Performance Management: How to Use Data to Drive Programmatic Efforts

Moderator: Victor Medrano
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Coordinator: Welcome and thank you for standing by. All participants are in a listen-only mode until the question-and-answer session of today's conference. During that time, if you would like to ask a question you may press star 1.

Today's conference is being recorded. If you do have any objections you may disconnect at this time.

Now I would like to turn the call over to your host for today, Mr. Victor Medrano. Sir, you may begin.

Victor Medrano: Thank you very much. Good afternoon everyone. Again, my name is Victor Medrano. I am a Project Officer in the Office of Adolescent Health. And I want to take this opportunity to welcome you this afternoon to our webinar on Performance Management: How to Use Data to Drive Programmatic Efforts.

This is one in a series of webinars that we will have scheduled throughout the - this coming year. We hope that these webinars will provide you guidance and direction in a variety of different areas as you move your programs forward.

At this time it is my distinct pleasure on behalf of the office, to introduce your presenter for this afternoon, Dr. Kristine Andrews who is a senior research -- excuse me -- a research scientist with Child Trends, one of the OAH's key partners.

So - and I believe that Dr. Andrews would prefer to take questions at the end of her presentation. We believe she's allowed, or left time, to be able to do that.

As the Operator indicated, the conference is being transcribed. And that will be available to you in the future, as well as Dr. Andrews' presentation.

So without further ado, I'd like to turn it over to Dr. Andrews.

Dr. Kristine Andrews: Good afternoon. And thank you for joining us today 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 will be able to identify the steps in developing a performance management system. And finally, using some practical examples, you will learn how to use performance management data to improve programming.

I want to take a few moments to review the agenda for today. In the beginning I want to introduce my organization, Child Trends, and tell you a little bit about who we are and what we do.

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

Next I want to explain why performance management is important for your program. Looking at your own programs, I want you to understand how performance management is a need for you.

Then I want to describe how performance management is implemented. I will take you through the steps in creating a performance management system and identify some policies and processes that need to be in place for performance management to occur.

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

Lastly, I will cover some key takeaways, or things to remember before we close this webinar.

Let me begin by telling you a bit about Child Trends where I work as a research scientist in the Youth Development Program area. Child Trends is a research institute in Washington, DC that was founded in 1979 with a mission to improve the lives of children and youth by conducting high quality research and sharing it with the people and institutions whose decisions and actions affect children, including programs, policy makers, and philanthropists.

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

I put out a web address on this slide because there are some free resources that this group might find useful. Importantly, all the information on our site is written to be practical and accessible, and it's free.

We do a variety of tasks to accomplish our goals, including tracking and analyzing trends, conducting program evaluations, providing evidence-based guidance on policies and practices, summarizing, synthesizing and

communicating research to a variety of audiences to inform the nation's research agenda for children.

Now that I've given you some background on Child Trends I'd like to introduce the topic of performance management. I want to pause for a moment here to make a very important clarification. I realize that many of you on the call have become familiar with the term performance measurement as it relates to this PAF grant.

But I want to emphasize here that performance measurement is only one part of performance management. Performance measurement looks at the measures and the indicators, the tools that you may use such as surveys and questionnaires and checklists that will account for things like fidelity or participant behavior, and maybe even number counts as you think about how many people did we serve today.

Those are all things that can be classified as performance measurements. And when we go through the entire performance management systems you will see that performance measurement is only one part of the larger process.

Performance management is how do you use that data that you've measured to actually change and improve your programs.

Every program has a goal of becoming a performance-driven program where you are serving your target population and producing positive outcomes. As an introduction, I want to provide a slide here on how performance management fits into the process of becoming a performance-driven program.

In this process the first box on the far left hand of the slide indicates needs assessments come first. What are the needs of your overall population?

Next, as the diagram indicates, you need to identify the groups within that population that you would like to work with. Knowing the needs of your community and identifying your target populations are the first two steps. And know that the needs of your population may change over time. And it's important to look at risk and protective factors at this stage.

As you can already tell, the population that you decide to work with informs your choices that you make in the third box of this diagram. It will inform what you select, how you develop your logic model, and the indicator that you choose to measure your progress.

Once you've done all of these things you're now ready to move to the bright yellow box on this slide -- performance management, which is what we're going to focus on today.

You'll note that there are additional boxes outside the arrow. Those are for various forms of evaluations -- implementation evaluations, outcomes and impact evaluations.

I understand that you're not required to do a rigorous evaluation under this grant and I won't be talking about evaluation during the formal part of my talk today, although I'm happy to do so during the questions if you have any.

The point here is to demonstrate that performance management is a critical prerequisite to doing evaluations. So often we skip to thinking about the very end of this diagram. And although evaluating program impacts is important, it's the end of the process, not the beginning.

So what is performance management? A formal definition developed by the US Office of Personnel Management defines performance management as the systematic process by which an agency involves its employees as individuals and members of a group in the accomplishment of agency missions and goals.

This is a very general definition of performance management. And I'll talk momentarily about what performance management means for your program. But what I want to emphasize here is that performance management is systematic. That is, it's not something that arbitrary or happenstance. It involves multiple or all employees. It's not just something for senior management. It's for all levels of staff.

And lastly, it's directed at ensuring that a program achieves its goals. So a key prerequisite in quality performance management is having a clear handle on your program's missions and goals so that the promenade management tasks and the data that you can - that you collect can work toward achieving those.

Okay, so that was the textbook definition of performance management from the US Office of Personal Management. Now let me try to explain performance management and what it means for your program.

First, performance management involves data collection. You need to collect information on your program using data and measures. This might be at the aggregate level such as the average number of people attending per session. Or it could be at the individual level looking at particular participants' pattern of attendance or particular participant characteristics.

Later on I'm going to talk more specifically about the types of data to collect. We need to analyze and share the information you collect. And this can be simple reports. It can be a pictorial representation such as a graph. And last

you need - you use the data you've collected to inform and drive program decisions.

If you aren't accomplishing the things that you've set out to do then you need to make changes. Performance management helps you make course corrections early on. And you need to make sure you're doing it on an ongoing basis.

Anyone who works in or runs a program knows that programs are never static. Staff turns over, participants come and go, and you must keep up with the changes that your programs are making.

Okay. So we have a definition of the term performance management. But I really want you to understand why this is useful to you and how it can be important for your program.

As a funded program you have high demands to demonstrate results and be accountable. This often means that you need to quantify the impact of your programs and tie the results to your services. It's not enough to just tell your story. You have to prove it. It's all about having evidence of your performance and outcomes.

Most programs are often not as effective as they need to be, because they lack the staff, the resources or the capacity to focus on performance management. Performance management can help identify those program areas that need attention or improvement.

We talked just a slide ago about the need for data collection in performance management. So let me get a little more specific about the several types of data that should be collected when you're managing performance.

You will note that these categories are similar to what you would normally see on your program's logic models. First we have inputs. These are the resources that you put into your program such as staff training or perhaps financial or material resources.

Next, activities. These refer to the contents, the amounts and the qualities of services provided. Just one note here. Often people collect information on the contents and the amounts of the services they provide, but they don't necessarily collect information on the quality of service.

This is in part because people are still unsure of how to define quality. But it is a very valuable activity to collect to assess the quality of your programming.

Outputs. For example, participation levels. And the characteristics of the population are considered outputs of, say, like your recruitment efforts. You can really assess the effectiveness of your recruitment activities by quantifying how often people are participating and understanding the numbers and the types of participants you are reaching.

And finally, you should collect information on outcomes, both short term such as attitude and knowledge changes, and more long term outcomes such as behavior changes.

With the data collection you can understand who is most benefitting from your programs, and where improvements need to be made.

So how is all this data that you're going to be collecting really useful? Well the benefits of performance management is that is uses the information to help you answer some questions.

First, are the inputs - are the inputs or resources you need to have in place? Does your staff have the right training or do you need more staff or more resources?

It also helps you obtain a better understanding of how program activities are being implemented. You have laid out in your program how you want your activities or services to be provided. Collecting performance management data on activities will highlight if staff are carrying out those activities as you intended them to do.

The next question it helps you to answer is if your program is achieving desired outputs. Are you reaching your population that you desire to reach? Are people participating as often you would hope they would?

And finally it helps you assess whether your program is leading to improvements in participants' outcomes. Are the youth's skills or behaviors improving or is their knowledge increasing?

If in answering these questions you find that changes are needed, performance management helps provide the direction on what needs to change.

So we've covered what is performance management and why it can be useful. So let's talk about the how to. How do you do it? How do you implement performance management?

What do you need in order to do performance management? Here is a pictorial representation of the process and steps of performance management. I'm going to walk you through the steps involved in creating a performance management system.

It consists of four main activities. And we're going to start from the box in the upper left hand corner labeled plans. The first activity consists of identifying indicators and standards to implementation and identifying the outcomes and resources that are meaningful and relevant.

So you want to use your logic model or your program plans to identify what you need to collect information about -- which activities, which inputs, which outputs and outcomes. And then you want to set benchmarks for each of those.

So if one of your inputs is qualified staff, then a benchmark that you might be setting is does that mean that they need to have a certain level of experience or a certain credentials. The benchmark for qualified staff is going to be specifically spelling out the level of experience, so of the type of credentials they need.

You might have benchmarks around how much of a service people need to receive in order for you to expect to see change. Do they need five sessions before you'd expect to see change? Ten sessions before you'd expect to see a change?

Try to be as specific as possible when you're setting your benchmarks. If you don't know what you hope to achieve then you won't know how well you're doing in relation to that goal. And you can create benchmarks based on the

literature. There's a lot of research that will tell - that will spell out how many sessions it takes to see change on a particular construct.

Or you can use benchmarks - develop benchmarks based on your own experience, realizing that it takes X amount of session before you've seen changes in your participants. And you might want to put that as your benchmark.

Moving clockwise in the figure then next box is measure. First you need to build whatever data system you'll be using to store data and make it easily available for reporting.

So this consists of developing a data system. And this can be a formal management information software or something less high tech. But it's how you're going to collect your performance measurement data.

Then once you've developed a system to store the data you need to collect the data. And that can be in form of surveys, questionnaires, checklists, focus groups -- lot of qualitative or quantitative methodologies.

What I want to emphasize here is that unless you move to the next step, the box below in the lower right hand corner, you are not doing performance management. You are just doing performance measurements.

So moving on to the third box in the bottom right corner that says analyze and share, that is the next step. And this is what takes us into performance management. To analyze your data, you need to ask questions about the data. You need to be prepared to share it with others. And here the presentation or how you share it is important. You want to share data in a way that other

people who may not be as comfortable with this type of information can understand. And it needs to be at the appropriate level.

Then you need to make a point to share the reports with other staff members in your organization or in your program to discuss its meaning. What does it tell you about your program's operations? What does it tell you you need to improve?

The very fourth - the fourth box, or in the bottom left corner is improvement or quality improvement. And this is when program managers use the data that they've now analyzed to improve program operations by actively managing performance in various ways.

Once you've made those improvements you'll find that you may need to revisit your indicators and revisit your benchmarks. They might need to be reviewed.

And then you'll need to move on to collecting data to ensure that the improvements have made a difference. And as you can see, we'll start this whole cycle again.

It's a cyclical process where the improvements may lead to revisions in that planning stage, which is going to make you have to collect more data in the measuring stage, which is going to make you analyze again to see if the improvements are actually working. So it's a ongoing cyclical process.

In order to properly carry out these steps I've described, certain organizational elements and processes are needed.

First you need some policies in place. Policies are needed to communicate expectations to staff in a clear way. For example we will have a policy around staff roles and responsibilities as it relates to performance management. The - a policy needs to spell out who will collect the data, who will enter it, who's going to analyze the data? Who's going to convene the people to a place to discuss the data?

You need a policy around the descriptions of the data collection and reporting methods. What data will be collected and when will it be collected? What forms are you going to use to collect this? How will the data that's - that you collect be reported and shared?

Lastly, you need a policy around how often will the findings be reviewed and discussed.

Once you've identified what staff need to do to assist the performance management processes, include that in their job description and evaluate their performance based on whether or not they're carrying out those responsibilities.

Often staff dislike collecting and recording information about participants. They think it's taking time away from their participants. And they may need to be held accountable for engaging in the process of collecting data.

It's very important to show your staff how useful performance management can be. Successful performance management also requires organizational and program resources. These include our executive leaders - executive leadership. You will need a clear leader to set the tone and to implement polices.

The organizational culture begins with leadership and performance management cannot be successful if the leadership is not supportive. Now an organization may have multiple programs and it's important that the program director is clearly leading this charge.

Also needed is staff expertise. We need people who understand how to identify and how to use measures. We need people who can train staff in data collection methods and how to analyze the information and share it.

Building up staff capacity and accounting for changes in staff such as turnover to make sure that this expertise is retained is a very critical step.

Next is staff time. Performance management needs to be calculated into the regular staff day. It cannot be seen as a tag-on activity if you expect it to be done well and done consistently. Staff time needs to be protected to have time to collect the data, enter the data, analyze and share the data, and discuss and use the data.

Lastly, technology. And this can be at a high or low end. Your program may use forms, paper or electronic. It may use spreadsheet software or much more elaborate high tech products like management information systems or commercial software.

Let me get a little bit more specific about choosing a performance management data system and discuss those key elements you should assess in making your selections.

First is the cost. How much any organization is willing to invest in a performance management data system is relative to its size and its resources. There's the expectation for increased effectiveness and increased funding but

at what cost? There's some elements of pricing to consider is, is this a one-time price? Is there initial licensing fee or is it renewing license fee every year? Is there a cost for the entire program or do I have to pay for each end user?

So consider initial and ongoing costs when selecting a performance management data system.

Next, think about user friendliness. That is just the ease of use. The best systems makes everybody's job easier. Evaluate how easy the technology is to learn and how intuitive it is to navigate.

Easy support for capturing unique client records. Does the system automatically generate unique participant identifiers? It's important that participants are captured uniquely, and the system has a way to handle duplicates or redundancies.

The system should be useful for staff in their daily work. For your direct services staff you want the system to track and record things that they typically would be tracking or recording that regularly inform their work.

Higher level managers tend to be concerned about the big picture and need flexible ways to slice and divide and otherwise examine the data. So a system should provide individual level and aggregate reports and it should also provide tools for flexible customized data analysis.

Other things to consider are if it's a web-based system or not, thinking about the advantage of having remote access for your end users. You want to consider the scalability and the east of implementation. As you grow will your technology solution grow with you?

Your staff is going to require training to learn how to use a new system. So evaluate the quality and the cost of the training. And especially consider the cost for periodic follow ups and refreshers as you think about staff turnover.

Evaluate the system's security, thus to provide protection against external access. And does it have a daily and a disaster stack of plans? And don't forget about tech support. Will it require remote technical assistance or can you manage that in-house? And if it has to be support provided by the vendor, what's the cost of that ongoing technical support?

So we have a lot to consider in choosing a good performance management data system.

But now I'd like to talk to you about how to use the data that you've generated by the system to really drive for an activity and improvements. I'm going to give you a few examples about how different kinds of data can be analyzed to come up with lessons to inform your programming.

So let's take a practical example. And let's say you're collecting recruitment data and you collect intake data and you collect enrollment data. Now by intake data we mean collecting information on those people who just express interest in your program.

For example, you might have a basic signup sheet where you gather contact information -- let's say a back to school night where you first talk about your program or at a community health fair where you set up a table or a booth. And that's your intake data -- any data that you collect from people who just express interest in your program.

But you're also going to collect enrollment data. And by enrollment we mean collecting data on those who actually sign up and attend your program.

So what are the characteristics of the participants you recruit? What are the - what about the participants you enroll? Are you recruiting the people you want to recruit? And are those the ones that are enrolling?

Once you know who's being recruited and who is enrolling in your programs, you can ask whether there's a difference between those two groups. For example, you may recruit many parenting teens who are not in school. That may be your target for recruitment.

But the teens that you actually enroll tend to be those who are enrolled in school. Is that a problem, given that was not your target population? And if so, what do you need to change that? Maybe there was something different about their recruitment venue. Did more participants actually enroll when you had an information booth or when you had a nurse, perhaps, explain the programs and the nurse generated a list of people who were interested?

Or was recruitment different when you just had a sign-up sheet, which you left out at the front desk of a clinic's office? What was it about how they were recruited that could be making a difference in who is enrolling?

So you can - your program can really learn a lot from analyzing recruitment performance data.

Another practical example from your work is how should you use the attendance performance management data that you may be collecting. It's expected that you're going to collect attendance data to quantify who is

attending your program or receiving your services. But it's important to collect other key pieces of information with attendance.

In addition to which program or service they're participating in, also plus information such as which staff member provides the service or facilitates the sessions. And if you've run multiple sites, be sure to include which site. It may also be helpful to note the time and the day that the service is provided.

This information can provide valuable information for program improvement. You can correlate attendance data to many different factors. You may find out that attendance is not related to program quality. It may be related to the characteristics of the participants.

So you may find if attendance is very low for a particular activity you can talk to the participants. They have a focus group with the participants to learn how the activity can be improved to encourage them to attend more.

Do you need to change that program or activity? If attendance is really low when a certain staff member facilitates, you may want to do some further observations at that point to look across your facility - facilitators and may identify that additional training needs to be provided to improve a particular staff member's skills.

For example, a staff member may need to build better relationships with participants and there may be a need for additional staff training.

If you find that attendance is particularly low from one site to another, considering you may have multiple site locations, conducting a site evaluation to better understand why that is, is it that one site is more convenient to public transportation? Is that site's space more appropriate for the activity, such as

they may have more privacy or they may have larger rooms. You may want to work to improve consistency across your site.

Lastly, you might find that attendance is particularly low at a particular time of day. Let's say you offer services on Saturday mornings. Through a focus group, you may learn from participants that having a class or a session too early in the morning is not a good idea on a Saturday, or that transportation is more challenging for participants on a weekend than it is during the week.

So you may want to decide to adjust the timing of your service. So again, attendance performance management data can inform ways to improve your programming to better serve your participants.

Another practical example how you work is how you can use outcome performance management data that you may be collecting. You're running your program or service with the end goal of seeing positive outcomes in your participants. So it's reasonable to think that you'll be collecting data on outcomes, whether it be skills or attitudes or behavior changes.

If outcomes are not happening as expected, or perhaps there's no change, or worse yet, there are changes for the worse, you may want to rethink the program or activity by trying to answer the following questions.

What are your assumptions about why the program should change people's behavior? Or are the activities and the services that we're providing being implemented the way that we intended them to? And we also want to examine whether or not certain participants are benefitting from the programs and others are not. And you may want to rethink your target population.

If there's a difference in outcome by a participant type, you may to examine further by doing a focus group with participants to learn more about why boys are faring better than girls in your program. Or why a certain racial ethnic group are changing for the better while another group are staying the same or turning more negative.

This type of subgroup analysis, looking at different types of populations, may lead to changing how you define your target populations or how you rethink your model to focus on the particular nuances or needs of your intended populations.

Lastly, you want to look at an outcome data by staff member. Do your participants seem to fare better when, let's say, Miss Jones is facilitating? Or when they have a co-facilitator in the room with them? Or if the facilitator looks like the participant in gender or ethnicity? Or when the groups are led by their peers? Is there consistency across the staff members delivering the program? And if not what is different?

So looking at your staff and figuring out if there's additional training that's needed or a different composition of staff to participants in sessions is also a critical outcome performance data that can be managed.

I'm hoping that those practical examples make it a little bit more real for you about how to take the data that you're collecting to make changes to your programs.

I want to review a few analytic pitfalls that you want to avoid when you're doing performance management.

So we all know that if we are collect - if we're not doing good data collection at the beginning and we put garbage in the system, garbage in equals garbage out. So it's important that you have quality data into your performance management system if you want to get quality results.

So often in performance management, failure occurs because in your zeal to collect all things data, you collect more information than you need. The key is to collect the most important data that informs your program, while being minimally burdensome to your staff.

Insist on high quality data collections and do periodic checks to be sure that you have consistent data collect rates and are not missing data or receiving invalid data.

Additionally you have to use the data. Leadership needs to actively review and use the data that's being collected. And to do this most effectively you have to enlist the buy-in from your staff. Staff have to realize that collecting data is not a burden, but it's actually something that can be a useful tool in serving participants in the best manner and improving the performance as program staff.

Okay. Just a few more things before we end. I wanted to give you a few important takeaways to keep with you. The first is there are going to be obstacles to your performance management mainly because it's such an organizational shift and it's a paradigm shift in thinking for the culture of your organization.

Changes in the culture of many programs need to shift to do things in a more performance-driven way. And this may take time, as management and staff

learn to operate in a new way, in a way that emphasizes data collection and the use of data to drive program improvements.

Another large obstacle to performance management is that it's seen as this added cost. And yes, there are direct and indirect costs associated with incorporating performance management, whether it is the cost of a performance management data system or the cost of just burden to staff and the new requirements of asking them to collect data.

And this is a hurdle for many programs to overcome because they have to get to a place where they understand the benefits, and that's recognized, and they see that the tasks that they're being asked to do are not perceived as a hurdle or as a burden, but rather just part of their job. It's an additional responsibility with the goal of having the best outcomes for their participants.

Finally I just ask you to be patient as you go into performance management. It is a major undertaking in a developing field. And you'll need to include time for just learning how to identify indicators, identifying a data system, setting up procedures, training your staff, ensuring data quality.

And then you have to let some time pass in order to collect data -- enough data -- to really get information that you can analyze and use to make changes. The patience is necessary.

Next, I encourage you to ensure quality in stages. So we have a lot of data collection that's going to take place. And you want to make sure that you're getting good data into your system. But you can do this in stages.

So first I would encourage that you ensure that the information on client - on your participant characteristics is complete and accurate. So you want to make

sure that you have complete and accurate data on who are my participants. How do I define a participant in my program and what demographic information do I want for each of them? Make sure that data is complete and accurate.

The next stage might be ensuring that the information on the services and the attendance is being routinely collected. So you also want to ensure the quality of the data that's being collected on attendance rates and making sure that the staff members are collecting that routinely. And then you might want to start making sure that the data that's collected on outcomes is quality data.

So it's a lot of data. You want to ensure that it's being collected in - with quality and accuracy. But you can do that in stages so it's not so overwhelming.

Next just actually be realistic. Performance management data is best when it's used to give you information about participants' characteristics, the services they receive and their progress while they're in the program.

It's not a - it's not something that's used to evaluate the effectiveness of your program. That's really program evaluations. So be realistic about what you can collect in performance management and what you can expect that data to tell you.

Next, you want to ease the data collection burden of your staff whenever possible to make sure that they continue to collect it consistently and accurately. If it's seen as a burden it will not be collected with great accuracy, and it's important that the data is of high quality.

Next, show people how information is helpful. So use the data and show staff how the data that they collect can be helping to drive program improvement.

And lastly, incentivize and encourage your staff to ensure that a quality performance management system is maintained. And that's something that's going to need to be continually reinforced and encouraged to make sure that that performance management system is with the utmost of quality.

That concludes my webinar presentation. I just wanted to recognize the following Child Trends staff who were contributory in this process of putting together these slides for the presentation. And I will turn it over to Victor, or the webinar host, for opening up to any questions.

Victor Medrano: Thank you very much Dr. Andrews. We certainly appreciate your time and the lending of your expertise in terms of this webinar and providing us the information.

What I'd like to do now is to open it up, and open up the lines. I hope that the Operator is available to open the lines for any questions.

Coordinator: Thank you. We will now being the question-and-answer session. If you would like to ask a question from the phone please press star 1. Please unmute your phone and record your first and last name clearly when prompted. To withdraw the request you may press star 2.

Again, if you would like to ask a question please press star 1. One moment please.

Again, if you would like to ask a question from the phone please press star 1. We do have a question coming in. One moment please.

Our first question comes from (Keisha Walker). Your line is open.

(Keisha Walker): I just wanted to know, are these slides going to be made available to the attendees?

Dr. Kristine Andrews: Hi this is Kristine. I believe Victor said in the very beginning of the call that all of the slides will be available on the web - on the OAH web site.

(Keisha Walker): Okay. Thank you. I'm sorry I missed that part.

Victor Medrano: That's okay. This is Victor. Yes, and that's correct. I cannot give you at this point an exact time frame in which they will be available. There are certain steps that we need to ensure before we actually post them on the Web site.

However, in the past -- and I don't know if this will be the case this time around -- that we actually sent them out to those participants ahead of time so you that you would have them. But then again, we would post them on the Web site for future references as well.

(Keisha Walker): Thank you.

Coordinator: Our next question is from (Joanne Minke). Your line is open.

(Joanne Minke): Hi, can you hear me?

Dr. Kristine Andrews: Yes.

(Joanne Minke): Okay. We have a question. We're working on a web-based program and we're wondering how that data translates to your - to not only recruitment intake but

also, like, the outcomes when we - we'll have a lot of web data, but then how do you translate that into outcomes?

Dr. Kristine Andrews: Well without knowing much about your model, I guess what I would start with for you is think about your program model and your - what you're hoping to achieve.

You have some activities or curriculum or sessions that you're providing via the web I imagine, and I think where I would start is trying to understand what are the constructs? So what are the things that you're hoping to see change in your individuals from them taking place - taking part in your web-based intervention.

So identify if you are just hoping that their knowledge increases because you are providing a lot of information. So maybe one of your outcomes that you're tracking is changes in knowledge. So for that, when you think about performance measurement you might want to think - conduct some sort of baseline understanding of what was their knowledge before your program and before starting your web-based interventions, and what is it at the end?

And that can be in the form of a online survey if your whole delivery is via web that can compare kind of a pre-post of those participants and track knowledge.

You might want to think about implementation and process designs for a way of program improvement. So trying to get feedback on if they're watching - and again, I apologize for not knowing a lot about your particular program.

But if it's something like they're watching a streaming video, you may want to just be able to assess from your participants whether or not there are

challenges at certain times of day in certain locations in having a continuous streaming video.

Some rural locations may have more difficulty watching something on a stream. So implementation or process things like that may be something to consider tracking and figuring out how I can drive - use those -that data to improve my program.

But I would - the starting point, without knowing a lot, is to start with your logic model and what you are hoping to achieve and work backwards. So if I'm hoping to change knowledge or if I'm hoping to affect their behavior, what are the - what are those behaviors or what are those knowledge things that I want to see increases in?

And then build some tools that will help you to track that -- get that data result, analyze it and be able to share it to figure out what do I - what needs to be improved or does it in my program delivery to effect better change.

(Joanne Minke): Okay. That's helpful. Thank you.

Coordinator: Again, if you would like to ask a question please press star 1. At this time there are no additional questions from the phone.

Victor Medrano: Thank you very much. Once again, on behalf of the Office of Adolescent Health I would like to thank each and every one of you for participating. And again, my thanks to Dr. Andrews for her participation and the sharing of this great information.

I know that Child Trends will be sending out to all of the participants an evaluation of this particularly webinar. And it would be very, very helpful for

you all to complete the evaluation survey so that we can get a better understanding of your needs as well as things that we might improve upon or things that you found very helpful that we can continue in the future.

If there are no other questions I want to thank you again. Have a great and safe afternoon. And we will be in touch shortly. Thank you.

Coordinator: Thank you for participating in today's conference. You may disconnect at this time.

<div align="center">END</div>