii) For new coursework, proposed syllabi;

(See 325D required assurances)

Purpose of Program Performance Measures

10

- Allow OSEP to measure whether the PDP is meeting its objectives
- Allow OSEP to show program progress from year to year and determine effectiveness
- Required to be reported under Federal law
 - In 1993, the Government Performance and Results Act (GPRA) required federally funded agencies to develop and implement an accountability system based on performance measurement.
- May be used by Congress to determine future program funding

PDP Performance Measures

11

- **Measure 1**: Percentage of projects that incorporate evidence-based practices into their curricula.
- **Measure 2**: Percentage of scholars completing OSEP-funded training programs who are knowledgeable and skilled in evidence-based practices for infants, toddlers, children, and youth with disabilities.
- **Measure 3**: Percentage of program scholars who exit preparation programs prior to completion due to poor academic performance.
- **Measure 4**: Percentage of funded degree/certification program recipients who are working in the area(s) in which they were trained upon program completion

PDP Performance Measures (continued)

12

- **Measure 5**: Percentage of funded degree/certification program recipients who are working in the area(s) in which they were trained upon program completion and who are highly qualified under IDEA.
- **Measure 6**: Percentage of funded degree/certification program recipients who maintain employment in the area(s) for which they were trained for 3 or more years and who are fully certified under IDEA.
- **Measure 7**: The Federal cost per degree/certification program recipient who completed the program.

Anticipated Measures *DRAFT*

13

- To be piloted in 2015:
 - The number and percentage of degree/certification recipients who are employed in high need districts.
 - The number and percentage of degree/certification recipients who are employed in the field of special education for at least two years.
 - The number and percentage of degree/certification recipients who are rated as effective by their employer.



Sources of Data for PDP Performance Measures

14

- Expert panel review of syllabi from PDP grantees (*Measure 1*)
 - Reviews are conducted the year following the grant award.
 - e.g., Syllabi from the FY 2014 grant applications are reviewed and reported during the 2015 reporting period.
- ED G5 database (*Measure 7*)
 - Provides financial data for each grant.
 - Grantee reports amount of scholarship.

More Sources of Data for PDP Performance Measures

15

- Service Obligation and Scholar Data
 - Data entry in the **Personnel Development Program Data Collection System (DCS)** at <https://pdp.ed.gov/osep>
 - Grantees enter data on scholars prior to enrollment, during enrollment, and at completion (*Measures 2 through 4*)
 - Scholars report on employment status after exit. (*Measure 5 and 6*)

Performance Reports

16

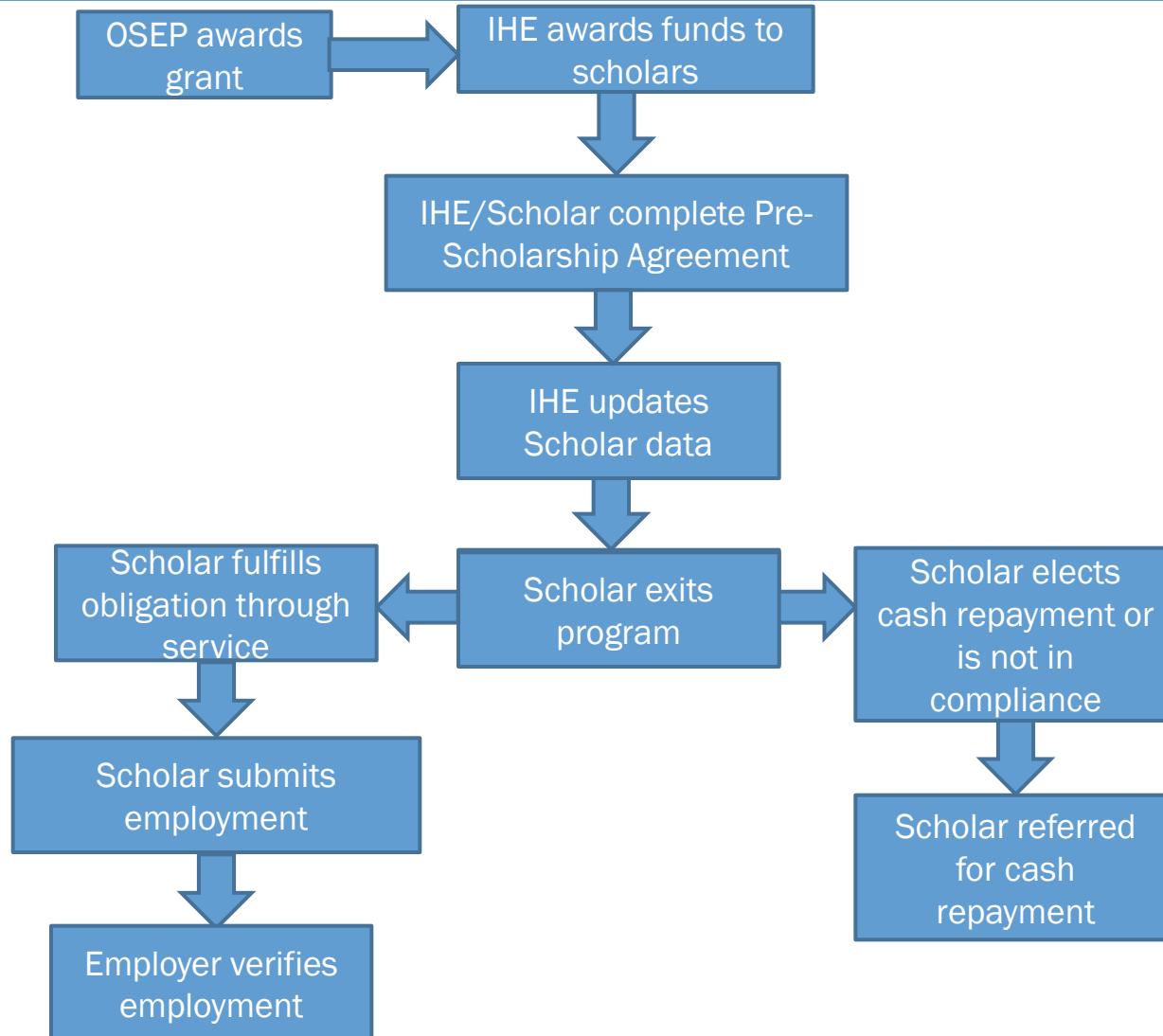
- ❑ Annual Performance Reports (APR) and Final Performance Report
<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>
- ❑ Directions for submitting APR sent from OSEP to PDs in January/February of each year.
- ❑ APR Training for 325 PDs in February and March, prior to due date.
- ❑ Final Report due 90 days after end of project.

DCS: Data Collection Components

17

- The DCS collects the following data:
 - Grantees upload completed and *signed* Pre-Scholarship Agreements and Exit Certifications;
 - Grantees enter contact, demographic and training information about scholars;
 - Scholars will review and approve grantee entered training information;
 - Scholars enter employment information; and
 - Employers verify employment information.

DCS: Data Collection Components



Service Obligation

19

- For information on **Service Obligation** and **data submission portal** go to
<https://pdp.ed.gov/osep>
- **Resources** for -
 - ▣ Pre-Scholarship Agreements (PSA) and Exit Certifications (EC)
 - ▣ 2006 Service Obligation Regulations
 - ▣ Regulatory Frequently Asked Questions
- **Helpdesk** -
 - ▣ Toll Free Hotline, 8 am – 8 pm ET M-F
1-800-285-6276
 - ▣ serviceobligation@ed.gov

Service Obligation

20

Some points to remember during grant start up -

- ❑ Website is your first point of contact for SO, then helpdesk.
- ❑ Grant Award Notification (GAN) attachments explain the service obligation requirements. See *Dear Colleague* Letter.
- ❑ Pre-Scholarship Agreement (PSA) must be completed and signed by those who enroll in your program. PSA must be uploaded into DCS.
- ❑ Exit Certification (EC) must be completed and signed upon scholar exit from the program. The EC must be uploaded into DCS within 30 days of scholar exit.

Grantee Ongoing Reporting Requirements for DCS

21

- Grantees must enter or update scholar contact and payback obligation information within thirty (30) days of:
 - Scholar enrollment;
 - Scholar changes in statuses; and
 - At the conclusion of the grant's fiscal year.
- The system is available year round, 24 hours a day.

Data to be Collected by Grantees

22

- Scholar contact information
 - Name
 - Date of birth
 - Social security number
 - Address, city, state, zip code
 - Email address (gmail, hotmail, or other non-IHE account)
 - Alternate contact information (a person provided by the scholar through which DCC may contact the scholar)
- Completed and signed Pre-Scholarship Agreement
- Scholar characteristics
 - Gender
 - Race/ethnicity
 - Age
 - Disability status

Data to be Collected by Grantees

(continued)

23

- Scholar training and employment prior to entry in grant-supported training
 - Degrees held before enrollment
 - Area of degrees held before enrollment
 - Employment before enrollment
- Current training information
 - Enrollment date
 - Degree being pursued
 - Area of degree being pursued
 - Full-time/part-time status
 - Amount of funding

Data to be Collected by Grantees

(continued)

24

- Employment during training
 - ▣ Type of position
 - ▣ Number of hours worked per week
- Scholar Status
 - ▣ Program completion status
 - ▣ Date of exit (completion or exit prior to completion)
 - ▣ If scholar did not complete, reason he/she did not complete
 - ▣ Program duration
 - ▣ Accumulated academic years funding
- Exit Data
 - ▣ Degrees earned and areas of degrees
 - ▣ Signed Exit Certification

Data to be Collected by Grantees

(continued)

25

- Whether scholar demonstrated knowledge and skills by passing a predetermined measure
 - ▣ Grantees must identify at least one measure that is completed before the scholar leaves the program
 - ▣ This information is critical for calculating Performance Measure 2.
 - ▣ Priority requires grantees to identify a measure in the grant application

Examples of Measures of Skills or Knowledge

26

Measure 2: Percentage of scholars completing OSEP-funded training programs who are knowledgeable and skilled in evidence-based practices for infants, toddlers, children, and youth with disabilities.

- Grantee specific tests
 - Comprehensive exam
 - Portfolio
 - Defense of dissertation
- National organization tests
 - Adapted Physical Education National Standards (APENS) Exam
 - Registry of Interpreters for the Deaf (RID) Certificate of Interpretation and Certificate of Transliteration **(CI/CT)**

Examples of Measures of Skills or Knowledge (continued)

27

- PRAXIS II
 - ▣ Education of Deaf and Hard of Hearing Students
 - ▣ Education of Exceptional Students: Core Content Knowledge
 - ▣ Education of Exceptional Students: Learning Disabilities
 - ▣ Education of Exceptional Students: Mild to Moderate Disabilities
 - ▣ Education of Exceptional Students: Severe to Profound Disabilities
- State specific tests
 - ▣ Select state, then specific exam
 - Florida
 - ▣ Florida Teacher Certification Examinations (FTCE)
 - ▣ General Knowledge Test (GK)
 - ▣ Professional Education Test (PEd)
 - ▣ Subject Area Examinations (SAE): Elementary Education K-6

Examples of Measures of Skills or Knowledge (continued)

28

- Report a **capstone** project or exam that scholars are required to pass prior to completing your grant program
 - ▣ Does not need to be a standardized test
- List of *un*acceptable measures
 - ▣ Entrance exams: PRAXIS I, GRE, SAT
 - ▣ University preliminary exams
 - ▣ Individual course exams or grades
- Must list *at least* one measure for each scholar. May list up to 5 measures.

Steps for Reporting Good Data

29

- Notify scholars at the beginning of the program that they will be asked to provide test results and employment data
- Remind scholars via phone or email before they exit that they will be asked to provide test results and employment data
- Arrange and conduct exit interviews with each completing scholar
- Assure that PSAs and ECs are completed, signed and uploaded.
- Collect and submit scholar data early.

Steps for Reporting Good Data (continued)

30

- Manage grant to ensure that all scholars will complete the program before the grant ends; enroll scholars with sufficient time, funding and support to complete within the grant period.
- Leverage a one-time, no-cost extension to enable scholars to complete the program; request a second, no-cost extension if additional time is needed for scholars to complete the program.

Sample Resources

31

- **Training for using G5 system**
 - This training will take approximately **1 hour** to complete. When you finish the training, the Department's Office of the Chief Financial Officer (OCFO) will be automatically notified when you submit your training certification (at conclusion of training). Go to <http://vpp.ed.gov/training/>.

- **Logic Modeling and Performance Measure Training**
 - The Center for Evaluation and Education Policy (CEEP) at Indiana University has created two Voice-over PowerPoint presentations for OSEP: (a) How to create and use logic models, and (b) How to create high quality objectives and performance measures. For training on modules, see <http://www.tadnet.org/pages/589>

- **Key Resources document**
 - This document is available at the OSEP Project Directors' Conference and is updated annually.

- **Using the Personnel Development Program Data Collection System (DCS)**
 - View this archived training to familiarize yourself with the DCS, how to access it, and how to enter data. For training, see <http://pdp.ed.gov/OSEP/training>. Then click on the "training and resources" link to access current trainings.

Summary

32

- Program Performance Measures
- Grantee Reporting Requirements
 - Annual Performance Reports – due annually in G5
 - <http://www.g5.gov>
 - Data on Scholars and Service Obligation Reporting – to US Department of Education’s PDPDCS
 - <https://pdp.ed.gov/osep>
 - Final Report – due 90 days after end of project in G5
 - <http://www.g5.gov>
- Strategies for Submitting High-Quality Data
- Use Resources

Questions and Answers

- What follow-up training would be useful for you and your staff?
- What other tools would be helpful to enable you to use the data reported to improve your project performance? What types of additional resources would help you enter reliable data?
- What concerns do you have regarding the data collection process and/or performance measures?
- Was this training useful? How would you improve it?

More questions?

Please send follow-up questions to
Your Project Officer

or

serviceobligation@ed.gov