NWX-OS-OGC-RKVL (US)

Moderator: Victor Medrano

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2:45 pm CT

Coordinator: Welcome and thank you for standing by.

All participants will be on listen only until the question and answer session of today's conference.

Today's call is being recorded. If you have any objections please disconnect at this time.

I would now like to turn the call over to Ms. Jacquelyn McCain. Ma'am you may begin.

Jacquelyn McCain: Thank you (Tonya). Good afternoon everybody on this cold and blustery day. My name is Jacquelyn McCain. I'm a Project Officer in the Office of Adolescent Health.

And on behalf of OAH I welcome you to today's webinar for PAF grantees focusing on performance management. This is actually the first in a series of webinars designed to be specifically for you as PAF grantees.

I would also like to take a quick moment to let you know that with me is Mr. Victor Medrano who is the acting Division Director from the Division of Program and Development and Operations (Tier 2) here in OAH.

For today's presentation we hope that you will be better positioned to develop a performance management system, to recognize the role that performance management has in your program operations and to identify ways to use performance management data to drive programmatic decisions and improve programming.

Quick little housekeeping, we will have time at the end of the webinar to take your questions or comments. But I would also like to direct your attention to your screen at the top towards the left. There's a tab that says Q&A. You can use this option to type in the question and we will answer your questions in this section at the end of the presentation.

And also so that you know we will have the slides available for this webinar in the days - in a few days after today. You can find it on the OAH web site in resources for PAF grantees.

Our presenter today is Dr. Kristine Andrews who comes to us from Child Trends. Child Trends is OAH's training and technical assistance contractor.

Dr. Andrews is a Senior Research Scientist at Child Trends in Youth Development Program Area. She has a Ph.D. in Family and Child Economy and a Masters in Marriage and Family Therapy. Dr. Andrews also has

extensive experience in providing training and technical assistance to program providers.

And now I'm happy to present to you Dr. Kristine Andrews. Kristine.

Kristine Andrews: Hello. Thank you all for joining us today. Thank you, Jacquelyn, and thank you for joining us on this webinar on performance management.

I have three main objectives I intend to accomplish today. By the end of this webinar you will understand what exactly is performance management and have a better understanding as to why it is useful. You'll be able to identify the steps in developing a performance management system and finally you get some practical examples. You will learn how to use performance management data to improve programming.

I'll do my best throughout the webinar to distinguish performance measurement from performance management, performance measurement which is a part of a larger concept of performance management. Our focus today will be on that larger concept of performance management.

I will take a few moments to just review the agenda.

So today I will begin. And I want to introduce my organization, Child Trends. And talk a little bit about who we are. I promise to be brief.

Next I want to clarify and define this term, performance management. I'll give you the textbook definition but I also want to break that definition down so it's practical and makes sense to you and your organization.

Next I want to explain why performance management is important for your organization. (Think) about your own programs and eventually understand how performance management is a need for you.

Then I will describe how performance management is implemented. I'll take you through the steps in the performance management cycle and identify some policies and processes that will need to be in place to performance manage your program successfully.

Following that I will provide practical examples of how we can use performance management data to drive and improve your program activities.

Lastly, I'll cover some key takeaways or things to remember as we close out this webinar.

Let me just to tell you a (little bit) about Child Trends, where I work as a Senior Research Scientist in the Youth Development Area. Child Trends is a research institute in Bethesda, Maryland. It was founded 1979 with a mission to improve the lives of children and youth by conducting high quality research ensuring that with people and institutions who's decisions and actions really affect children including programs, policymakers and philanthropists.

Researchers at Child Trends work in a wide range of issues and areas including early childhood and youth development, fertility and family structure, education and child welfare.

I put our web address on this slide because there's some free resources that I think this group could find particularly useful. And I want to mention just a couple here. We have some (youth activity) resources on effective practices and programs.

And if you're interested in our research one of them there, you can always sign up to receive that (unintelligible) newsletter. But most importantly all the information on our site is going to be practical and accessible and its free.

Okay, I promised you I'd be brief about the organization. So now that I've reviewed some background on Child Trends I'd like to introduce our topic of performance management.

So every program really has a goal of becoming a performance driven program when you're really serving your target program and producing positive outcomes.

The (unintelligible) actually I'm going to provide a slide on how performance management fits into the process of becoming a performance driven program.

Now many of you on this call I know are far along this continuum already. You have already assessed your community and identified the youths you serve. You've also identified the target population. You know who you most want to serve through your programs.

And you've decided your intervention, the program or the service model that you want to offer your community. And you've identified the indicators or those things that you want to measure and set benchmarks for your program.

And I understand that you're not required to do a rigorous evaluation but I think it's useful to show this diagram to understand how performance management drives a larger piece. As an evaluator I'm often approached by organizations that would like to conduct an evaluation to see if their program works.

I really want to emphasize that programs should not be asking for an evaluation on their effectiveness until they make sure that they've addressed these earlier steps.

So once you've done all those things you're ready to move to this bright yellow box on the slide, performance management which is what we're going to be focusing on today.

You'll notice that there are some additional boxes outside the arrow. These are for various further evaluation, implementation, outcomes or impact evaluation.

I won't talking about evaluation during the formal part of my talk today, although I'm happy to do so during the discussion if you have questions. The point I really want to make is that evaluation is different from performance management. Performance management is a critical prerequisite to doing an evaluation.

So often we skip to thinking about the end of the arrow and move straight to wanting to do an experiment or an evaluation often before a program is getting ready to be evaluated. The evaluating program impact is really important but it's the end of the process, not the beginning.

So what is performance management?

A formal definition developed by the U.S. Office of Personnel Management defines performance management as the systemic process by which an agency involves its employees. I'm sorry, involves its staff as individuals and members of a group and the accomplishment of agency mission and goal.

So this is a very general definition of performance management. And I'll talk momentarily about what performance management means in your organization. But I want to emphasize here however that performance management is one, systematic. It's not something that's arbitrary or just happens by accident.

Two, it involves multiple staff members, not just senior staff members but all levels of staff.

And three, it is directed at ensuring that an organization achieves its goal. So it's a key prerequisite to really measure quality of your program as you're assessing performance management.

Okay, so that was the text of definition of performance management from the U.S. Office of Personnel Management. So now I'm going to try to explain performance management and what it means to your program.

First, performance management involves data collection. You need to collect information on your program using data and measures. You can collect data on aggregate levels such as the average number of people attending per session or the individual level, looking at people's pattern of attendance and their characteristics.

You analyze and share the information you collect. And this can be in a variety of formats. You can share the performance in a fact sheet, a report, a graph. If you aren't accomplishing the data that you set out to do then you need to make changes. Performance management helps you make course collection. So you use it and collect it to inform and drive program decisions.

And you need to make sure that you do it on an ongoing basis. Anyone who works in or runs a program knows that programs are never static. Staff changes, participants change and you have to keep up with the changes that your program is making.

I'm going to pause for a moment here to make a very important clarification and distinction. I realize that many of you on the call have become familiar with this term performance measurement. As a grantee you may have become familiar with two categories of performance measures, grantee level measures which are best practices and accomplishments of the grantee or participant level measures which assess the impact of the intervention on program participants. Performance measurement also helps with assessing the program and OAH is really here to provide some more guidance in that area.

So the purposes of today's discussion, we're talking about performance management and how you would use those participant level measures as important data that will help you make decisions to change and improve your program.

So it's mentioned here is that performance management goes beyond collecting the data and really using it to make decisions about the program and services you provide.

Okay, so define the term performance management but I really want you to understand why this is useful to you and how it can be important to your program.

As a funded program you have higher expectations coming from all directions and are facing demands to demonstrate results and be accountable. This often means that you have to quantify the impact of your program and tie your

results to your services even if its hard metrics, right. Not just rows on a spreadsheet that show what your staff is doing. It's not enough just to tell your story. You really need to prove it because in an economy that's competing good cost - good causes. It's really all about having evidence of your performance and outcomes.

Why should you even care about performance management?

Ultimately performance management is important for several reasons. Sometimes it's really just (low funding) requirement or it could help raise additional funds.

However the most important reason is because using performance management techniques will help you and the organization to better serve your program participants constantly improving the quality of services for participating with the intent of improving perhaps just a participant's outcome.

I'm going to give you an example of performance management in the real world pretty soon. And hopefully it will start to make a little bit more sense.

We've talked earlier about the use of data collection in performance management. And I want to get a little bit more specific about the types of data that should be collected when you're managing performance.

And you'll notice that the categories here are really similar to what you would see on a program logic model. So you have those inputs measuring things that are the resources you put into your program such as staff (unintelligible), the qualifications of your staff, what are the financial and material resources that you have.

You'll see activities which really refer to the content, the amount and the quality of services provided. You'll see outputs, participant - participation levels and the characteristics of the population are often considered outputs. You really want to deal with the - how often people are participating. And understand the numbers and the type of participants you're reaching.

And finally, and on outcome both short term such as attitude and knowledge changes and long term outcomes such as behavior changes.

So how is all this data that you're collecting useful?

The benefits of performance management is that it uses the information to help you answer the following question. If you really took a look on my inputs and the resources that I have in place the right - are they really what I need?

Staff are one of your inputs for your resources so collecting performance management data on inputs will help you see if the staff of a - receiving adequate training and support.

It also helps you obtain a better understanding of how program activities are being implemented. For example it helps you answer the question, if you've laid out how you want your activities or services to be provided collecting performance management data on activities will highlight are the staff really carrying out the activities as I intended them to do?

Are you reaching your desired population and are you achieving the outputs that you desire to in your program?

All of these are questions that really get at what you'll be collecting in performance management data.

And if you can answer no to these questions like I'm not meeting any of these needs, then the organization really needs to determine why and determine what needs to change. The data that you collect can provide direction on what needs improvement.

So I just covered what is performance management and why it can be useful. Let's talk about how to do it, how do we do this and perform, how do you implement performance management.

So if you understand the concept of dieting, then I think you can understand this concept of performance management. So for this example I'm going to tell you about (Sally), someone I know who wanted to start a new diet. (Sally)'s goal was to lose 12 pounds for her wedding in July.

And she started her diet on January 1st. As in most cases with dieting (Sally) knew she had to do two things to lose weight. She needed to eat fewer calories and healthier foods and she needed to exercise more.

So (Sally) tracked how much food she ate in terms of calories and also tracked how many minutes she exercised every day. In addition she weighed herself every other day to see what effect if any the diet was having on her weight.

So this is regular measurement that she was doing, right. She was weighing herself and she was counting her calories, counting how long she was exercising. This is a regular measurement, is an important part of the dieting process but it's also important for performance management.

If you could just think of this diet as a logic model with the activities being healthy eating and regular exercise, tracking calories, eating and minutes of exercise is the same thing as kind of tracking those outputs on a logic model and tracking her weight changes by measuring outcomes over time.

So (Sally) knew she was going to make - she wanted to make sure that she was losing her weight in time for the wedding. So she wanted to do a check-in before July to see whether or not this is working out.

So she started to examine her outcome data, if we can call it that, as early as the last week of July (sic). And she found early on by the end of the month that there have been no change in weight. She had not lost a single pound.

So she started to examine her data to try to understand why the anticipated outcomes were not happening. After looking at the calories she consumed and - after looking at the calories consumed and the exercise data carefully she discovered an important finding. While she had been consuming an average of 200 fewer calories per day she had only exercised for a total of ten minutes during the entire month of January.

So (Sally) had an important (change to make) if she ever wanted to achieve her goal. She needed to commit to exercise and actually exercise more or really more accurately start exercising or she would need to decrease the number of calories consumed.

And so (Sally) really didn't like exercising. She decided to lower her calories and consumed even less and - even less calories per day and ultimately she was able to reach her goal of losing the weight for the wedding.

My point here in this kind of real world example is that you have the outcome that you're trying to achieve of losing weight and you're doing regular measurements. It's important to do kind of an interim check of where is my data right now because you might need to take course correction and change what you're doing if you want to see your outcome actually be achieved. You don't want to wait till the end of July when the wedding comes and say well did it happen or not. You really want to check in.

I want to give one more example around something that's a little bit more maybe pertaining to practitioners and not thinking just about, you know, real life and dieting.

So here's an example of a program that offers after school tutoring to at risk youth. And the program was designed to provide math and reading tutoring with the expected outcomes of improving both math and reading grades.

So this one then collects of the following information, right. They collect the demographics on the participants and the risks and protected factors.

They collect program attendance. How long is each participant in the tutoring session? How much math are they receiving? How much reading are they receiving?

They count the amount of service and the hours and they also collect report card grades from the school so that they can see any change in grades in the school.

So I want to look at how this program used the data. Halfway through the program year the program staff noticed that attendance was lowest amongst

the youth who live in Ward 5 of the - of Washington, D.C. And this is just a particular cluster of neighborhoods in Washington, D.C.

So to address this attendance issue the program took two things, designed to do two things. First, the program staff reached out to teachers in those Ward 5 schools that served and asked the teachers to encourage the students to come to the program more regularly.

But they also desired to have one-on-one conversations of those participants with the low attendance to encourage them to attend on a regular basis.

At the end of the program, when a program staff discovered another important finding from their data, the math grades were increasing but there was no change in reading scores. Program staff responded by investigating why is this? You know, they wanted to know, well why is this happening?

So the program staff found out that the tutors were really unfamiliar with the reading curriculum being used in each of the schools.

So the way that they are teaching tutoring - the way they were tutoring reading in the program really did not line up with the way that it was being measured on the report cards. So in essence the tutoring really wasn't being effective.

The response to this, the tutors took a change, right. They decided to - the program leaders decided to train the tutors in the reading curriculum that's actually being used in the school prior to starting the tutoring program the next year.

So you're doing a course correction. They realized they were only having effects on the math grades. And after looking and investigating why they

made a change to how they wanted to offer the reading tutoring so that they could make a change using their data to change their program.

So how do you do performance management and what do you need in order to do it?

So this is called a tutorial representation of the practices and steps of performance management. And it really represents what we call the performance management cycle.

We like to think about performance management as an ongoing process that continues every year that a program is in operation. So I'm going to walk you through these steps.

Recognizing that you are on this call in your program development, many of you have already accomplished these early steps but I want to describe the entire process so you can see how cyclical it is.

You'll notice that the steps in the beginning may have been accomplished early on but sometimes they end up doing revisiting.

So you'll notice that these first three steps are in yellow boxes. And that is really to identify that these steps are things that ideally should be completed before the actual program itself begins.

So before your program even starts you need you start thinking about how will I define success for my participant?

And this is ultimately how a program designs on the outcomes and creates the logical model during this step.

The next step in the process is identifying how data is to be used and how data will be collected to measure success. They should include all data collection on activities, input, outcome, but also include deciding which tool. What surveys or instruments am I going to use to collect the data?

And this can include everything from a program participant roster all the way to doing pre/post surveys and more sophisticated measurements. This is really where your participant level performance measures are incorporated.

Program should then train their staff on all the data collection methods and any systems that are going to be used for data collection.

So this includes things like teaching your staff how to administer a survey, complete an attendance one and how to enter that information into, you know, if you have a sophisticated electronic database or if you're just using Excel. Staff needs to be trained on how to do that.

These next four steps are indicated - identified as green boxes so if they happen when the program is in operation.

So of course the next step would then be to begin. This talks about (delivering) the program content and begin data collection. As the program starts program staff should conduct ongoing quality assurance or quality control checks to ensure that the data that they are receiving is accurate and to potentially identify staff that might need additional training.

As the program continues to operate interim reports should be generated for internal use. And then provide it to the appropriate staff. These interim reports

will help identify if there are any problems or concerns with the implementation of the program.

At some point the program itself will end and all the program content will need to be delivered to the participant. This is when the program should obtain the data that they're going to be using for analysis.

These two boxes in grey signify work that needs to be done by the program staff after program completion. So the next step is really to analyze the data that you've collected and to prepare all the necessary reports for internal and external audiences.

The program will need to analyze data and prepare reports that provide useful information for the program itself. (Unintelligible) might not always request it but appropriate reports can also be shared externally.

Finally, using the data to improve the program are in the white boxes. Once the internal reports are prepared the reports need to be shared with program staff. Staff need the opportunity to read and reflect on the reports, to ask questions.

And after the program staff have reflected on the reports then they should use the data to make changes to improve the program.

And if there are any small changes to the program or maybe entirely reworking the program model, the program should consider how any changes made to the program may result in different types of success for the participant.

And this is where the cycle starts all over again as the program staff then returns to really, well what does success look like for my participants given this new information that I've learned?

And how am I'm going to properly carry out these steps?

We really need some organizational elements and processes in place. So the first one I want to talk about is just policies that can be in place. And that's around staff roles and responsibilities.

Who's going to collect the data? Who's going to enter it? Who will be analyzing it?

A policy around the data collection and the reporting method, really having documents and a policy in place that says this is the data that we're going to collect. This is when did we collect it. These are the forms that we're going to use. And this is how we're going to report on it and share it.

And having a policy in place of how often you're going to review and discuss those findings. Are you going to have regular meetings to share the finding?

The first step in identifying what staff need to do is to - the first step is identifying what staff need to do to assist the performance management process. Then we need to train and educate staff on those responsibilities. These responsibilities can be included in their job descriptions. And you can start making it part of the annual appraisal process that as you evaluate staff performance every year you can really measure them against are they carrying out those responsibilities or not.

Often social service to the staff really just like collecting and recording information about their participant, anything that really take your time away from serving the participants and they really need to be held accountable for really engaging in this process. You really have to be able to motivate your staff and get their buy-in.

And one way to do that is really being able to show them how useful performance management data can be.

I don't think it's necessary to move to performance management and successful is that organizational level. And we can start with just having clear leadership that will really set the tone to implement the policies. If the organizational culture is going to begin with the leadership, performance management will only be successful if the leadership is supportive.

Often we really need staff expertise, staff experience and training, you need people who understand how to identify and use measures, people who can train staff in data collection methods and analysis, really building staff capacity because you have to account for things such as staff turnover and staff changes.

Next is allowing sufficient staff time. Performance management needs to be collected very regularly the data that you're collecting. And it can't be just simply that you tag on as an activity. Just other things that you're asking staff to do. You need to protect the time for staff to really have adequate time to collect, enter, analyze, share, and discuss and move on that data that they learn.

Lastly, technology and this can be high-end or low-end. You can maybe do performance management successfully just using paper and pencil. It may not

be advisable as you grow. You might want to move to something more electronic and use spreadsheets. And then definitely very high-end sophisticated management information systems if you wanted something more formalized.

So just thinking about those performance management data systems and then to making, you know, start from manual and paper and pencil. You can use Microsoft products like a spreadsheet or a database in Excel or Access. And there are also on the market many custom designed systems or commercially designed systems. You know your selection is really going to vary based on the program size and the budget, right. So this decision doesn't - can be across the board.

And let me just get a little bit more specific as you decide on the performance management data system that's best to use, what are some of those key elements that you want to think about if you're going down the road of identifying a formal performance management system.

First, you may want to assess the cost, right. How much is an organization really willing to put towards this cost of a new system?

Is it a one-time software package with just an initial licensing fee or is it like an annual licensing fee? So you need to consider both initial and ongoing cost.

Thinking about the user friendliness of the system that is really just how easy is it to use? Is it something that's easy and intuitive to learn and to navigate?

You want to think about the support. Does the system actually - does the system automatically generate unique participant identifiers for example? Is

there a way that they are separating each of my participant's records so that I have a clear sense of no duplication in my system?

The system that's being useful for staff when they're doing work and this can mean that they are really able to track and record regularly and easily all of the data that they need to collect.

High level managers or management executive staff really are concerned about the bigger picture and they need a software system that's going to be flexible and be able to kind of slice and provide data in a more aggregated fashion so thinking about a system that has multiple ways of reporting.

Other things to consider are is it going to be a web-based system. Can we access it remotely? You want to think about the scalability of the software. Is it going to be able to grow with you as your program size grows?

Will your staff require training to do this new system and how extensive is that training. If that's something that's going to be provided one time or do you have someone who's available for pure (unintelligible) follow-ups and refreshers as your staff may turn over. Thinking about the system security and making sure that you're protecting your participant's information.

And finally just tech support, right, is it something that's going to be managed in-house or are you going to have to outsource for that? And how expensive is that to do?

Okay, so you have a lot of participants choosing a great performance management system. I'd like to talk to you about how to use the data that's generated by the system to really drive programmatic activity and improvement.

So I'm going to give you a few examples of how to use the data to really inform your programming.

The next two are practical example and let's say you're collecting recruitment data, intake data and enrollment data. You're looking at those people - intake could just be those people who are expressing interest in your program.

So for example you can have a basic signup sheet gathering contact information as potential participants and back-to-school (unintelligible) when you first introduce your program. And you may have a table or booth set up. This is all of your intake data, all these potential participants.

By enrollment data we mean collecting data on those people who actually sign up and attend your program.

So you may want to look at what are the characteristics of the participants that we're recruiting those people that are expressing interest and what are the characteristics of those participants who actually enroll. Are we really recruiting the people that we want to recruit and are they enrolling?

To let you know who's being recruited and who's enrolling in the program you can ask whether there's a difference between these two groups. For example, you may recruit many parenting teens who are not in school but the teens who actually enroll tend to be in school.

So is that a program - is that a problem given your programs, they have changed? If so, you might want to consider how you might want to address the problem. Was there something different about the recruitment venue? Did more participants actually enroll when you had an information booth or when

you really had nurses explaining the program and they need a nurse to generate the list for you of people who are interested when they just came into the clinic?

So thinking about your recruitment strategy and venue as you're recruiting, that can be making a difference in why those people that you're seeking to recruit are not necessarily all of the same people who are enrolled, who really followed through with their interest.

Another practical example from the work is how you should use attendance performance management data that you might be collecting. Say it's expected that you're going to collect attendance data just to quantify who's attending the program, who's receiving the services.

But it's important to collect key pieces of information. In addition to which program or service are they participating in, you may also want to collect information such as which staff member provides the service or facilitates the session.

And if you've got multiple sites you might also want to be including which site and which - what levels of attendance. It may also be helpful to note what time of day the service is being provided.

All of this information about attendees can be really valuable for program improvement. You can correlate attendance data to so many different factors. You can look at not only the number of people who have attended but what were the characteristics of those people who attend.

You may find out that attendance is not really related to program quality but that it relates to more characteristic of pattern. So doing a needs' analysis to really understand the relationship and be able to better manipulate your data.

The attending rate - for example if the attending rates are particularly low for a particular activity you can really talk to participants to learn how the activity can be improved to encourage them to attend more. Do you need to change that program or activity? Is it just a low interest activity that you designed?

Are attendance rates particularly low when a certain staff member facilitates? You might want to do some further observations to look across your facilitators and may identify some training need to improve your staff member skills. For example staff - a staff member may need to build better relationships with the participants and maybe they need some additional staff training in that area.

Are attendee rates particularly low from one site to another considering that may be you have multiple site locations? Conduct an evaluation to better understand well why is that? Is it that this site is more convenient to public transportation? Is it that this space is more appropriate for the activities like maybe have more privacy or maybe the room size is larger to really accommodate the activities? You may want to work on improving consistency across your site.

And if attendance rates particularly low given maybe the time of day, if you're doing a Saturday morning session for example you might want to do a focus group that the classes are too early in the morning. Or that transportation is more challenging on a weekend than during the week. Then you may use that information to design - to adjust the timing of your service position.

Another practical example from the work is how do you use outcome performance management data that you might be collecting?

If you're running your program or service with the end goal of seeing positive outcomes in your participant it's reasonable to think that you're going to be collecting outcomes whether that be in skills, under change in attitude or change in behaviors. So if the outcomes are not coming out as you've expected perhaps you have no change or perhaps there was a change in the wrong direction, you might want to rethink the program activity by trying to think about the assumptions about why you thought your program would change people's behavior.

And really digging a little bit into the literature and saying does the research really support my assumption that if we did X program we would have a lot of outcome.

What do participants have to say about what they're getting out of the activities and are these activities really being implemented the way I wanted them to?

And you also want to look at, am I expecting changes to happen just too soon? So those are all things that you might want to think about changing your program or your activities but you also want to examine whether or not certain participants are benefiting from the program and others are not.

So one thing we find in really assessing data is you can see are certain types of participants having more benefit or faring far better than other types of participants in my program?

And doing that type of subgroup analysis for example may lead to changing how you define your target population that you want to serve or how you rethink your model to focus on the particular nuances or needs of your intended population.

Lastly, if you look at outcome data by staff member you might find that participants are faring better than a certain facilitator facilitates the session or if they have a co-facilitator or if the facilitator looks like the participant in gender or ethnicity or when the groups are being led by their peers and not by an adult. So looking at your staff data is often another way that you can assess how you might want to make changes to affect your outcome.

So hopefully those practical examples make it a little bit real for you about how the - you can use the data that you're collecting to think about how you want to make changes to your program.

I'm just going to briefly review a few pitfalls that you might want to avoid in performance management.

So it's no surprise that garbage in equals garbage out, right. So by this I mean if you're not inputting quality data into your performance management system you can't expect to get quality results.

So you really want to think long and hard about collecting the most important data that will inform your program. And that's mostly because you just want it to be minimally burdensome for your staff. You only want to collect that data that you will need so that you can get quality data inputted into your system.

You want to be able to do some periodic checks to make sure that you're checking on the quality of the data that's being collected and make sure that

you're not missing any data, that you're not getting invalid data put into your system.

Of course we encourage that you're using that data consistently. In other words it's not helpful if you're just collecting the data. But that you're not taking a look at what it has to say, sharing it with leadership and deciding what do we need to change or to improve.

So to do this most effectively you really have to enlist buy-in from your staff. Staff have to really realize that collecting data is not a burden but it's a still useful tool in serving the participant and really the best way that they can in improving their performance as program staff.

Okay just a few takeaways as we wrap up here. There are going to be potential obstacles to you in placing performance management. And that can be on an organizational level. You're really looking at a culture change for some organizations who really have to shift from kind of a paper-based performance system where they really relied on (skills) and anecdotes that really look good on paper to shifting to being much more systematic about collecting performance management - collecting data for performance management.

Another obstacle that you may encounter is just really just the cost of employing this new system and that can be anywhere from just the data, the physical data management system cost if you decided to invest in a management information system to the time cost, right, of asking your staff to take - to increase their time to collect more data on the participants. With the final end outcome of better in performance, better in participant outcome, then there's a cost in the short term of manually potentially and time but with the hopes of really having longer term benefits.

So we just ask that as you undertake performance management that you are patient with the process. It's definitely going to take some time to get everyone accustomed to shifting into this new way of thinking. And really to also have time pass in order to really collect and map information to be able to analyze and do something with it.

You want to remember to ensure quality. And do it in stages. So plan on ensuring that we're getting all of our client characteristics into the system complete and accurately, then we may want to move onto ensuring that the information on attendance is being routinely collected.

And then we might want to move onto making sure that we're collecting the data accurately on our outcomes so ensuring quality along the way instead of diving in all at once.

Being realistic, performance management data is best when it's used to give you information about participant's characteristics. And it's not good at just evaluating the effectiveness of your program. So be realistic about what you're going to get out of the performance management data. It's to really help you drive changes in the program but it's not going to tell you, is my program working or not. You need a formal evaluation to do that.

Remember to ease the data collection burden on the staff. We talked about minimizing the burden so that we can really make sure that the information that's collected is accurate and that they're doing it consistently.

We want to show people that the data that you're collecting is useful. And you do that by making program changes, making program improvements based on what you found out.

And lastly, just incentivize and encourage that to ensure that the performance management system is very - something that's going to be maintained.

So that brings me to the conclusion. I wanted to make sure that we covered today and a few takeaways at the end there. I just want to thank everyone from our organization that helping putting this presentation together. I have several links here and some of those great resources that I said at the beginning on our web site.

And I would like to conclude by just opening it up to any questions or discussion that you may have.

Coordinator: At this time if you would like to ask a question please press Star then 1. To withdraw a question, Star then 2. Once again if you would like to ask a question, please press Star then 1; one moment for questions.

At this time I'm showing no questions on the phone lines.

Jacquelyn McCain: Okay. All right, well thank you then. That was a very interesting presentation. Thank you Dr. Andrews.

I would like to also thank our audience for listening in and being patient while we got started. I would like to let you know in the next few days you'll receive a survey looking evaluation. You'll get in your email. We ask that you please take a moment to answer the questions. It kind of helps us develop programming for you as PAF grantees.

So if there are no other questions for our presentation today, I would like to thank you and wish you a lovely day.

Coordinator: Today's call is concluded. Participants may disconnect at this time.

END