

Measuring the Mission: Using Performance Measures to Assess Local and National Progress

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Disclaimer and Acknowledgements

- ▶ The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.
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Objectives

At the conclusion of this presentation...

- ▶ Participants will be able to name 2 reasons why performance measurement is important;
- ▶ Participants will be able to identify at least 1 new way to use performance measures; and
- ▶ Participants will be able to explain how performance measures can address disparities in teen pregnancy.

Description of Workshop

- ▶ Background on TPP/PREIS Performance Measures – Ina Wallace
- ▶ Federal Leadership Perspective – Jo Anne Jensen
- ▶ Grantee Perspective on using Performance Measures to Improve Program Quality – Robin Jeffries
- ▶ Evaluator Perspective on using Performance Measures to Understand Program Outcomes – Robert LaChausse
- ▶ Workshop Participant suggestions

Background

- ▶ Performance measurement is a fully detailed and systematic approach to collecting, analyzing, and reporting data to increase the effectiveness of decision making.
- ▶ Public Law 103-62 and its update in P.L. 111-352 – known as GPRA and GPRA Modernization Act of 2010 - require OAH to collect performance measures.
- ▶ These performance measures can be used to determine the extent to which the agency is making sufficient progress toward their stated mission and serving the public interest.

Background (cont.)

The stated purposes of these Acts are to:

- ▶ Hold Federal agencies accountable for achieving program results;
- ▶ Measure program performance against set goals and report publicly on the progress;
- ▶ Improve Federal program effectiveness and accountability;
- ▶ Help Federal managers improve service delivery;
- ▶ Provide more objective information to congress on achieving statutory objectives and on the effectiveness of Federal programs and spending; and
- ▶ Improve internal management of the Federal Government.

Development Process

- ▶ Queried OAH regarding the most important goals and objectives of OAH
- ▶ Completed a literature review covering:
 - Federal performance measure development,
 - Replication of evidence-based programs,
 - Fidelity assessment,
 - The role of demonstration grants in performance measurement, and
 - Outcome measures for assessing outcomes of TPP programs.

Development Process (cont.)

- ▶ Met in-person and by teleconference with Expert Workgroup and Agency representatives for the purposes of:
 - Brainstorming solutions to issues specific to this endeavor – different types of grantees, importance and difficulty of measuring outcomes
 - Reviewing potential indicators and items for dosage, fidelity, and participant outcomes
- ▶ Discussed process with grantees at annual meetings
- ▶ Sought feedback from grantees once measures were developed
- ▶ Developed reporting system and tested it internally and externally (i.e., OAH, grantees)

TPP/PREIS Performance Measures

Program Structure

- ▶ Partners
- ▶ Training
- ▶ Dissemination

Program Delivery

- ▶ Reach
- ▶ Dosage
- ▶ Fidelity
 - Facilitator Reported Adherence
 - Observer Reported Adherence
 - Quality of Implementation
 - Fidelity Process

Grantee-Specific Reports

The screenshot shows a web application interface for the Office of Adolescent Health. The main header includes the organization's logo and name, the title 'Performance Measures', and a subtitle 'Teen Pregnancy Prevention & Personal Responsibility Education Innovative Strategies'. On the right, it states 'Form approved OMB No. 0990-0392 Exp. date 05/31/2015'. A navigation bar contains links for HOME, GRANTEE DATA, PARTICIPANT DATA, DATA UPLOAD, REPORTS (highlighted), RESOURCES, and HELP DESK. Below the navigation bar, a breadcrumb trail reads 'You are here: Reports > Reports > Dosage Report' and a user profile 'Ina Wallace | Logout' is visible.

The main content area is titled 'Dosage Report'. It contains a left-hand sidebar with a list of report types: Reports (expanded), Program Details, Dosage Report (highlighted), Fidelity Report, Obs. Fidelity Report, Obs. Quality Report, Reach Report, Dissemination Report, Partner Report, Training Report, Data Compliance, Registered Users, Participant Crosstab, Participant Data Report, PM Summary, and Export Center.

The 'Dosage Report' section includes the following text and form elements:

- Text: 'Select a grantee from the dropdown list below and press the GENERATE REPORT button to generate a Dosage Report.'
- Note: 'NOTE: Currently, the Dosage Report only calculates dosage for Curriculum-based Sessions.'
- Form fields:
 - Grantee Name:** University of Southern California/Los Angeles County Department of Public
 - Program Name:** It's Your Game: Keep it Real
 - Date Range:** 3/1/2013 to 8/31/2013
 - Section Status:** Completed and Active
- Button: 'Generate Report'

Grantee-Specific Reports (cont.)

- Reports ^
- Program Details
- Dosage Report
- Fidelity Report
- Obs. Fidelity Report
- Obs. Quality Report
- Reach Report
- Dissemination Report
- Partner Report
- Training Report
- Data Compliance
- Registered Users
- Participant Crosstab
- Participant Data Report
- PM Summary
- Export Center

Dosage Report

Select a grantee from the dropdown list below and press the GENERATE REPORT button to generate a Dosage Report.

NOTE: Currently, the Dosage Report only calculates dosage for Curriculum-based Sessions.

Grantee Name

Program Name

Date Range:

Section Status

SectionName	Location	Facilitator	# of Participants	# Reported Components Administered	Avg Components Attended	Median Attendance	% with 75% or better attendance
<i>Grantee Name: University of Southern California/Los Angeles County Department of Public Health;</i>							
<i>Program Name: It's Your Game: Keep it Real</i>							
10105-Spring2013-8-2	10105	10105	22	12	10	89.39 %	86.36 %
10105-Spring2013-8-4	10105	10105	23	12	10	87.32 %	86.96 %
10105-Spring2013-8-5	10105	10105	24	12	10	89.24 %	87.50 %
10105-Spring2013-8-6	10105	10105	23	12	11	97.83 %	100.00 %
10105-Spring2013-8-8	10105	10105	22	12	11	96.59 %	100.00 %

Grantee-Specific Reports (cont.)



Performance Measures
Teen Pregnancy Prevention &
Personal Responsibility Education Innovative Strategies

Form approved
OMB No. 0990-0392
Exp. date 05/31/2015

HOME GRANTEE DATA PARTICIPANT DATA DATA UPLOAD **REPORTS** RESOURCES HELP DESK

You are here: Reports > Export Center

Ina Wallace | Logout

Reports ▾
Export Center

Data Export Center

Select the type of data you want to export and the table will be populated accordingly. Then choose the Export Format in which you wish to receive the data by clicking the appropriate icon found on the top right corner of the table.

What data would you like to export?

- Program Details
- Class/Section Details
- Component Details
- Observation Data (Fidelity and Quality)
- Participant Details
- Class/Section Assignments
- Attendance Logs
- Perceived Impact Data
- Lookup Values/Data Keys

Program:

Classes/Sections:

Generate Data

Grantee-Specific Reports (cont.)

- Class/Section Details
- Component Details
- Observation Data (Fidelity and Quality)
- Participant Details
- Class/Section Assignments
- Attendance Logs
- Perceived Impact Data
- Lookup Values/Data Keys

Program:

Classes/Sections:

Program Name	Section Name	Component Name	sessiondate	Participant	Attended	Units
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-1	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-10	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-11	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-12	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-13	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-14	1	0
It's Your Game: Keep it Real	10105-Spring2013-8-2	Lesson1	5/10/2013 12:00:00 AM	10105-Spring2013-8-2-15	1	0

Grantee Specific Reports (cont.)

Section Name	Component Name	Session date	Participant	Attended	Units
10105-Spring2013-8-2	Lesson1	5/10/2013 0:00	10105-Spring2013-8-2-1	1	0.00
10105-Spring2013-8-2	Lesson10	5/29/2013 0:00	10105-Spring2013-8-2-1	1	0.00
10105-Spring2013-8-2	Lesson11	5/31/2013 0:00	10105-Spring2013-8-2-1	0	0.00
10105-Spring2013-8-2	Lesson12	6/4/2013 0:00	10105-Spring2013-8-2-1	1	0.00
10105-Spring2013-8-2	Lesson2	5/10/2013 0:00	10105-Spring2013-8-2-1	1	0.00
10105-Spring2013-8-2	Lesson1	5/10/2013 0:00	10105-Spring2013-8-2-10	1	0.00
10105-Spring2013-8-2	Lesson10	5/29/2013 0:00	10105-Spring2013-8-2-10	1	0.00
10105-Spring2013-8-2	Lesson11	5/31/2013 0:00	10105-Spring2013-8-2-10	1	0.00
10105-Spring2013-8-2	Lesson12	6/4/2013 0:00	10105-Spring2013-8-2-10	0	0.00
10105-Spring2013-8-2	Lesson2	5/10/2013 0:00	10105-Spring2013-8-2-10	1	0.00
10105-Spring2013-8-2	Lesson1	5/10/2013 0:00	10105-Spring2013-8-2-11	1	0.00
10105-Spring2013-8-2	Lesson10	5/29/2013 0:00	10105-Spring2013-8-2-11	1	0.00
10105-Spring2013-8-2	Lesson11	5/31/2013 0:00	10105-Spring2013-8-2-11	1	0.00
10105-Spring2013-8-2	Lesson12	6/4/2013 0:00	10105-Spring2013-8-2-11	1	0.00
10105-Spring2013-8-2	Lesson2	5/10/2013 0:00	10105-Spring2013-8-2-11	1	0.00

Federal Leadership Perspective

»» Jo Anne G. Jensen, Ph.D.,
Medical Education
Specialist
U.S. Department of Health
and Human Services
Office of Adolescent Health

Questions about PMs

- ▶ Who are your stakeholders?
 - Someone who has invested money and/or time into your program.
 - OAH, FYSB Local Partners, US Congress
- ▶ What is the purpose of PMs?
 - Continuously assess for improvement in program
 - Report to stakeholders
 - Justify budget

Answers to Questions

- ▶ Performance measures are used to inform the US Congress what OAH/FYSB is doing with the money they are providing to grantees
- ▶ The US Congress is the major stakeholder for OAH and YOU-OAH/FYSB grantees
- ▶ The US Congress makes the decisions about funding and programmatic priorities

Reports from OAH database tell you...

- ▶ How many youth did we serve?
- ▶ What are the ethnicities of the groups served?
- ▶ What was the quality of the presentation of each session?
- ▶ How is the attendance? Are the majority of participants attending regularly?

What is the Value and Rationale of the PMs?

- ▶ Ensure high quality data–check to see if data is valid
- ▶ Provide accountability
- ▶ Use data in publications
- ▶ Use for timely guidance for program facilitators if changes are necessary
- ▶ Available for review to analyze data for Project Directors, Evaluators, and OAH/FYSB Project Officers
- ▶ Provides feedback on a regular basis for continuous quality improvement

How do Project Officers use PMs to monitor and assist grantees in program improvement?

- ▶ Are grantees meeting their recruitment & retention goals?
- ▶ Is the quality of fascinator presentations OK– or is there room for improvement?
- ▶ Are participants receiving the program? Are the no. of activities planned being completed?
- ▶ Are grantees maintaining partnerships; adding new partnerships
- ▶ Are grantees disseminating– presenting, publishing?

Evaluator Perspective



Robert G. LaChausse, Ph.D.
California State University,
San Bernardino



Overview

- ▶ Tier 2 study of Positive Prevention PLUS, a school-based TPP.
- ▶ Previous study (LaChausse, 2006) indicated increased self-efficacy to abstain from sexual activity, and increased self-efficacy to use condoms, and in delaying sexual intercourse.
- ▶ 11- 45 minute lessons aimed implemented by school teachers.

Current Study

- ▶ Current study employs two separate CRTCs.
- ▶ Baseline, 30 days FU, 6 month FU, and 1 year FU.
- ▶ Student survey using performance measures (i.e. Ever had sex, Had sex without a condom in past 3 months)
- ▶ Implementation Fidelity PM (lesson quality, lesson adaptations)
- ▶ Data from RCT #1 used to make improvements to program for RCT #2

Lesson Observation Form

OAH TPP Study RCT2

Positive Prevention Observation Form

Observer Name: _____	Site Code: _____
Date: _____	Teacher Code: _____
	Period: _____

Directions: The purpose of the observation is to assess the quality of the program below when completing the observation for rather than a 1 or a 2. Please read through

Instructions: The following questions assess the overall quality of the program session and delivery of the information. Use your best judgment and do not circle more than one response.

1. In general, how clear were the program teacher's explanations of activities?

1	2	3	4	5
Not clear		Somewhat clear		Very Clear

- 1 - Most participants do not understand the instructions and cannot proceed; many questions asked.
 3 - About half of the group understands, while the other half ask questions for clarification.
 5 - 90-100% of the participants begin and complete the activity/discussion with no hesitation and no

2. To what extent did the teacher keep track of time during the session and activities?

1	2	3	4	5
Not on time		Some loss of time		Well on time

- 1 - Teacher does not have time to complete the material (particularly at the end of the session); regular or begin discussing non-related issues in small groups.
 3 - Misses a few points; sometimes allows discussions to drag on.
 5 - Completes all content of the session; completes activities and discussions in a timely manner (using available).

3. To what extent did the presentation of materials seem rushed or hurried?

1	2	3	4	5
Very rushed		Somewhat rushed		Not rushed

- 1 - Teacher doesn't allow time for discussion; doesn't have time for examples; tells participants they suggest stress or hurry.
 3 - Some deletion of discussion/activities; sometimes states but does not explain material.
 5 - Does not rush participants or speech but still completes all the materials; appears relaxed.

OAH TPP Study RCT2

7. Rate the overall quality of the program session:

1	2	3	4	5
Poor		Average		Excellent

Summary measure of all the preceding questions. Assess both the extent of material covered and the performance of the teacher.

Excellent sessions look like:

- Participants are doing rather than talking about activities
- Non-judgmental responses to questions
- Answering questions of fact with information, questions of value with validation
- Good time management and well-organized
- Completed the lesson
- Adequate pacing—not too fast and did not drag
- Using effective checks for understanding.

Poor sessions look like:

- Lecture-style of presenting the content
- Reading the content from the notebook
- Stumbling along with the content and failing to make connections to what has been discussed previously or what participants are contributing.
- Uninvolved participants
- Getting into power struggles with participants about the content.
- Judgmental response
- Flat affect and boring style
- Unorganized and random
- Loses track of time.

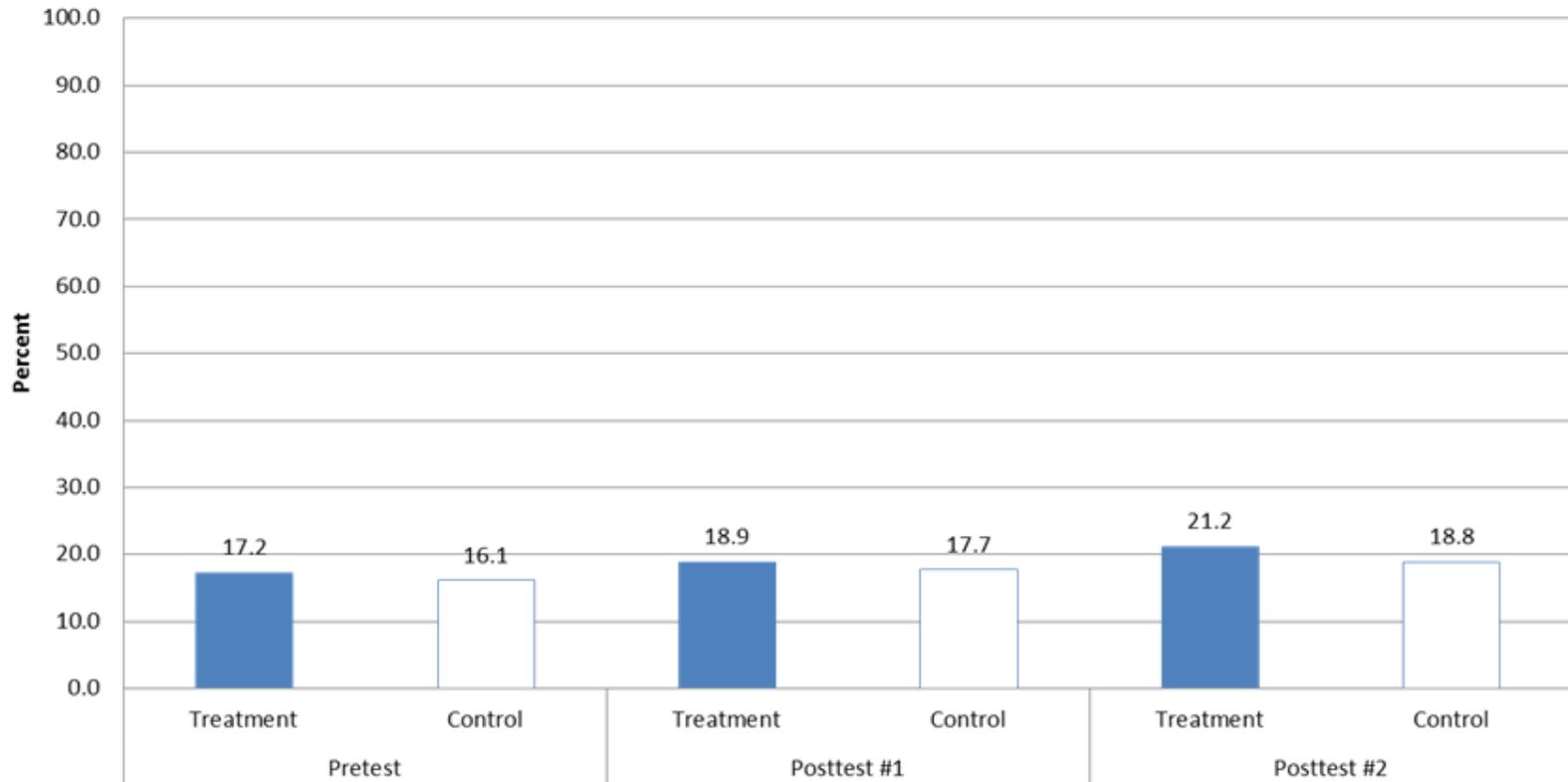
8. How many times did the teacher pause the lesson or interrupted the lesson to deal with student behavior? _____

9. Were there any classroom interruptions during the lesson (not including student interruptions). For example, a fire drill, entrance of a Assistant Principal, short class period because of an assembly, etc.

- Yes
 No

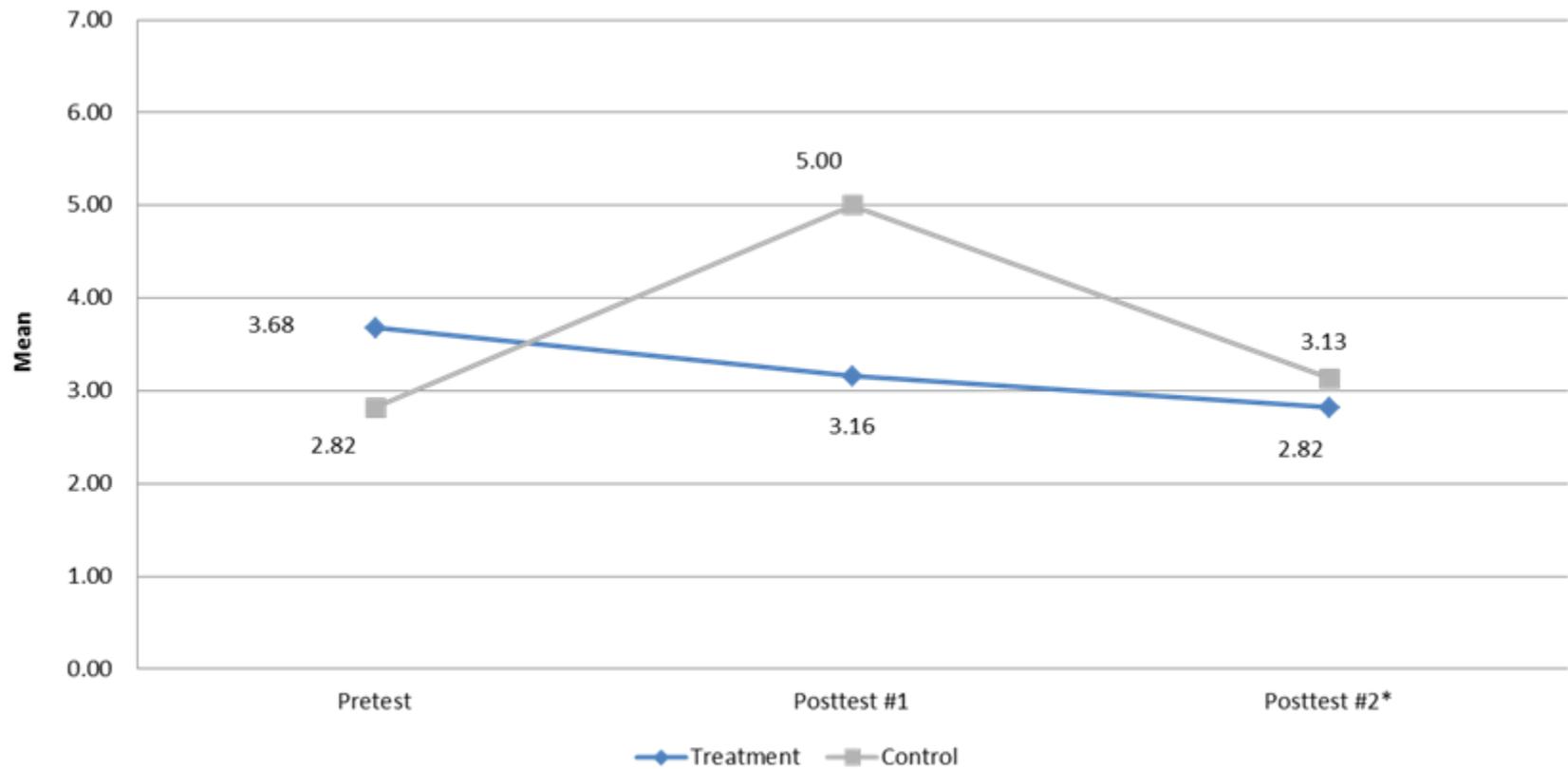
OAH TPP Study RCT2

Ever Had Sex by Group



No statistically significant differences

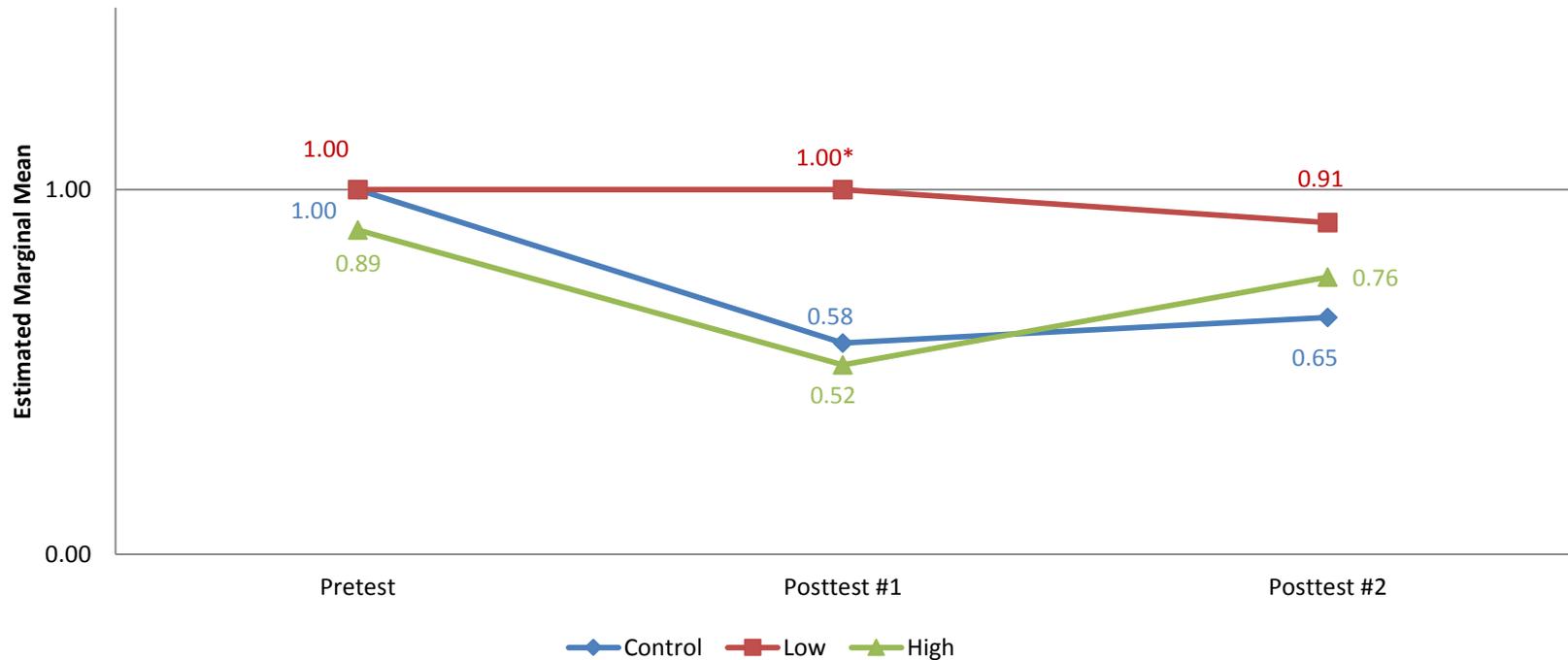
Number of Times had Sex Without Birth Control by Group



Adaptations

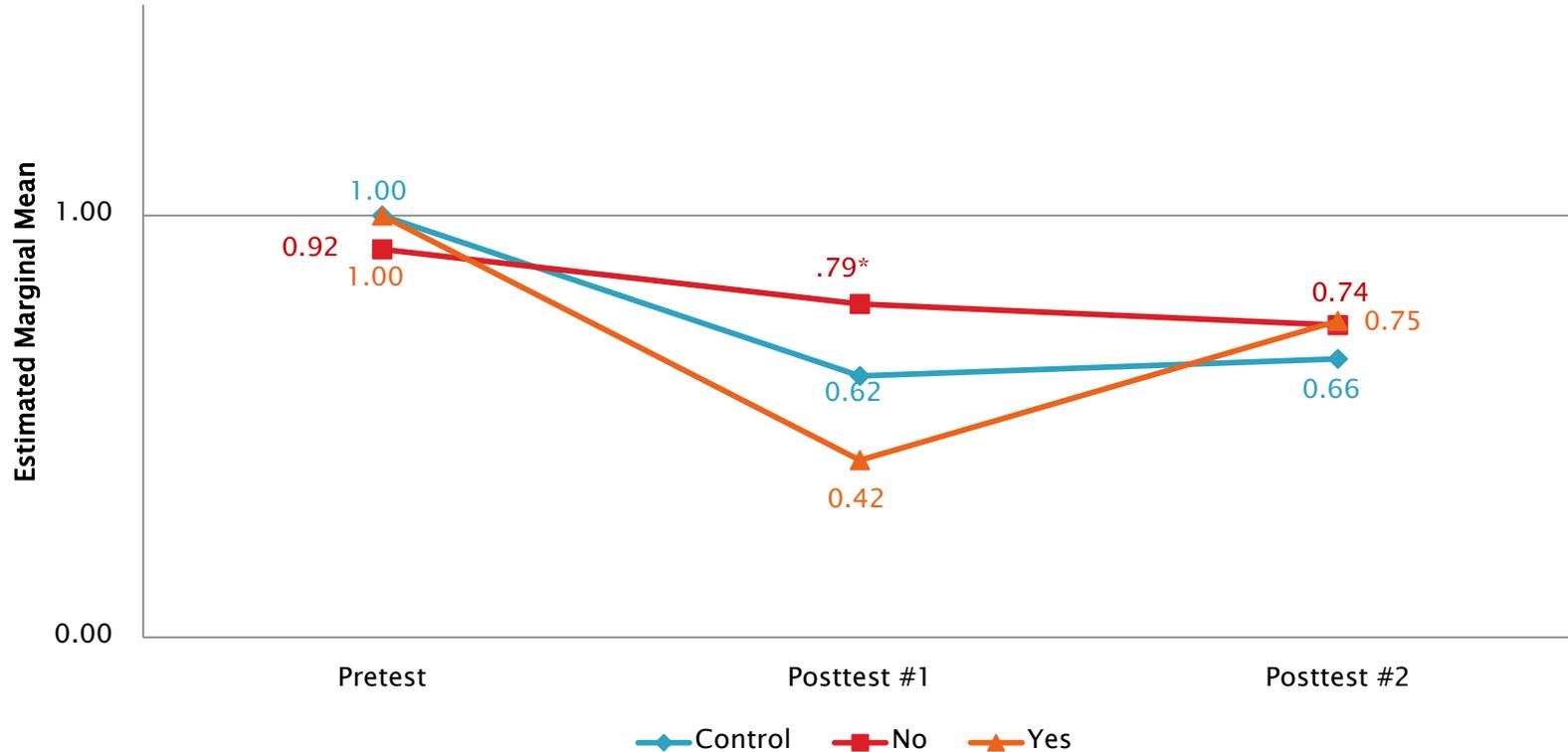
	Refusal Skills Practice	Condom Demonstration	Steps in Condom Use	Condom Use Negotiation Practice
Activity not conducted	25.2	29.5	15.2	25
Activity conducted with adaptations	6.1	11.4	16.6	7.6
Activity completed with fidelity	68.7	59.1	68.2	67.4

Had Sex Without Condom in Past 30 Days by Lesson Quality



Statistically significant difference ($p < .05$)

Had Sex Without Condom in Past 30 Days and Did Condom Lesson



Statistically significant difference ($p < .05$)

Conclusions

- ▶ Increase emphasis on fidelity.
- ▶ Increase likelihood that “core” activities will be covered completely (i.e. refusal skills practice).
- ▶ Provide more instructional time for skills practice and development.
- ▶ Increase teacher training and provide ongoing TA throughout implementation (systematically).

Evaluators in the Audience

- ▶ How have you used Performance Measures in your evaluation?
- ▶ Have you been able to examine them in relation to examine disparities in teen pregnancy prevention?

Grantee Perspective

- » Robin Jeffries, Database Administrator, Keeping It Real LAC
USC and County of Los Angeles,
Department of Public Health,
Division of HIV and STD Programs, Adolescent and School Health Unit

Keeping It Real LAC

- ▶ TPP Tier 1B Grantee
- ▶ Replication: It's Your Game, Keep It Real* (IYG)
 - 24 lessons across 7th and 8th grades
 - 24 middle schools in 2 Southern California school districts
 - Areas with high teenage birth rates
- ▶ ~ 220 teachers trained
- ▶ Target reach: 28,000 students (64% complete)
 - 86% Hispanic/Latino, 9% African-American

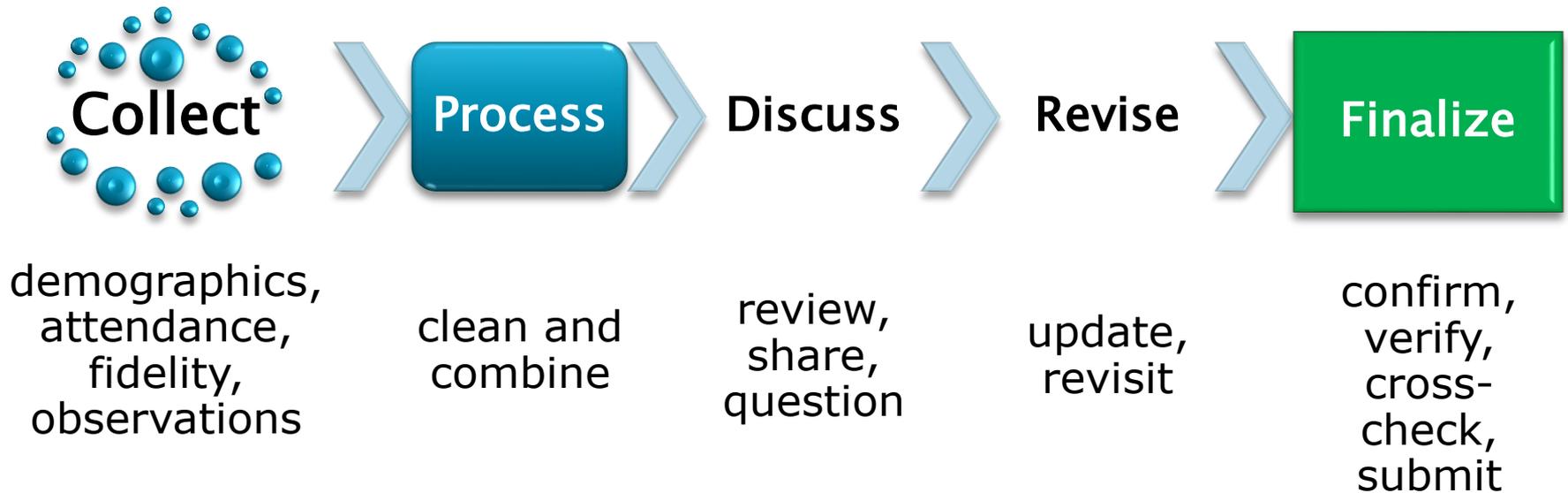
*Developer: Prevention Research Center, University of Texas, Houston

© Tortolero, Markham, Shegog, Peskin

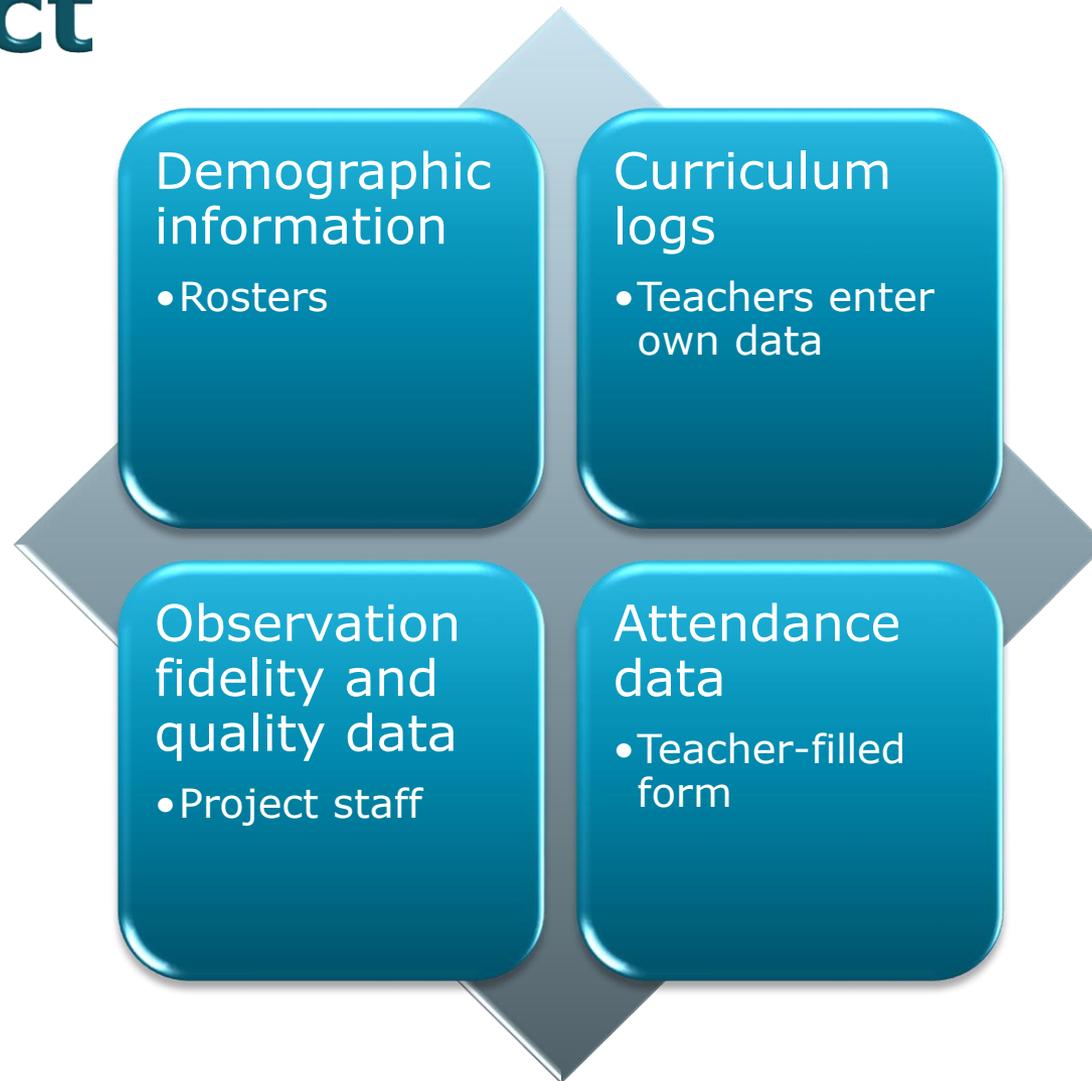
Project Goals

- ▶ Implement IYG in 7th & 8th grades in 24 middle schools
- ▶ Track and monitor performance
- ▶ Identify implementation barriers and solutions
- ▶ Develop a written sustainability plan

Project Data Flow



Collect



Process

Automated
data cleaning
report creation

Download and clean fidelity
data



Combine with implementation
level information

- Start date, observation date, lesson #



Create reports

- Monitor progress
- Identify fidelity problems

Discuss

- ▶ Weekly all-staff meetings
- ▶ Liaison update
- ▶ Review progress report
 - Stalled implementations
 - Upcoming observations
 - Missing data
- ▶ Fidelity concerns from curriculum logs

Progress report: What is the current status of implementation across all schools & teachers?

- ▶ **Implementation:** One group of classrooms taught by a teacher.
- ▶ E.g. All of Mr. Jones' 7th grade fall semester health classes.
- ▶ Teachers can deliver IYG in 7th and/or 8th grades, in fall and/or spring.

*Progress Report for Feb 10, 2014
Generated from data downloaded on Feb 10, 2014*

liaison=

<i>School</i>	<i>Teacher</i>	<i>Grade</i>	<i>Implementation Began</i>	<i>Last recorded Lesson</i>	<i>Date</i>	<i>%Logs Locked</i>	<i>Observation Lesson</i>	<i>Missing Info?</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>	11/15/13	1	11/21/13	100%	6	Roster & Abs
			11/15/13	1	11/21/13	100%	4	Roster & Abs
<input type="text"/>	<input type="text"/>	<input type="text"/>	01/21/14	8	02/05/14	92%	16	
<input type="text"/>	<input type="text"/>	<input type="text"/>	01/28/14	.	.	.	Observed	Abs
			10/17/13	.	.	.	9	

Progress report: What is coming up?

Teachers Starting Implementation in the Next 14 Days

—
N
—
4
—

<i>Liaison</i>	<i>School</i>	<i>Teacher</i>	<i>Grade</i>	<i>Implementation Begins</i>	<i>Observation Lesson</i>	<i>Missing Info?</i>
			7	02/24/14	.	Abs
			7	02/24/14	.	Abs
			7	02/15/14	14	Abs
			7	02/14/14	1	Roster & Abs

Teachers without an exact start date

<i>Liaison</i>	<i>School</i>	<i>Grade</i>	<i>Teachers</i>
		8	
		8	
		7	
		8	
		8	

Progress report: Who's done teaching?

Teachers with open implementations

N
6

School	Teacher	Semester	Grade	% Complete	Last Lesson Date	Comments
		Fall 2013	7	0%	09/23/13	Missing curriculum logs, absentees
		Fall 2013	8	100%	10/15/13	Missing absentees
		Fall 2013	7	28%	11/14/13	Missing curriculum logs, absentees
		Fall 2013	7	50%	12/04/13	Missing curriculum logs, absentees
		Fall 2013	7	100%	12/19/13	Missing absentees (P2), observation form
		Fall 2013	8	72%	12/20/13	Missing absentees. Some students still need lessons.

Teachers with closed implementations

N
23

District	School	Teacher	Semester	Grade	% Complete	Comments
			Fall 2013	7	100%	Complete
			Fall 2013	8	100%	Complete
			Fall 2013	7	100%	Complete
			Fall 2013	7	100%	Complete
			Fall 2013	7	100%	Complete

Content report: Are the fidelity logs consistent and complete without any changes to the curriculum?

Curriculum Log Content Report for

School Liaison:

at

Logs recorded between April 7, 2014 and April 14, 2014

Grade	Lesson	Date	Period	# of Activities			Any changes, if so what?	
				Assigned	Completed	Missing	Yes No	Changes
7	3	03/27/14	2	4	4	0	Yes	Because of testing we did the computer program as a whole class.
			3	4	4	0	Yes	Because of testing we did the computer program as a whole class.
			5	4	4	0	Yes	Because of testing we did the computer program as a whole class.
4		03/28/14	2	6	6	0	No	
			3	6	6	0	No	
			5	6	6	0	No	

Observations

- ▶ Observer feedback to liaison
- ▶ Fidelity concerns reported
 - Fidelity incident report if correction and follow-up needed

Revise

- ▶ Updates from staff meeting
 - New start dates
 - Changed class periods
 - Missed or rescheduled observations
 - Teacher refusal

Finalize

- ▶ Close implementation
- ▶ Generate implementation reconciliation report
- ▶ Liaison verifies and completes
- ▶ Implementation database updated
- ▶ Data uploaded to RTI

IMPLEMENTATION RECONCILIATION

Teacher Details

Teacher:

ID: 20812

Liaison:

School:

Semester: Fall 2013

Grade: 7

Periods: 1, 3, 4, 5, 6

Start IYG: 10/10/2013 Finish IYG: 11/08/2013

Curriculum Logs

Number of lessons prescribed: 18

Last lesson taught: 18

Lessons expected in ETR (Prescribed * # periods): 90 Lessons recorded in ETR: 90 (100%)

If incomplete ETR Data (<100%) - Verbal confirmation that all lessons were completed:

Reason for incomplete implementation: N/A

Benchmarks Met

- Benchmark A Y N Compensation date: 11 / 22 / 14 Amount: 100
- BM A Bonus Y N BY Given with benchmark A
- Benchmark B Y N Compensation date: / / Amount:
- Benchmark C Y N Compensation date: 11 / 22 / 14 Amount: 50
- 2+ Met Bonus Y N Compensation date: 11 / 22 / 14 Amount: 100

Observation Number of times observed: 1 Date(s) observed: 10/21/13

Overall score (Qual 7): 4

Average of all other scores (Qual1-Qual6): 5

Reason for no observation (if applicable): N/A

Absentee logs Returned?: Yes Reason for No:

Prescribed Fidelity

Reach: 116

Median dosage: 100%

Percent receiving at least 75% of lessons: 93%

Date checklist complete & given to Liaison for verification: 2 / 20 / 14

I verify that all the data on this sheet is correct according to my records:

(liaison signature)

Date returned to Data Team:

RECEIVED
MAR 05 2014

Verified by:

N:\ASH\Projects\Keeping It Real\Teacher Implementation Plans\Reconciliation\Implementation_Reconciliation_out.rtf

Finalize:
Verify all data before upload to OAH/RTI

Lessons Learned

- ▶ Look at data often and closely
- ▶ Meet as a group to discuss progress and challenges
- ▶ Automate! Time invested up front is worthwhile
- ▶ Don't wait until upload before looking at the big picture
- ▶ High quality data is as important as providing high quality service

Grantees in the Audience

- ▶ How have you used Performance Measures to monitor the implementation of your program?

Questions?

- ▶ RTI: Ina F. Wallace, Ph.D. wallace@rti.org; Barri Burrus, Ph.D. barri@rti@rti.org
- ▶ OAH: Jo Anne G. Jensen, Ph.D. JoAnne.Jensen@hhs.gov; Amy Farb, Ph.D., amy.farb@hhs.gov
- ▶ Positive Prevention Plus program of San Bernardino Public Schools: Robert LaChausse, Ph.D. rlachaus@csusb.edu
- ▶ Keeping It Real LAC Team: Robin Jeffries MS, Dr.P.H. rjeffries@ph.lacounty.gov; Christine De Rosa, Ph.D. cderosa@ph.lacounty.gov