Promising Pathways: Using Data to Improve and Show Program Performance

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Good afternoon everyone and welcome to our Promising Pathways Webinar: *Using Data to Improve and Show Program Performance*. I am James Butler, as already has been mentioned, from the Office of Family Assistance, and I am the Project Lead for the Promising Pathways Initiative. I would like to welcome all of the Promising Pathways sites as well as the Regional office staff to the first in a series of three Webinars.

As some of you may already know, since the initiative started over a year ago, we have learned a great deal from our Promising Pathways sites about the types of technical assistance needed to help community organizations build capacity for evidence-informed practice. We believe that this is important to ensure the delivery of quality services to our TANF and low-income populations, and we want to see that process move as seamlessly as possible. We looked at all of our Promising Pathways sites and the additional technical assistance they would like and decided to work on offering some of that technical assistance through this series of Webinars. The other two Webinars will take place sometime in late August or early September. This information that we are going to share with you will help each of you as you focus on using data and putting your data into action. At this time, what I would like to do is turn the platform over to Yvette Lamb from ICF, who will introduce the Webinar to you and the presenters that we have for you today. She will also talk to you about how we see this Webinar going today.

Yvette Lamb, ICF International

Thanks, James. I would like to add my welcome to James and to our Promising Pathways sites and to our Regional OFA staff. I am Yvette Lamb, and I am the Task Lead for the Promising Pathways Initiative. We have had a delightful, as James mentioned, year working with the sites. I want the call site by site to make sure that we have everyone on that we think we have on, and I will also check to see if we have each one of the Regional offices on. So please just say yes if you are there and if not, I am going to move on to the next site or the next Regional office. All right, then we are going to proceed, and we will try and resolve any technical difficulties as we move forward. Thanks for that information.

As James mentioned, this is the first in a series of three Webinars principally focused on using data. The other two Webinars will take place either in late August or early September. The second in the series will be on data collection strategies that will explore both qualitative and quantitative methods that can be applied to the Promising Pathways site settings. And the third in the series will be focused on return on investment and developing a return on investment measure to promote and improve self-sufficiency programs. You will receive a Save the Date and an announcement of this as soon as we have confirmed the final date.

We are excited about this series because it allows us to experiment with another way of providing technical assistance for our sites and experiment with the effectiveness of Webinars as a way to increase the capacity for sites to utilize data, make data actionable, and move along the path to evidence-informed practice. For us, this is also an opportunity to continue to learn about implementation of technical assistance and to get feedback from our Promising Pathways sites about not only how effective it is but how it is being used.

Our goals for the sites, in addition to our goals for the Webinar today, are to make it as interactive as possible. We are going to be asking you questions, we are going ask you to participate in polls, and we will

explain how to do that as we go through there. We would like, if you have an example to offer from your own site that might help others, for you raise your hand and share that with us as we move forward.

Then following the Webinar, we are going to solicit feedback from each of you on your perceptions of the Webinar, on how well it went and what you think we need to do to add information to the process, and any other kind of feedback that you think will help us as we develop this as a tool for others to use for increasing their capacity to become evidence-informed.

It is a joint presentation today, and we want to thank, in advance, our LINC site. LINC stands for Local Investment Commission. It is a state chartered, citizen-led group charged with improving results for children and families in Kansas City, Missouri. We worked with the LINCWorks initiative, under this umbrella initiative, and the people who will be participating and co-presenting with our lead presenter are Greg Bassett, who is the Director of Information Services there, and Andrea O'Neal, who is their Program Supervisor.

Our lead presenter today, however, is going to be Nanette Antwi-Donkor of ICF International. You know Nanette from our initial kick-off meeting where we talked about logic models and she conducted the training. Nanette has not only been a technical assistance data lead for both the LINC site and the JumpStart site, but she provides extensive performance measurement technical assistance and training and conducts performance measurement evaluations for multiple sites that we work with here at ICF. So without further ado, Nanette will lead us off.

Nanette Antwi-Donkor, ICF International

Thank you. Welcome again, everyone, to today's Webinar. Next slide please. So this is an overview of the things that we are going to talk about today. We are going to talk about program sustainability. You might wonder why we are talking about that and this particular topic of using data to improve and show performance. We are going to go over a few performance terms, we are going to talk about measures, we are going to talk about making data actionable, and then we are going to follow-up with next steps and questions that you might have.

So to start off, we have a quick poll for you to respond to. Now this is just a check-in. During our site visits to the Promising Pathways sites, we worked really hard on developing logic models that are representative of your programs. We encouraged you to develop these logic models for several reasons. Some of the reasons are to use it as a communication tool to help you with your program planning and design and as a management tool.

So now we would like to find out from you how you have used it thus far. On your screen, you should see the poll questions. If you could please respond to the question of, "How have you used your logic model?" The options are program planning and design, as a communication tool, as a management tool, or all of the above. Please take a minute and respond to that on your screen.

Great, so it seems a lot of you are using the logic model for all of the above. You are using it for your program planning and design, as a communication tool, and as a management tool as well. So throughout this presentation, I will be calling on some of our Promising Pathways sites to tell us about how they are using it. Let us start with SEE Hawaii. How have you used your logic model? Is SEE Hawaii still on the call with us?

Scott Nakasone, SEE Hawaii Work

We have used the logic model as a way to communicate outside of the agency - to explain to them what our program is about, as well as a way to also explain to our staff here as well - so they have an understanding of what our program does, how our program flows from the point of referring clients to actually having a client placed in subsidized employment and what our contracted vendor, Goodwill, does in the process.

Nanette Antwi-Donkor, ICF International

Great, thank you for that. How about someone from Arkansas, how have you used your logic model?

Mark Lane, Arkansas Career Pathways Initiative

This is Mark from Arkansas Career Pathways Initiative. We use our logic model for all of the intended uses. We use it to help our 25 sites plan and design their Pathways program. As a communication tool, we use it to show our funders what exactly we are using their funds to do, and as a management tool, we use it to look at how Pathways can improve and what we need to change in the future to improve our program.

Nanette Antwi-Donkor, ICF International

Great, thanks for that, and thank you again for taking part in the poll.

So next, we are going to move on to the next slide. In this section of the presentation, we are going to talk about program sustainability. Now we are going to be talking about using data and improving your program performance from a sustainability perspective. You might ask, what is the connection between the two?

Program sustainability is all about maintaining and continuing your program statuses through extended program relationships and developing long-term networks. A key step to program sustainability is program visibility – making sure that people are aware of your program and its results, and most importantly, using your data to solicit interest and support. In making people aware of your program, your logic model is a graphical representation of your program, showing what your program does, your activities, the results of your program, and your outcomes.

Another important step to program sustainability is consistent implementation and careful management of your program. So this is where you use your logic model as a management tool. Again, you are going to use your logic model to identify gaps in your program and also to manage the various components of your program. So for instance, you might use your logic model to prioritize the different program aspects.

Secondly, a key component of program sustainability is buy-in from your stakeholders. Your stakeholders are folks who have a key interest in your program, so here we are looking at community partners, your staff, your managers, or most importantly, your funders. And sustainability is all about diversifying funds and support, so your funders and supporters definitely want to see how well your program is doing and see the results from your program.

Performance questions are questions that are used to assess progress and to determine the accomplishments of the various components of your program. These questions are really critical and usually

you get input from your stakeholders to frame your questions. These performance questions act as a foundation for your data collection, and determining what your performance questions are can be a challenging task for some programs, given that you have multiple funders. So your logic model, again, comes in as a tool that you can use to map those questions back to your programs.

I want go over a few terms that we often hear when we talk about program performance. The first one being activities. What are your activities? The activities are the things that you said you would do. So if you are improving the economic self-sufficiency of your clients, you might be providing some financial literacy activities or you might be providing job support activities.

Your goal is a broad statement of your long-term results needed to accomplish the program's mission and to achieve its vision. So your goal could be to enhance independence and financial wellbeing. Your measure is really a meaningful indicator that you use to determine performance or change. So an example of that could be the number of people with full-time employment. Objectives, this is a description of the results that, when achieved, move the program towards its stated goals. So your objective could be to promote economic self-sufficiency. And then your outcomes are the benefits of your program activities to your clients, and so you might be looking at your clients improving their employability. Your target is a specific level of performance that the program strives to achieve, so you might be looking at 20 percent of the people enrolled in your program gaining full-time employment six months after completion.

So now how do all these terms work together? These terms help tell a story. On this side you can see a table with a term and an example of it. With this particular program, the goal is to increase the wellbeing and work responsibility of their clients. They are going to do that by promoting economic self-sufficiency, and they are looking for the outcomes for the specific clients in their program.

One of the outcomes is to increase the clients' employability. That way they can become more economically self-sufficient. The measure for increase of clients' employment skills would be the number of clients with new or revised resumes. The target there could be 100 percent of clients with new or revised resumes within the first month of enrollment. The activities to support that will be resume writing workshops – maybe they will meet twice a week or participate in a resume review with the job counselor. So again, your goals and objectives tell you what you want to accomplish. And your target provides a numeric description, usually, of the desired performance to be achieved in a given period. And your activities convey what you are going to do to accomplish those goals and objectives that you have set. Your measures will tell you whether you are making progress towards accomplishing those goals and objectives. Does anybody have any questions so far? Great.

So we are going to move on to the next section which is on measures. Now before we start on this section, I want to see what you remember from our site visits about what measures are and what effective measures are. We are going to do a quick poll. In this poll, there are goals and there are options for you to pick which measure matches the goal. Below is one of the 2012 goals for the State of Wisconsin where the goal is to increase car ownership opportunities. We have several options here. Which of these options is a measure for this specific goal? The options are: an additional 500 people below the poverty level will become car owners; the average down payment for a car will be decreased by 2014; the share of government assisted car loans for first time car owners remains at 50 percent each year through 2015; between 2010 and 2012, approximately 5,000 car loan applications have been submitted; and the number of car dealerships serving people below the poverty line. Please take a minute and respond to this.

Great. So we are seeing that a lot of you are responding to A and E, with A being an additional 500 people below the poverty line will become car owners, and E, number of car dealerships serving people below the poverty line. We are going to table this particular poll and will come back to it after we have reviewed the measures to see if you would change your response after we give you an overview of what measures are again.

There are several types of measures out there, but we are going to focus on four main types of measures today which align with what we went through with the logic models. There are input measures and, again, the inputs are resources that you use in your programming, so the description is a measure of resources used. An example of that will be the number of applications received and the number of staff hours.

You have your activity or process measures and the activity is what you do with the inputs that you have. So here is the description of the program activities and an example of the measure would be the days it takes to reach participants. Your outputs are direct deliverables of the activities, so you are looking at the number of units of services provided or delivered. An example of that would be eligibility assessments that are conducted.

A lot of you conduct these eligibility assessments. Your outcome measure, again, is what shows that the clients in your program or your program participants have actually benefited from the activities, so it is the benefits associated with the program. An example of that is a reduction in government assistance.

Now we are going to talk about some of the things to consider when developing measures. When selecting a measure, it really depends on your program's stated outcomes, goals, and objectives. We encourage you to start off brainstorming your measures by reviewing your logic model and appropriate logic model elements.

Once you are done with your brainstorming, it is important for you to assess each measure. You do that to determine if they actually show progress and if there is any relationship to your outcome goals or objectives. It is also important to assess accessibility of your measure in terms of data collection. Are you going to be able to collect this particular measure? What about the data quality? How about reporting the data?

Choosing the best measure can be challenging at times because you might have a lot of measures from your brainstorming sessions, but you want to select measures that inform you of the necessary data that you need to monitor your program. Let us say you have funding to provide activities to your clients to gain employment and your program outcome is to improve employability skills. Measures could include the number of people who complete your intake process, the number who gain new jobs, or the number who receive a pay increase. But you need to think through them and identify ones that your funder will be most interested in. So you might just pick the number of people who have new jobs and the number of folks who have a job with a pay increase and not necessarily those who complete your intake process. Also, keep in mind that when you are selecting your measures, it has to be important and interesting to your key stakeholders.

Lastly, in measure development, looking at measures is not a one-time step; it is a continuous step. You have to go back and take a look at your measures to see if they need refining and if you need to change them or update them or take a few of those measures out if they are not providing you the necessary information to monitor your program.

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So a main challenge that we found during Promising Pathways is the framing of your measure. A lot of folks frame their measures as a goal and objective. The way you frame your measure is really important and it will determine how you collect it. There are three main components to a measure. You want to have "the unit," you want to have "the what," and the "timeline" associated with it. So we have two examples on here.

Looking at the percentage of clients employed within the first 30 days of completion of the program. So here we have the unit. A unit here is the percentage of clients who are enrolled in your program overall. We want to find out if are they employed, and we also have a timeframe associated with it – we are looking at 30 days.

The second example is an average number of days it takes to approve a car loan per quarter. Now what this tells you is how quickly you are going through the application process. It could tell you if the number of people who are getting their loans approved is less. It could also tell you that maybe people are spending too much time on their loan application process or that people are not spending enough time. So these measures give you a lot more information about your program processes.

Here are a few tips to consider when developing a measure. Always separate your measure from your target. We often combine them but it is important to separate them. The reason for this is that when you separate them, you are able to measure them accurately. Your target may change often or may change depending on your funding stream; however, your measure might not change as frequently as your target changes.

Here we have an example of the combined measure and the target number of transportation related work absences decreased by 20 percent each year. However, you need to separate those two. Your measure will be the percentage of transportation related work absences per year, and your target will be 20 percent reduction per year for 2012 and 2014. Now you could have your funder come back and say, "Well, I am going to give you extra funds for another ten years," so then you can change your target, but your measure remains the same.

Also, avoid starting your measures with a verb. It should always start with a unit, so it should start with either a number of, percentage of, rate of, or average of.

Now we are going to talk about some key characteristics of an effective measure. There are several measures out there, but you want to pick the one which is effective so it will provide you the necessary information to communicate about your program performance. Effective measures should be relevant. They should show you something about your program that you need to know. Most programs might conduct a satisfaction survey which will tell you the number of people satisfied with your program, but the number of people satisfied with your program does not actually tell you how many people improved on a particular skill. So in that case, number of people satisfied is not an effective measure; it is not relevant. It does not clearly relate to the activity. If the activity is to improve résumé writing skills and you are asking people if they are satisfied with the program, you would not know if it actually improved their résumé writing skills.

Secondly, your measures should be understandable. It should be easy for everyone to comprehend. There are several indicators for economic self-sufficiency. You can have a number with new employment, the number with increased wealth, but you need to focus on the measure that is understood by not just your program but by your main funders as well.

Additionally, they have to be timely. We are collecting this information to make ongoing changes or improvements to your program, so it is important that the information that you are asking for is timely. For instance, we talked about the measure having a time component to it. If you want to make changes to your current cohort running your program for just six months, then it is important that you collect that information often – maybe monthly and not annually.

The data also has to be comparable. You have to be able to compare the data to tell if the clients in your program are improving or if your program is contributing to the improvement. It has to be reliable. You have to be able to trust the information that your measure is providing you. Now if, for instance, your case managers are not verifying employment with your client's employer but are just counting the number of people who give them a phone call and tell them they are employed. That is information that we all know we cannot trust. You need to verify it with the employer.

And lastly, your measure has to be cost-effective. Again, you have to have the resources and the time to be able to collect it. Let us say your program is the car program. You want a measure that will be look at the footprint of your participants. Now we all know that it takes a lot of resources in order to calculate that. That measure might not be an effective measure for your specific program.

Okay, so we are back to the poll again. Below is one of the 2012 goals for the State of Wisconsin and the goal is to increase car ownership opportunities. So which of these is the measure for that goal? The goal again is to increase car ownership opportunities. Based on what you have heard thus far about measures, we want you to respond and see if you change your response based on what we have gone over about performance measures. So please take a minute and answer the poll.

Thank you for responding. So we see that some folks have changed their responses. I would like to hear from someone whose response changed. What was your initial response, and why have you changed it? Can we have the representative for CLIMB Wyoming tell us what your response was?

Ray Fleming Dinneen, CLIMB Wyoming

I just remember you saying that usually the measure starts with number of, so I changed it to the last option because that is what you said with the measures.

Nanette Antwi-Donkor, ICF International

Good answer. What about LINC?

Andrea O'Neal, LINC

We picked the number of car dealerships serving people below the poverty line because we felt that in order to increase car ownership opportunities, we would need to know the number of car dealerships that were serving the underserved.

Nanette Antwi-Donkor, ICF International

Great answer. So you are both right. The appropriate measure for this particular goal is the number of car dealerships serving people below the poverty line. Like Andrea said, the goal is to increase car ownership

opportunities so we want to know if there are actually enough car dealerships that serve a particular population in your community. Thank you, Ray and Andrea, for your feedback.

We are going to move on to the next section which is Making Data Actionable. For this section, I am going to provide an overview and Greg Bassett and Andrea O'Neal from LINC will be joining me in presenting this section. So like I said, I will provide the overview and the LINC team will tell us how they operationalized this particular concept. Next slide please.

Now that you have developed your performance measures and you are collecting them, the next step is for you to create a performance plan. The reason why we encourage you to create a performance plan is it helps you think through how you are going to use your data, how frequently you are going to collect it, who is going to be affected, and how you communicate to your key stakeholders about your performance.

So on the screen, I have a couple of questions that you might want to consider when developing your performance plan. The first one is: how will the data be collected? Like Yvette said earlier, we will have another Webinar about data collection so if you have any questions about data collection, I will ask you to join us for that Webinar and all of your questions will be answered.

So, who will use the data? This is really important. You need to identify the people on your team who are actually going to use the data. You do not want to just collect data for collecting data. You want to collect the right data. You do not want to inundate your staff with collecting a whole lot of information, so you need to know how you are going to use the information and who is going to use it. And what data and how will the data be available to your key stakeholders. That is really critical. How are you going to communicate the data back to your key stakeholders? How will the data be incorporated into your day-to-day management? Are you going to use a dashboard?

If you are planning on integrating your data into your decision-making, it is important to have your data be live so that if a staff member needs to know the number of participants enrolled in a specific activity, they can access that easily. It is also important to think about the process of modifying measures or how to find out if your goals are being met?

Sometimes you might set goals that, at the time, might seem realistic, but once you start collecting data and you start learning more about your program through your data collection, you might realize that we might need to tweak some of our goals or maybe some of your goals were understated, so you need to revisit that. Next slide please.

So this template just shows you what a performance plan might look like. So this one we are looking at, it looks at just the outcomes of a specific program. You have a column for outcomes, measures, you have your target in there, and you have your baseline – very important. It is important to have a baseline that you are comparing any data that you collect to, so usually your baseline might be sort of the best data collection that you collect from your client. So if you have different cohorts of participants going through your program, during intake you might collect the baseline information from that, and as they go through the program and you collect information from them, you go back and compare the current data you are collecting to what they were when they came in.

Also, you have your data collection method. You have several ways that you can collect data. It could be an interview, it could be during a conversation with your case manager, and it could be a survey. In the survey,

you have several ways to administer those and, again, you will learn more about those during our next Webinar on data collection. How frequently do you want to collect the data? Now you do not want to collect the data every day your client shows up, so you need to determine the appropriate number of times to collect the data in order to determine if your clients are showing improvement or if your program is improving. Then who is going to use it? Who is the report that you are going to generate based on the data that you have collected? Who is going to use it and who is going to be the staff person responsible for collecting the data and making sure the right person receives that report to make the necessary decision?

And now I will turn it over to our LINC team, who will talk to us a little bit about how they have used their performance plan.

Greg Bassett, LINC

Okay, thank you for giving us the opportunity to share some of what we are doing here with you today. The slide in front of you admittedly is not the best slide as a presenter to show to you. It represents a spreadsheet that we have our case managers use. We began our program a little over a year and a half ago, and the State of Missouri has a web-based system that we are required to enter our information into for participation hours for our work activities and other tracking for our participants.

We developed this system really for two primary reasons. One is to allow us to be very responsive to activities and things going on in our program, to be able to monitor our caseloads of our individuals, as well as the progress of our participants and meeting their work requirements. Then it also served as an opportunity for us to double-check our accuracy, making sure that all the information was being entered correctly, and that it was being entered timely. It served a couple of purposes that way.

The slide you have in front of you represents about half of the field that we asked our case managers to capture for us, and we asked them to deliver that back to us every two weeks. So what you see in front of you captures really the key components that we do most of our management reporting on, as well as just our general guidance and health of our system.

So we track the number of required hours for an individual as well as their weekly work participation hours, and then we also look at what work activities that they are enrolled in. So that is an example that would allow us to be able to report how well the case manager is distributing their caseload across different work activities or if they are keeping someone in a particular work activity too long.

Then the columns towards the right-hand side get into some of the critical dates in the process. So we track the date that we send out our first letter engagement, a date for a conciliation if we need to go to that length, a date for referring for sanction and a date for actual sanction, and lastly, if a case is closed. So those dates are used to help drive the status for a particular participant which is the far right column, and that status is then used to drive the color coding that you see on there.

So this spreadsheet not only serves as a tool for management and seeing what is going on in the program, it also helps to serve as a workload management for our case managers. So the orange section at the top represents clients that have been in conciliation status for ten days or more. The red just below that are those that have been referred for sanction for more than ten days, and the burgundy below that is those that have been in sanction for more than 90 days. Those three statuses indicate to a case manager additional movement and attention that they need to get to those clients to determine whether or not they are being

reengaged or whether or not they need to continue to move them through the process of the system. So that is why those sorts – the top, again, they serve as kind of some workload and some workflow management for them. The color coding and the statuses all change automatically for the individuals. This system is based out of Microsoft Excel and there is a little bit of programming underneath the covers that manage all this for the case managers so there is not any effort on their part as far as the categorization of these and the color coding and the sorting and those things. From this spreadsheet, one of the things that we needed to do, we wanted to be able to more quickly predict what our participation rate was. Today our participation rates… formerly from the State are typically 30 days after the close of the Federal calendar, and through this data capture that we do from these case managers, we are able to predict within one percent what our monthly participation rate is at the end of the federal calendar month. So that is basically an overview of what this sheet does. This is the base of our whole system that we have. The other slides that we are going to show you build upon the data that is captured and given to us by our case managers at this level.

Nanette Antwi-Donkor, ICF International

Thank you. Thank you, Greg. Next we are going to talk a little bit about performance reports. Now I am going to talk about useful and usable performance reports.

Usually in a performance report, you will have graphs that represent the data that you have collected. There are several types of graphs that you may want to use. You might want to use a line graph, a bar graph or a Pareto graph, which allows you to compare two related outcomes either using the line and bar graph. Additionally, you do not want your performance report to be all graphs. You want to provide the reader with some context and some background. Do not just provide just the measures; provide the why too as well.

You also want to determine or establish a performance reporting process. Like Greg mentioned, they have these reports generated every two weeks for the case managers so you need to determine the frequency that works best for your program to help you monitor and improve your processes. And I will turn it back to Greg and Andrea who are going to go over a few of those graphs that they use in their performance reports.

Andrea O'Neal, LINC

Thank you, Nanette. This is Andrea and what we are looking at here is the Case Manager Inactive Client View. With this report, it is available to both the case managers and management team, we can view it to identify the percentage of individuals who are meeting or are not meeting participation. With this report, it relates back to the previous spreadsheet because the data is driven by the number of participation hours entered by the case manager. So the number of hours that are entered for the client is represented by the percentages.

The data illustrated serves as a visual aid for us. For example, the case managers are allowed to monitor themselves as participants send in their hours. They can see where those participants are during the course of the month, whether they are at 20 percent or 30 percent or 40 percent and towards the end of the month, the case managers can focus on that 70 percent to 90 percent range. It gives them an idea of where they need to be at the end of the month.

Now for the management team, we are able to analyze the data of the individual caseloads to determine and discuss strategies with the case managers that will help them develop an action plan for the following month for those that maybe they did not close out and for individuals who did not reach that 100 percent.

For this example, there were 22 participants within the 10 percent to 60 percent range. How, as a manager, can I coach my case manager and discuss with my case manager different strategies on closing out those individuals to get them to 100 percent accountable? That is definitely one of the ways, as the management team, we use the data to improve our numbers. Next slide.

Okay, now for the LINCWorks Case Manager Performance Graph, which is available only to the management team. It allows us to examine the individual case management effectiveness by using a line graph to illustrate the relationship between the total caseload size and the number of individuals meeting participation. Caseload sizes for case managers vary from 65 to over 200.

We use this data to identify certain trends in their performance and create strategies to place case managers within a caseload range or a geographic area where they can be most effective. For example, for this case manager, it looks like they operate better between a caseload of 100 to 160. As their caseload decreased from the red line, you can see that their participation became more consistent, and it increased over the course of four months. Next slide please.

Nanette Antwi-Donkor, ICF International

Thank you, Greg and Andrea. Now we are going to talk about how you interpret these measures to improve performance.

Like I said earlier, you need to provide some context and background and to ask some guiding questions once you get the data. What is causing what you are observing and who is affected? Also, you have to look at what your performance targets are, and as we saw earlier with LINC's spreadsheet, based on the target, their colors change to match up with if the client has been served or not.

Additionally, you might want to group your measures by domain, population, and activities. This helps you determine the commonalities between the different groups. So if, for instance, by population you are serving the youth or you are serving just women and males in your program, you might want to group that, you might want to look at how the men in your program are doing versus the women or you might want to look at the different age groups.

You might want to look at those below 21 versus those above 21. Also, you need to determine how you are going to use your measures or the data that you have collected in your decision making. How are you going to use it to improve your strategies? Again, how are you going to communicate it to your key stakeholders?

One of the graphs that we saw, the Case Manager Performance Graph, as Andrea said, that one only the case manager sees that and so they will be able to have a better and informed communication, a conversation with their case managers. I will turn it over again to Greg and Andrea to talk about their Client Tracking Sheet.

Greg Bassett, LINC

This last slide that we have here represents the highest level of the reports that we are going to show you today. This one represents all of the case managers for a given month. The coloring that you see in there represents something a little different than what we saw earlier.

We determined that for our program, we needed our case managers to get to a goal of 36 participating individuals each month. With that in mind, we color coded the fourth column over where it says Number Meeting Rate, as well as the sixth, so that going from a red to green. So zero would be red and the dark green would be – it would turn solid green at 36 and above.

What that lets us do as a management team is to quickly look at this and see which case managers we need to take a look at. It provides opportunities for coaching, for improvement, and for looking at some issues that may be going on. It also lets us see on a very high level, very quickly what is going on with the program as a whole. So that is really what this report is doing for us is providing a summary of our entire caseload for a given month.

Nanette Antwi-Donkor, ICF International

Thank you, Greg and Andrea, for showing us some of your performance graphs that you use in your performance reports. So now I want to hear from a couple of the sites on the phone. If you guys have performance reports, what do they look like? How do you use it, and how often do you generate these reports? Let us start with Ray from Wyoming. Ray might have dropped off so Mark from Arkansas?

Mark Lane, Arkansas Career Pathways

Yes ma'am, we use our goals to drive our entire program. We have 22 two-year colleges and three technical centers associated with universities in Arkansas that we work with. We establish goals for them at the beginning of the year based on their funding, enrollment, how many actual TANF cash recipients they serve, how many certificates or degrees they earn, and then entered employment after they complete based on unemployment insurance data. Six months after that, we see that they are still employed, again, unemployment insurance data, and then 12 months we measure again.

We produce a report every three months that we distribute to the colleges we work with. After the first three months, we just distribute it to the Program Directors. After six months, we distribute it to the Program Directors and their supervisors. And after nine months, we distribute to the Program Directors, their supervisors and the college president, so that the entire campus is aware of their performance and how close they are to meeting their goals.

On the flip side, once they meet their goals, we provide what we call performance support funds so the colleges that meet all their goals actually receive a budget increase the next fiscal year based on meeting their goals.

Nanette Antwi-Donkor, ICF International

Great, thank you for that. How about Scott from SEE Hawaii?

Scott Nakasone, SEE Hawaii Work

Yes, we basically receive the report through our contracted vendor, Goodwill, who is our designated subsidized employment agency or organization that goes out and does the employment recruitment as well as our client placements. So they provide us a report through our contractual agreement on the number of

clients they have served as well as the number of placements that they have secured for that month, as well as the number of employers that they have been able to go out meet with.

We use that report primarily for budgetary purposes as we need to stay within the means of our funding for subsidized employment. But we are also trying to use that data as a way to measure its effectiveness in terms of some of these subsidized employment placements becoming unsubsidized employment placements.

Nanette Antwi-Donkor, ICF International

Thank you, Scott. So how does your report look? Is it text or is this in text with graphs?

Scott Nakasone, SEE Hawaii Work

Right now, it is mostly just tables that they provide us. Goodwill has its own data system that they capture this data on. We also have a case management system as well that captures it and so, actually, through some of the Promising Pathways activities, we are trying to do some reconciliation with the data. And honestly, we have had some mixed results with that. It is mostly because it is people have to enter into the data. With that you are going to have some discrepancy with data, so we are trying to work through that right now.

Nanette Antwi-Donkor, ICF International

Okay, great. Thank you. Is Don on the call?

Don Shircel, Tanana Chiefs Conference

We are back on.

Nanette Antwi-Donkor, ICF International

Great, welcome back. Could you tell us about your performance report, what it looks like and how you use it?

Don Shircel, Tanana Chiefs Conference

Yes, I will pass that over to Keith over here and I will chime in. Go ahead, Keith.

Keith Bowman, Tanana Chiefs Confeence

There are multiple different forms of performance measures that we use. For the work activity rate, for example, such as one that was presented, we provide monthly reports to the Program Director with an estimated proxy of the work activity rate. Along with it, we provide them the raw data that feeds that report which the Program Directors can use to notify, to contact, to alert people of work activity report requirements and things like that. That is basically a spreadsheet after aggregation of data to the Program Manager.

On the other end of the perspective, we have performance measures of case activities for our TANF program which break down adult versus children, which break down the number of cases, the number of applicants on a monthly and ad hoc basis to our Director. That is in a graph with the supported monthly aggregated data so they can see the details and numbers of each.

Don Shircel, Tanana Chiefs Conference

And then we convey, primarily graphically to our individual 37 individual tribes, tribal leadership, those reports in the form of trends as far as caseload activity, as far as impact, direct impact on their particular communities. So there are a number of different layers as far as how we use those reports.

Keith Bowman, Tanana Chiefs Conference

With our subsidized employment program, we have a separate database where we generate and input enter work hours because we work under a reimbursement structure. The neat thing is, on the performance measure, that we are able to actually look at the client or individual that went to work and see if they were working the max number of hours, which is 40 hours a week, or if they were not and then maybe we are asking some questions about that. That is another way that we are able to capture some performance measures.

Nanette Antwi-Donkor, ICF International

Great, thank you so much. Thank you, everyone, for telling us about what you are doing with your performance reports. Now we are going to open up for questions. Do you have any questions about the presentation or any questions for LINC?

Mark Lane, Arkansas Career Pathways

This is Mark from Arkansas. I just have one quick question. Would it be possible to have a copy of this PowerPoint emailed to us?

Nanette Antwi-Donkor, ICF International

Definitely, we will follow up with an email with the slides from today's presentation to everyone on the call.

Mark Lane, Arkansas Career Pathways

Thank you.

Nanette Antwi-Donkor, ICF International

You are welcome. Do we have any other questions?

Keith Bowman, Tanana Chiefs Conference

This is Keith. I would like to ask one thing. I noticed the output performance measure graphs were in Excel. Is the data entered into a system, a centralized system, and then do the system support people generate those graphics or do they export or extract raw data for program people to generate the graph from?

Greg Bassett, LINC

This is Greg from LINC. It is actually a combination of the two so the graph showing– the first one that we showed, the Inactive Client View, is generated out of Excel. Our Case Managers enter the data directly into Excel. The graph is actually on a second tab that they have available on the spreadsheet so that is done that way. As we receive the data we ask for the spreadsheets from each of our Case Managers every two weeks. When we get those, we do combine them into one master spreadsheet that the management then uses to look at the program as a whole, so we see it both ways.

Keith Bowman, Tanana Chiefs Conference

Actually, just on a follow-up to that response, in using the Excel, how long does it take to reconcile all those spreadsheets, just out of curiosity?

Greg Bassett, LINC

It is actually able to be automated so we have it programmed down to the point that it takes about ten minutes to combine all the spreadsheets together so there is very little human interaction involved to do that.

Nanette Antwi-Donkor, ICF International

Thanks, Greg, for responding to that. Any questions from Arkansas?

Mark Lane, Arkansas Career Pathways

No, all my questions have been answered. Thank you.

Nanette Antwi-Donkor, ICF International

Okay, thanks. Do we have any questions from the regional offices? Great, good to hear. I will turn it over to Yvette.

Yvette Lamb, ICF International

Okay, I want to thank first our presenters Nanette, Greg, and Andrea. You guys did a great job of pulling this together and helping us be able to not only know the theory, but also how the theory can be put into practice. I want to thank each one of our Promising Pathways sites for participating, and we certainly will be sending out to you over the next couple of days both the slide deck and a feedback form so that you can help us as we do any restructuring or make any changes to this as we develop it as a tool for our toolkit.

I want to remind everyone that there are two more parts to this series, and you will be receiving a Save the Date for that from us about those probably late August and/or early September.

That being said, I want to thank the regional offices for their participation, and we hope that this has helped them get a sense of the kind of work that Promising Pathways is doing and the kinds of technical assistance that can be provided to increase the capacity of sites to be able to be evidence-informed. That being said, James, do you have any closing comments that you would like to make?

James Butler, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance

No, I think you have done a fine job in doing that, and I want to reiterate your comments just to thank everyone for participating today. And thanks to all the presenters. I think you did a great job, and I look forward to forthcoming information about the next two Webinars. So thanks again everyone.

Yvette Lamb, ICF International

Thank you and have a good remainder of the day.