Agenda

Times are estimates and may need to be adjusted for group dynamics

Day 1
9:00 – 9:30 a.m. A. Welcome and Introduction
   1. Welcome
   2. Agenda and competencies
   3. Logistics
   4. Participant introductions
   5. Choosing roles and setting ground rules
9:30 – 10:00 a.m. B. Activity: An Urgent Memo
10:00 – 10:30 a.m. C. Course Overview
10:30 – 10:45 a.m. Break
10:45 – 11:45 p.m. D. Results-based Decision Making
11:45 a.m. – 1:00 p.m. Lunch
1:00 – 2:00 p.m. E. Performance Measures: Effort vs. Effect
   1. Quadrants
   2. Illustrating the difference between effort and effect
   3. Connection to Supervisory Practice
2:00 – 2:15 p.m. Break
2:15 – 4:00 p.m. F. Understanding the Connection between Purpose and Outcomes
   1. Activity: Why do you work here?
   2. Identifying an outcome statement
   3. Brainstorming performance measures
   4. Choosing a performance measure

Day 2
9:00 – 9:15 a.m. A. Quick Review of Day 1
9:15 – 9:45 a.m. B. Presentation: Data experts
9:45 – 10:00 a.m. Break
10:00 – 10:30 a.m. C. Presentation: Rural Families in Transition
10:30 a.m. – 12:00 p.m. D. Collaboration
   1. Why collaborate internally?
   2. Overcoming barriers to collaboration
   3. Collaboration case example
   4. Collaboration and child-only cases (optional)
12:00 – 1:15 p.m. Lunch
Day 2 (continued)

1:15 – 4:00 p.m.  E. Homework Preparation Begins
  1. Results-based decision making revisited

  Break

  2. Small group activity: Identifying a key question related to the chosen outcome
  3. Assignment of homework
  4. Activity: Brief planning time

Day 3

9:00 – 9:30 a.m.  A. Welcome and Review

9:30 – 10:00 a.m.  B. Activity: Preparation for Presentations

10:00 – 10:30 a.m.  C. Group Presentations

10:30 – 10:45 a.m.  Break

10:45 – 11:15 a.m.  D. Baseline Discussion: Definitions and Implications for Decision Making

  1. Activity: Drawing Our Baselines
  2. The Stories behind the Baseline

11:15 a.m. – 12:00 p.m.  E. Internal and External Partners with a Role to Play

12:00 – 1:15 p.m.  Lunch

1:15 – 1:45 p.m.  F. Planning Our Strategy

1:45 – 2:15 p.m.  G. Aligning Strategies and Infrastructure

2:15 – 2:45 p.m.  Break

2:45 – 3:00 p.m.  H. Presentation of Plans

3:00 – 3:45 p.m.  I. Evaluations and Closing

3:45 – 4:00 p.m.
Suggestions for Preparing for and Facilitating this Curriculum

1. Preparing for this Curriculum
   This course is a facilitated learning event, not a training. When facilitating an event, preparation is key—allowing enough time to invite people and arrange for a location is essential. For this event you want to invite a diverse group of supervisors from across program lines in the agency. It is also advisable to invite regional representatives from community organizations. The following section will provide you step-by-step instructions for facilitating a successful event.

   Helpful Hints for Facilitators
   • Beginnings are just as important as endings—these are what people remember, so it is very important that this “first” impression of this course be positive and upbeat.
   • Making smooth transitions between sections is important—the components of this course are designed to build on each other, so one tip for making smooth transitions is to practice what you will say. Summarize the point of the activity/presentation you are transitioning from, and explain how it connects to the next piece.
   • The more you can help participants make a personal connection to the ideas, concepts, and activities, the more they will remember and understand. Thus, when making a learning point you may want to ask the group for examples that demonstrate the learning point.
   • People don’t argue with their own data. Be prepared to help them see that their data is relevant, but there is other data that also needs to be considered.
   • Facilitation means you are a third party guiding the learning of the group. This is different than being a teacher or even a trainer. Facilitation relies heavily on listening, interpreting, guiding, and summarizing the work and learning of the group. If you think you are talking too much, you probably are.
   • Make sure you know what initiatives and reform efforts the counties attending this course have participated in so that you can emphasize their achievements and their interests.

2. Facilitating this Curriculum
   We strongly recommend observing this curriculum before you teach it yourself. If that is not possible, it will prove helpful to talk with someone who has trained this curriculum and to carefully review the facilitator notes and participant pages well in advance of your training event. The “Master Materials List” at the end of this section will help you ensure you have what you need to deliver the training.

3. Formatting in the Facilitator Notes
   When reading and delivering this curriculum, it will be helpful to understand the three kinds of formatting used in the facilitator notes.
Facilitator Instructions
Text preceded by a round bullet (“○”) indicates that the text contains instructions to the facilitator to take some action (e.g., refer participants to a page in their notebooks). For example:

○ Ask participants to form groups of four.

Suggested Facilitator Scripts
Text that appears in a larger bold, sans serif font (Arial) provides facilitators with a suggested script for making a point. For example,

These notebooks are yours to keep. They contain information about child welfare practice.

Notes to Facilitators
Text that appears in bold and italics within a box is intended to guide the facilitator in his or her understanding of an activity or presentation, or to focus his or her awareness on a particular point. These boxes will include background information that facilitators can read in order to do some “self-education” before they say what is in the scripts. An example of this style is:

The purpose of this activity is to allow the group to express their creativity around the roles that they see themselves playing on a regular basis. This activity is also your lead-in to begin discussing the different roles of the supervisor.
4. Master Materials List

- A participant notebook for each participant
- Blank paper for a sign-in/e-mail roster
- Flip chart and flip chart stand
- Portable flip chart stands – one per table
- Markers for each participant – one set per table
- Name tents
- Registration forms
- Masking tape
- Overhead projector
- LCD projector
- Laptop with PowerPoint
- PowerPoint presentation and backup transparencies
- Blank transparencies and markers for writing on them (just in case)
- “Rural Families in Transition” DVD

5. Advance Work

- When setting up for this course, ask agencies to provide you with their mission statement and any stated or written outcome they currently have and associated documents so that you have a clear idea of the agency’s priorities and orientation. This is an essential foundation for identifying outcomes on Day 1.
- Familiarize yourself with the initiative Leading By Results. Information about participating counties and the goals they have set for themselves can be found by contacting the North Carolina Association of County Directors of Social Services (NCACDSS), 323 W Jones Street, Suite 502, Raleigh, NC 27603, P: (919) 834-0575.
- Identify a “guest data person” and data person(s) from the agencies attending this course. These individuals will need to be part of the “Data Expert Presentation” on the afternoon of Day 2. Once they have been identified, facilitators should help them prepare ahead of time so they will know what will be expected of them. For more on this, see the notes for Day 2.
- Can review the book, “Working Hard is Not Good Enough” by Mark Friedman. This book outlines the model used in this curriculum and provides more depth of information about working with the model and within communities around outcomes and measurement of outcomes.
Day 1

A. Welcome and Introduction

Time: 30 minutes

Advance Work

- Arrange chairs and tables in small groups (6-8 people per table, arranged so all can see the front of the room).
- Pass out participant notebooks, name tents, and registration forms, flip charts.
- Ensure you have materials ready for the Urgent Memo from the Director activity.

1. Welcome

- Display slide #1, Working with Outcomes by Building on Partnerships as participants enter the room.

- When everyone is assembled, say:

  Welcome to “Working with Outcomes by Building on Partnerships”

- Facilitators should briefly describe who they are.

  Thank you for taking time out of your busy schedules to attend this course. The fact that you are here reflects your commitment to your community and agency.

2. Agenda and Competencies

  We want you to know that we believe this course will be worth your time. During our three days together you will have a chance to learn new ideas and practice some strategies for collaborative action and productive use of data. We hope that as a result, you and the people you supervise will be better able to improve outcomes for your clients.
Display slides #2 and #3 and explain that the course was developed by the Jordan Institute for Families, the research, training and technical assistance arm of the School of Social Work at the University of North Carolina at Chapel Hill, with funding from the US Children’s Bureau, Administration for Children, Youth and Families.

Display slide #4, Agenda.

Ask participants to turn to the page in their notebooks entitled, “Agenda and Competencies” (page 1). Briefly go over this page. Ask participants to read the list of competencies on their own. Ask if there are any questions.

Ask participants to turn to the page in their notebooks entitled, “Pre-training Skills and Knowledge Self-Evaluation Form” (page 3).

Ask them to fill out this form. Explain that filling out this short form will help them assess themselves in terms of the things this course is attempting to teach and reflect on their expectations. Note that they will be asked to fill out a similar self-assessment at the end of the course so that they can gauge their own learning. These assessments will also help us know whether this learning event provides useful, value-added information to participants.

Collect the first self-assessment form when it is complete.

3. Logistics

Use the bullets below to guide you through a quick discussion of some of the minor details of the day.

- Building lay-out. Tell participants where vending machines, bathrooms, etc. are located in the building.
• **Registration.** Make sure that each participant has filled out the required registration forms. Explain that this training will give child welfare workers 24 hours of credit, and they will be given a certificate at the end of the course.

• **Parking.** Remind participants of any parking restrictions that apply to the training location.

• **Starting and ending times.** Explain that we will begin at 9:00 a.m. and work together until 4:00 p.m.

• **Breaks.** Explain that there will be a short break in the morning and afternoon, as well as a lunch break from approximately 12:00 –1:15 p.m.

• **E-mail Roster.** Circulate the sign-in roster, asking all participants to write their name, organization (if applicable), phone number and email. If you have more than one county present, make separate sign in rosters for each county. (If you do not have a sign-in roster, use blank sheets of paper labeled with the county name. Participants should initial each day they are present.

• **Cell phones and beepers.** Ask participants to please turn their cell phones and beepers to mute or vibrate mode. If they must receive calls, they should excuse themselves and take their call outside of the training room.

4. **Participant Introductions**

   **Before we truly get underway this morning, it is important for each of us to know who is in the room.**

   ○ Ask people to introduce themselves, explaining the program areas they supervise and one personal or professional outcome they are working hard to accomplish.

   ○ Capture the group’s responses on a flip chart.

   ○ Use the following questions to conduct a brief discussion.

   **Have you ever been in training with supervisors from so many program areas before?**

   **What do you think some of the challenges might be to doing training this way?**

   **What are some of the benefits?**

   **Note that this is a new way of delivering training:**

   - ALL supervisors are present and hear the same information. This improves consistency of what is learned.

   - We have come to you (for the most part) so that you can all be involved. This improves the support you will receive from each other as you try to implement changes in your day-to-day work.
– Having everyone in the room together models what we know works, which is that the more inclusive we are about sharing information, the more effective we will in service delivery.

5. Choosing Roles and Setting Ground Rules

☐ Briefly explain that participants will often be working together in small groups during the rest of the course. Each group should choose a recorder to write down group answers to various questions, a reporter to speak to the larger group, a timekeeper, and a facilitator, to keep the groups discussion focused and moving along.

☐ Display slide #5, *Ground Rules*.

- No shame
- No blame
- Try it on and sit with it
- Seek first to understand, then to be understood

☐ Briefly go over the behavioral or procedural norms on the slide, suggesting that the group adopt these for the rest of this course:

  - No shame
  - No blame
  - Try it on and sit with it
  - Seek first to understand, then to be understood

☐ Ask participants if there are any others they want to add to the list.
B. Activity: An Urgent Memo

Time: 30 minutes

- Refer participants to the page, “An Urgent Memo from the Director” in their notebooks (page 5).
- Ask for a volunteer to read this memo aloud. The memo explains, “You are the supervisor of your program area or service unit within your county DSS. You and your unit just attended an agency-wide meeting called by the Director. This is the memo that was handed out as you walked into the meeting.” The rest of the memo reads:

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To: All unit supervisors
From: K.C. Canum, Director
Date: August 22, 2005
Re: Organizational changes

As we will discuss in this meeting, our agency is facing unprecedented challenges and changes due to the fiscal crisis in our county and state. I have met with our Board, our fiscal management team, and the county commissioners to develop a feasible plan that will enable our agency to exist within this unstable fiscal environment, meet our legal mandates, and serve our clients to the best of our ability. To this end, an organizational priority will be to undertake a results-based management style. We want to be able to quantify the benefits of our services and programs, improve where necessary, and clearly communicate the value of our work to our stakeholders.

Together, we need to approach these challenges head-on and with a commitment to our mission. We also need to be cost-effective and make decisions that are well informed. I ask that all supervisors provide me with a report 6 months from today that answers the question, “What kind of positive difference are you making for your clients, and to what extent are your program’s goals attained?” I will need to eliminate any unit that cannot demonstrate this and contract out their services and programs to another agency. This necessary action will be painful, but in the end it will enable our agency to survive.
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Display slide #6, Responding to the Urgent Memo.

This slide contains the following questions:

- What are the opportunities in this crisis that can work for you?
- As the supervisor of your unit, what would you do to respond to this situation?
- What barriers would you anticipate?

Ask participants to brainstorm answers to these questions in their small groups. Once they have done this, as a group they are to choose the top three answers. Tell them they will have 15 minutes, after which they will report out to the large group.

After 15 minutes have elapsed, ask each table to report out one of their top three answers.

During the debriefing, capture relevant responses on flip chart paper.

Transition to the next section, making the following points.

Increasingly, this kind of scenario may become more of a reality in the world of human services.

Increasingly, as agencies we are being asked to be more accountable for results in exchange for greater flexibility.

In this course, we want to introduce you to some skills that we think you will need as we (the state) move further along with the Multiple Response System, Leading by Results, Family Net, and other outcome and accountability efforts.

C. Course Overview

Time: 30 minutes

Although it seeks to serve supervisors from all program areas within DSS in North Carolina, this course was created because of a gap in the available training in child welfare.
The Multiple Response System (MRS) is a concerted effort by the NC Division of Social Services and its partners to reform children’s services in North Carolina. It began in August 2002. Currently, all 100 counties are participating in this effort.

At the heart of MRS are six family-centered principles . . .

- Ask the participants—especially the child welfare professionals in the room—if they can name the six principles of partnership and explain why they are important.
- Display slide #7, Six Principles of Partnership.

We acknowledge that some agencies in the state are using these principles with all programs, not just child welfare.

MRS is also concerned with seven practice strategies.

- Ask the participants—especially the child welfare professionals in the room—if they can name the seven MRS strategies and explain why they are important.
- Display slide #8, Seven Strategies of MRS.

- Point out that the principles and the strategies are listed on the notebook page, “Family-Centered Principles and Strategies” (page 6).

Although these strategies seem focused on child welfare, the changes MRS seeks to create will have implications for:

- All the other program areas in departments of social services
The ways these programs work with one another

The ways DSS works with its community partners and the families they serve

Display slide #9, *MRS: Improving Outcomes by.*

- Working with families in different ways
- Improving consistency of service delivery
- Improving collaboration with other agencies
- Improving collaboration within the agency

On the agency level, MRS seeks to improve outcomes by asking DSS supervisors and staff to:

- Work with families in different ways
- Improve consistency of service delivery
- Improve collaboration with other agencies
- Improve collaboration within the agency

Display slide #10, *Existing Supervisory Training.*

When the Division assessed supervisory training it found gaps in the competencies training addressed. It found that these courses did not adequately build supervisors’ skills and knowledge in the following areas:

- Collaboration
- Data Skills and Information Management
Display slide #11, Key Supervisory Competencies, and slide #12, Two Growing Expectations.

Data and collaboration are mutually-supporting tools that social services agencies can use to enhance their performance and—most importantly—to enhance outcomes for their clients. Indeed:

- There is a growing expectation that supervisors know how to use data to set goals and outcomes, to inform decisions regarding practice and policy, and to improve services.
- There is also a growing expectation that supervisors and others should collaborate across program lines.

Unfortunately, collaborating and using data are things that agencies sometimes struggle with.

- They are not always easy to do!
- They may be outside your comfort area
- They may require new skills
- They may seem to require time you do not have
- The connection between these activities and the “real” work of supervision and managing a program may not be clear to you

We acknowledge that this is not true for all agencies, all programs, or all supervisors, and that some have had notable successes working with data and collaborating. Some of the counties participating in the initiatives Leading by Results and FamilyNet are examples of this.
If there is a county in the room that is participating in Leading by Results (LBR) or FamilyNet, check in with them to ask how these initiatives have affected the use of data and collaboration in their agency.

This course presents concepts and opportunities for skill practice that we believe will help make the use of data and collaboration easier for all counties, even those involved with Leading by Results and FamilyNet.

Close this discussion by making the following points. These are important and represent a new way of thinking that allows us to build a new foundation for the knowledge gained by this curriculum.

We have two major assumptions about what is needed for change as it relates to achieving outcomes. We believe in these assumptions strongly, but I want to see if you believe them too. If you disagree, that’s fine. We would like to hear why you disagree. If you agree, we’d like to hear why you agree with them.

State the first one and then ask the group to think about it and ask them whether they agree and if so, why? Or, if they disagree, find out why. This is a hard sell for smaller and more rural counties as they often see themselves without needed resources.

Display slide #13, Two Major Beliefs.

- Resources are abundant, but connections are scarce. It’s the connections that will move us further toward our outcomes and provide more resources focused on the goals and outcomes we want to achieve as a result of these connections or partnerships.

- We need outcomes to lead our search for interventions, not interventions that lead our search for outcomes. In other words, we need to identify what it is we truly want for the adults and families in our communities and, based on that, decide what our interventions should be.
Tell the group that if there are two points you would like them to remember from this training—these are the two points, and restate them. Reference them during the training as often as you can, and also ask participants to repeat them to you at the beginning and ending of each day.

**Break**

*Time: 15 minutes*

### D. Results-based Decision Making

*Time: 60 minutes*

At the core of this course is a concept and a process called Results-based Decision Making. It was developed by Mark Friedman.

- Refer participants to the page “Results-based Decision Making Model” in their notebooks (page 7).
- Display slide #14, *Results-based Management*.

Results-based Decision Making can help supervisors, program managers, and directors answer these fundamental questions about the work of social services programs:

- Are our services really making a difference in the lives of people in the community?
- How can we improve our programs?
- How have our services changed the client’s and families’ lives?
How can we communicate the value of our programs to others?

Results-based Decision Making is based on a strengths perspective. It allows us to find out what we are doing well and what we could do better.

Results-based Decision Making offers many benefits to supervisors, program managers, and directors.

Display slide # 15, Six Reasons to Measure Your Program’s Performance.

Results-based management relies on the measurement of outcomes.

Deliver a lecture on measurement of outcomes using the following slides.

Slide # 16, Major Terms to Understand

Slide #17, What Is an Outcome?

Slide #18, What Is a Useful Outcome Indicator?
What Is a Useful Outcome Indicator?

Outcome indicators are statements that identify, with numerical values, progress toward achieving desired results.

We have reviewed what we mean by outcome and explored some of the reasons why, as managers, we must focus on them. Now we turn our attention to the Results-Based Decision Making model, which we will be walking you through for the remainder of this training.

By following this model throughout these three days, we can walk through a process that will help you be more results-oriented in your thinking and management practice.

When we talk about outcomes and results, we can talk about them as very broad or very small. The only difference between the two is the target population. As you can see, most often when we talk about results and
outcomes along with indicators of those outcomes, we are talking about the well-being of whole populations.

An example of this would be an outcome of “safe families” for a county. You have a role to play in helping your county achieve this outcome, because part of your role as a DSS is to help keep families and children safe. So, while the outcome or result for your DSS agency might be to keep families and children safe, your ability to achieve this outcome becomes a performance measure for your county in tracking the larger, broader outcome of “safe families.”

Therefore, although we can talk about results or outcomes for large entities such as counties, states, even countries, etc., we can also talk about them for agencies, families, and individuals.

The model that we are about to show you explains the elements of how to work with outcomes, but understanding how small outcomes and large outcomes are related to each other through their populations is an important part of understanding outcomes in general. It is important to understand that if you (as a smaller entity) achieve your outcomes, you are also helping larger entities that share your population achieve their outcomes.

Before we introduce the model, we want to show you how much you already know about outcomes, how they work, and their importance.

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- Ask participants to turn to the page, “My Family Outcome,” in their notebooks (page 8) and complete it.

 Please complete this worksheet for an outcome you are striving to reach or have already achieved in your family. Any way you wish to define your family is fine. Include whatever this definition is under “Who is your family?”

- Ask one participant from each table to share what they have written. This will give you a feel for how they understand things so far. If any of their responses need to be clarified or refined, ask others to help.

- Now explain that you are going to show them how much they already know about the Results-Based Decision Making Model.
Display slide #21, *Results-Based Decision Making Model*, and refer participants again to the page, “*Results-Based Decision Making Model*” in their notebooks (page 7).

Walk participants through an overview of the model by introducing them to each element. Explain to them that this model is the BIG picture, and that we will get smaller as we go along, but the model works at all levels.

1. **Population**: In order to talk about results or outcomes, you need to know the population you are working to effect. In your example it was your family. But it can be as large as all adults, or all adults with disabilities, or all families in the community. For your agency, it will be your clients or a subset of your clients.

2. **Results**: When we talk about results in this model we are talking about either the broad results or outcomes that we want to see for our community, or the results and outcomes you want to see in your agency that impact the larger results and outcomes sought by your community.

3. **Indicators**: These are the items that we track and measure that will give us the most information about our progress toward our result or outcome.

4. **Baselines**: This is a graphic or a picture that shows where we are, where we’ve been, what the current trends are, and where we want to go (our target). A baseline also contains time measurements. That is, they include projections of when certain targets will be reached. We’ll talk more about this later.

5. **Story**: The story behind the baseline is essential for understanding the entire picture of what’s going on and what has gone on with your population. The story provides information that tells us why our data is what it is. Story provides us a certain amount of historical information that can help us project targets and develop strategies for achieving
those targets. Stories also help to “double check” the data. In other words, based on what we know, and what we’ve experienced, does the picture presented by the data make sense? We will talk more about this when we talk about baselines.

6. **Partners**: This is the portion of the model that allows us to think creatively and strategically about who we need to develop partnerships with or who we need to strengthen partnerships with in order to achieve our outcomes. It is essential to the model because it helps us identify who shares in the accountability of attaining the results we want, both internally and externally to the agency.

7. **What Works**: There is no need to completely throw out strategies, actions, and interventions that have already shown promise and improvement. If we can identify the things that we have done that do work, we can use these lessons learned to apply them to new strategies and practices.

8. **Action Plan**: This is where you will be able to creatively identify the things that need to be done (and by whom) in order to meet your target. An action plan will consist of a few things that can be accomplished first, along with a time line. Action plans will also contain information on what will be needed in terms of education/training, evaluation, and resources.

We will provide more information and review each of these areas in detail as we move through this course.

_ask for any questions, but be careful not to spend too much time answering things that will be answered later. Remind participants that we will be addressing that later. Ask again if there are any specific questions on the model itself.

Now we are going to spend the remainder of the afternoon talking specifically about how your agency can impact outcomes and measure the effect you are having on the populations you serve.
As we said this morning, “results” refers to those things we want for “whole populations.” This means that in this county, a result might be to have safe families.

Can DSS achieve this result by itself?

Of course not. You need many partners to make this happen.

However, you do have a role to play in achieving this result, right? What is it?

Those things that you just identified as part of your role are performance measures, and the population that is impacted by your performance measures is your client population.

Let’s take a more detailed look at how an agency measures progress toward its outcomes, and how those outcomes affect larger outcomes of the community.

Lunch

Time: 75 minutes
E. Performance Measures: Effort vs. Effect

Time: 30 minutes

1. Quadrants

- Use slides #23 through #33 to explain the difference between performance measures that measure effort and those that measure effect.

![Diagram of Effort vs. Effect Quadrants]

All Performance Measures Answer Two Sets of Questions

<table>
<thead>
<tr>
<th>Effort</th>
<th>Effect</th>
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<tbody>
<tr>
<td>How hard did we try?</td>
<td>How much change did we produce?</td>
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<tr>
<td>How Well did we do?</td>
<td>How much did we do?</td>
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Examples from a Health Plan or Practice

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<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
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<tbody>
<tr>
<td>Number of patients treated</td>
<td>Percent of patients treated in under an hour</td>
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<tr>
<td>Incidence of preventable disease (number)</td>
<td>Rate of preventable disease (percent)</td>
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Examples from a drug/alcohol treatment program

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<th>Quantity</th>
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<tr>
<td>Number of patients treated</td>
<td>Percent of staff with training/certification</td>
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<tr>
<td>Number of clients off the substance at exit</td>
<td>Percent of clients off the substance at exit at 1 year</td>
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Program Performance Measures

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<th>Quantity</th>
<th>Quality</th>
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<tr>
<td>Effort</td>
<td>Effect</td>
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Program Performance Measures

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<th>Quantity</th>
<th>Quality</th>
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<tr>
<td>Input (process of service delivered)</td>
<td>Output (product or client condition achieved)</td>
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Program Performance Measures

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Program Performance Measures

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<th>Quantity</th>
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<td>How Much? (usually number)</td>
<td>How Well? (usually percent)</td>
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Program Performance Measures

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Program Performance Measures

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<td>Input (process of service delivered)</td>
<td>Output (product or client condition achieved)</td>
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Program Performance Measures

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In the course of this presentation you may wish to refer to the participant page, “Effectiveness and Efficiency” (page 9).

2. Illustrating the Difference between Effort and Effect

Provide an illustration based on DSS experience. If necessary, create an example using a simple domestic situation, such as a child coming to the door with a cut on her knee.

- What parental responses or actions would fall into the effort category?
- Which would be effect?
- How would we measure each?

3. Connecting the Concept to Supervisory Practice

Refer participants to the page, “Four Types of Performance Measures,” in their notebooks (page 10).
Traditionally we have focused on effort. That is really easier to measure than effect. We will now explore a model that will help us shift the focus to outcomes.

Now we will give ourselves a little practice in identifying outcomes measures (or performance measures).

Refer participants to the page in their notebook entitled, “Four Quadrants” (page 11).

See if you can think of some performance measures in your unit or program. Put them into these quadrants.

- What kinds of things do you measure in your unit that fall in quadrant one?
- Quadrant two?
- Quadrant three?
- Quadrant four?

Take a few minutes and complete this blank set of quadrants. Afterwards, we’ll hear from some of you. Please take 10 minutes—you can work together or individually on this activity.

Refer participants to the page in their notebook entitled, “The Linkage between Results and Performance Measures” (page 12).

Display slide # 34 “The Linkage Between Results and Performance Measures”

Now can you see how measuring effect in the fourth quadrant impacts outcomes for whole populations? Can you begin to understand how what you do DOES make a difference not just for your agency or organization, but for the larger community? It sometimes helps if we can see and think about this when we are feeling overwhelmed or underappreciated for what we do. We have a role, and that role is imperative in the larger picture.
While knowledge of the larger picture helps to motivate us, understanding our specific role also helps us to be focused on what we can do well.

- Refer participants to the page in their notebook entitled, “Measuring What Counts” (page 13).

Now, let’s give ourselves some practice. See if you can identify which of these statements are outcomes or performance measures.

- Give groups 5 minutes to work on this page, then go over the answers with them. The correct answers are those in bold in the box below.

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>The percentage of clients served, who remain at home and in a stable environment, will increase.</td>
</tr>
<tr>
<td>2.</td>
<td>Clients’ quality of life increases.</td>
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<tr>
<td>3.</td>
<td>There will be an increase in respite hours provided.</td>
</tr>
<tr>
<td>4.</td>
<td>Older adults will adhere to the nutritional guidelines recommended by the nutritionist.</td>
</tr>
<tr>
<td>5.</td>
<td>Clients are satisfied with the agency.</td>
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<tr>
<td>6.</td>
<td>There will be a decrease in elder abuse.</td>
</tr>
<tr>
<td>7.</td>
<td>Older adults experience an increase in self-determination.</td>
</tr>
<tr>
<td>8.</td>
<td>Participants will take medications properly.</td>
</tr>
<tr>
<td>9.</td>
<td>Clients will have increased financial stability.</td>
</tr>
<tr>
<td>10.</td>
<td>Recidivism of self-neglect cases will decrease.</td>
</tr>
<tr>
<td>11.</td>
<td>Senior Community Service Employment trainees will be successfully placed in jobs.</td>
</tr>
<tr>
<td>12.</td>
<td>Time between report of abuse or neglect and initiation of a comprehensive assessment will decrease.</td>
</tr>
<tr>
<td>13.</td>
<td>The number of clients who appreciate their social worker will increase.</td>
</tr>
<tr>
<td>14.</td>
<td>Participants will stop smoking.</td>
</tr>
<tr>
<td>15.</td>
<td>The number of clients transferred from restrictive LTC facilities to assisted living facilities will increase.</td>
</tr>
<tr>
<td>16.</td>
<td>The percentage of clients transferred from restrictive LTC facilities to assisted living facilities will increase.</td>
</tr>
<tr>
<td>17.</td>
<td>The number of existing Adult Day Care Facilities receiving infractions will decrease.</td>
</tr>
<tr>
<td>19.</td>
<td>There will be an increase in clients who stay in their own home and are not referred to a nursing home.</td>
</tr>
<tr>
<td>20.</td>
<td>Client’s homes are increasingly healthy, clean, and safe.</td>
</tr>
<tr>
<td>21.</td>
<td>Number of guardianship cases will decrease.</td>
</tr>
<tr>
<td>22.</td>
<td>Among those receiving home-delivered meals, the percentage of people with nutritionally related disease will decrease.</td>
</tr>
</tbody>
</table>

- When you are done discussing “Measuring What Counts,” say:

Now we are ready to identify some outcomes that are important to you and the work you do as supervisors. It is time to explore how this model can work for you, the people you supervise, and your agency as a whole. Remember, we believe that the more we shift toward results and accountability, the more you will be asked to be a part of identifying and working with these outcomes as a part of your role as supervisor.
Break
Time: 15 minutes

*Break can come before or after the measuring what counts activity, depending on the time.*

F: Understanding the Connection between Purpose and Outcomes
Time: 1 hour, 45 minutes

We began our section on the RBDM model by asking you to reflect on an outcome for your family. Now, as we move into working with agency outcomes, we will again begin by asking you to think about yourself.

1. Activity: Why Do You Work Here?

   For this activity you will need to choose a partner. Each person will ask his or her partner two questions. You decide who will ask and who will answer first. The questions I want you to ask are as follows.

   Display slide #35, *Why Do You Work Here?*

   - Why do you do the work you do?
   - Why is that important to you?
   - What is it about working at the department of social services that's important to you?

   To help your partner identify their underlying needs and drivers, after they respond, ask them this follow-up question:

   - What is it about _____ that is important to you?”
For example, if someone responds to the first question by saying, “to help people,” follow up by asking, “What is it about helping people that's important to you?”

The person might then respond, “Because helping people is a good thing to do” or “we should all help people.”

To these answers, the person’s partner should respond, “That may be true, but what is it about helping people that’s important to you?”

These are different underlying needs that must be pulled out and listed for the next step. What we are looking for one of the personal core values or beliefs that drives each of us.

- After 5 minutes, ask the partners to switch roles and repeat the exercise.
- You may want to explain to participants that it might seem like we are pushing them – and that’s true, but only because it is important to the process. Ask for their patience.
- Now ask them what they discovered during this exercise.
- Ask if anyone would like to share their own core value and belief.
- After people share, make the point that these drivers (or core values and beliefs) are what that give our lives purpose and meaning. Without a purpose, our lives would have no direction, just as an agency without outcomes has no direction or purpose.

The point is that we can think about the outcomes of our agency the same way we think about our own purpose. And the amazing thing is that if we can align OUR purpose with the purpose of the agency, we will have the power to achieve incredible things.

As a supervisor, let me ask you: how can you use what we just talked about (purpose) with your staff?

Do your staff members understand their purpose as individuals and how their individual purpose supports the purpose of the agency?

If they do, and if you do, you have synergy, which means that everyone is clear about the common goal and their role in accomplishing it.

- Refer participants to page the page, “The Purpose Triangle,” in their workbook (page 14).
2. Identifying an Outcome Statement

If the agency has already articulated a set of agency outcomes, use those. Ask each table of participants to choose the one outcome that most interests them. If the agency has no articulated outcomes follow the steps below.

Ask participants:

What would our families look like or experience if they were achieving all the things we want to see?

Help me craft some statements that say this.

If needed, offer up the beginning of a statement and ask the group to help finish, edit, or change it. Go back and make sure that this outcome statement is one that is focused on effect, NOT effort.

After you have crafted the statements (make sure you have enough statements for one per table). Ask each table to take two minutes to decide which of the outcome statements interests them most. It is OK if one table chooses the same outcome as another.

3. Brainstorming Performance Measures

Ask each table to work together to brainstorm three performance measures based on their table’s outcome. Tell them they will have 10 minutes for this task.
Display slide #37 *Brainstorming Rules:*

**Brainstorming Rules**

- Share ideas quickly. The facilitator captures the ideas on a board in front of the entire group.
- No one can critique another person’s idea.
- People can build on other people’s ideas.
- Go until there are no more ideas.

These indicators must be **measurable** statements that help you define the larger outcome statement.

*Again, if the agency has clear performance measures, ask each group to select the one performance measure or indicator under their outcome that they would like to work on. You can also take time to have them review the performance measures or indicators that they have and make sure they adequately measure the outcome. Are there missing indicators? Are the statements written clearly? Can they be measured?*

- Review again with the group the definition of a performance measure.
- Signal when time is up. Ask each small group to report to the large group its three performance measures.
- Capture all performance measures on flip chart paper. During this process you may need to serve as a “gatekeeper,” diplomatically screening out statements that do not meet the definition of a performance measure.

### 4. Choosing a Performance Measure

- Ask people to reflect on all the outcome/performance indicators that have been named.
- Ask each group to choose one performance measure. It must meet the following criteria:
  - Must be measurable
  - It must have importance to everyone’s role at the table.
Day 2

Today we will:

- Explore the pros and cons of collaboration inside and outside the agency
- Identify specific ways to overcome barriers to collaboration
- Give you a really lovely homework assignment

A. Quick Review of Day 1

Time: 15 minutes

Display slide #38, “Results Based Decision Making Model” (this is a duplicate of a slide used on Day 1). Using this slide, briefly review the RBDM model, indicating to the class where they are now in that process.

This morning we will be talking about the importance of internal and external partnerships and the importance of collaboration. This afternoon we will begin identifying data sources and preparing our baselines.
B. Presentation: Data Experts

Time: 30 minutes

- Introduce Guest Data Person and Data Person(s) from agency.
- Ask the data experts to give an overview that focuses on how to access the following sources of data:
  1. Data Warehouse
  2. Experiences data
  3. Work First data
  4. Other statewide data
  5. Local or agency data (to be talked about by the agency data person in particular)

- Experts, with support from facilitators, should walk participants through a real or hypothetical results-oriented question/query. This situation must be as valuable and interesting to as many programs present as possible. This experience will show participants:
  - How to access data sources
  - What data they might review
  - What resulting analysis they might make based on this (this should be a simple, basic question/query. Ideally they should use their local data.

- As they do this, the data experts and the facilitators should tie in what they are seeing (the content and capacity of the various data sources) with the RBDM model and what we have learned about effort, effect, and the various definitions (outcome/result, outcome indicator, performance measure, etc.). For example, you may wish to ask participants:

  What does the information available to you through the various data sources tell you about effort or effect?

  If the data is mostly about effort, can you think of a way to piece the effort information together so that it tells you something about effort?

- If one was used, facilitators should tie information from the data experts in to the child-only case example.

  - Is there information available to one program that would be helpful to another program more directly involved with the family?
  - Does the data support the idea that people from various programs should be working together to support the family in the example?

Break

Time: 15 minutes
C. Presentation: Rural Families in Transition

Time: 30 minutes

- Show DVD “Rural Families In Transition”
  Time: 22 minutes

Background
Time: 8 minutes

The Rural Success Project was a 5 year, federally funding project with a goal of looking at Child Welfare Outcomes in Rural communities in NC to discover why they were successful. The supporting assumption of the project was that if you can discover the basic principles that led to success, then re-discovering them and focusing on incorporating and allowing these principles to guide current and future challenges will produce more successful efforts and outcomes. The video you are about to see illustrates this concept and outlines the basic principles for success that rural communities in NC depend on to assist and partner with their families to achieve safety, permanence, and well-being. The individuals, families and community members interview and pictured in this film are real people who reside and work in the rural areas of the eastern and western regions of North Carolina.

- Display slide #39 Rural Families in Transition:

  Processing questions for the participants:
  1. What we can learn from this video?
  2. What does this illustrate for us about outcomes?
  3. What are the principles that drive our successes?
D. Collaboration

Time: 90 minutes

1. Why Collaborate Internally?

Time: 30 minutes

- Display slide #40, *Collaboration Defined* - *What We Learned that Works from Rural Communities*

  **Collaboration Defined**
  
  • "A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals."
  
  • The relationship includes a commitment to:
    
    - A definition of mutual goals
    - Jointly developed structure and shared responsibility
    - Mutual authority & accountability for success
    - Sharing resources and rewards

  - Carefully go over this definition and connect it to the experiences of rural families in transition.

  - Emphasize that collaboration is quite different than partnership or compromise. Collaboration is achieving a common outcome or goal so that there are benefits, responsibilities, and accountability for all who join together.

- Display slide #41 *Collaboration Questions:*

  **Collaboration Questions**
  
  • In what ways are you collaborating now, within the agency?
  
  • What are the benefits you are seeing from Collaboration?
  
  • Are there other benefits we have not named, and/or other ways to collaborate?

  - Ask participants, working in their small groups, to answer the questions on the slide. These questions are:
    
    - In what ways are you collaborating now within the agency to achieve outcomes?
    - What are the benefits for each program area you are seeing from the collaboration you have named?
    - Are there other benefits we have not named, and/or other ways to collaborate?
• What about collaborating with families…what’s the same? What is the overlap?

○ Ask the small groups to report their answers out to the large group.
○ Record their answers on a flip chart.

2. Overcoming Barriers to Collaboration

Time: 30 minutes

○ Display slide #42, Questions about Barriers to Collaboration –

Questions about Barriers to Collaboration
- What prevents us or makes it difficult for us to collaborate?
- How can we overcome these barriers?
- Is it worth it? What would the pay-offs be?

○ Ask participants, working in their small groups, to answer the questions on the slide. These questions are:

• What prevents us or makes it difficult for us to collaborate internally (inside our agencies)?
• What prevents us or makes it difficult for us to collaborate externally (outside our agencies)?
• How can we overcome these barriers?
• Is it worth it? What would the pay-offs be?

○ Emphasize these points:

1. Broad outcomes (whether they are personal outcomes, agency outcomes, or community outcomes) allow others to have ownership in the process as well as accountability for results.

2. Adopting the belief that resources are NOT scarce helps to focus on achieving a common purpose and fosters collaboration both internally and externally.
3. Collaboration: Case Example

**Time: 30 minutes**

- Ask participants, working in their small groups, to come up with one story or case example about a family their agency has worked with that crosses all or many program lines.
- Display slide #43, *What If...*

![Slide 43](image)

**What If...?**
- What if we had all responsibility for a part of serving this family? In what ways could this family benefit by our collaboration with one another?
- What would be the result?

**What if we were held accountable for collaborating to our best abilities across program areas for serving this family?**

**In what ways could this family benefit by our collaboration with one another?**

**What might be (or was) the result?**

- Ask the small groups to report out on their story and answers to the questions.
- Choose one of the groups’ examples.

**Consider this as a real example in your agency. Also, imagine that you are committed to collaborating to the fullest extent among programs in your agency.**

- Ask participants to stand if they might have a responsibility to work with this family in their role or position in their agency.
- Ask people to stretch a little, if they’re thinking narrowly about program lines.
- If someone stands who is not obviously connected to serving this family, ask that person why he or she is standing—the objective here is to help others think “outside the box.”
- Thank everyone for participating and ask them to remember to “take a stand” when they get back to their agencies to achieve successful outcomes for families.
4. Collaboration and the Child-Only Case Example (Optional)

Time: 20 minutes

*Use this only if you have time or if you feel the group needs another illustration of the importance of internal collaboration.*

- Ask the group for a good example of a real child-only case from their agency. Remind them not to refer to families or individuals by name. Discuss with the group the benefits of internal cross-program collaboration for the families and children in the child-only population.
- Remind them that child-only cases provide an excellent opportunity to develop and practice cross-program collaboration.

Lunch

Time: 75 minutes

E. Homework Preparation Begins

Time: 2 hours, 45 minutes

1. The RBDM Model Revisited

Time: 10 minutes

Yesterday we explained that much of this course uses the Results-based Decision Making model developed by Mark Friedman.

- Display slide #44, “Results Based Decision Making Model” again.
Ask participants to follow along on the “Results-based Decision Making Worksheet” (page 15) and fill out the following areas of the model:

- Population
- Results
- Performance measure(s) under indicators

Review the remainder of the model, but tell participants:

We will return to this worksheet tomorrow to complete the remaining elements of the model. Before we can do that, however, we need to talk about data.

We may think that looking at data, interpreting data, analyzing data, and talking about data are reserved for certain kinds of people.

However, we believe everyone can look at data and (with a little training and tutoring) learn how to make some simple observations about data, talk about data, and use data to make decisions.

We also believe that as supervisors, working with data will soon be an integral part of your role—if it isn’t already.

We will not expect you to be data analysis experts when you are finished with this course, but we will introduce you to data and ask you to begin thinking about how you might be able to use data effectively in your workplace to help inform your decisions, and the agency’s decisions.

2. Small Group Activity: Identifying a Key Question Related to the Chosen Outcome

Time: 30 minutes

In your small groups, please take a few minutes to think about the outcome and performance measures you chose yesterday.

Ask each group to brainstorm questions they might have about that outcome and corresponding performance measures—what do they want to know about that outcome? The small groups are to list all questions on a piece of flip chart paper.

After the groups have generated this list, ask them to choose the one question they would like to work on for their homework assignment. Once they have chosen, explain:

In order to answer your question, as a group, make the following two lists:
1. List all the groups of people or individuals you will need to talk with in the agency that might have information or data regarding this question.

2. List all the data sources, websites, etc., that you might access in order to answer your question.

3. Assignment of Homework

   Time: 30 minutes

   ❍ Refer participants to the page, “Homework Assignment” (page 17). Walk them through it.

   The homework assignment for your small groups is as follows:

   The homework assignment for your small groups is as follows:

   1. Imagine that your director has asked you to research your question in an attempt to measure performance and achieve a better outcome associated with that question. Your director has also asked you and your group to present your findings to the board of social services.

   2. For the question your small group decided upon, please bring back to this workshop tomorrow all the information and data that you and your group can gather that will help answer your question.

   3. Specifically for data, please be sure to include figures that represent your agency over a period of time (e.g., 5 years). Also include comparison figures for the state and figures for counties similar to yours during the same time period.

   4. Between now and when we return, we also ask that you talk with your line workers and explain to them what your homework assignment is and why it is important – ask for their help or knowledge.

   5. You will need to meet with your small group at least once between now and when you return to this class. During this meeting you will:

      a. Discuss your data/information and summarize it. Record any questions that you are unable to answer and any observations or comments that you feel are important to share. This will help you begin to putting your puzzle together. It is not important whether you entirely answer your question—do the best you can.

      b. Your small group must prepare to make a 5-minute presentation about your question and the information/data you have found to answer your question. Be creative. Make charts, graphs, handouts, or whatever you props you think will be helpful and exciting as you present your information.
c. As a first step for this homework, we suggest your small group formulate a game plan about who will do what tasks (e.g., contact others, review data sources, etc.).

Point out to participants that, should they wish to create charts or illustrations as part of their presentation, in the Resource Section of their participant notebook there is a guide that explains how to use Microsoft Office software to create such charts/illustrations.

4. Brief Planning Time

Time: 1 hour, 35 minutes

Give the small groups time to plan how they’re going to organize themselves for their task back at the agency. This is a chance to consider what their first steps will be. It is also an opportunity for them to begin looking at data with the “data experts” in the room to provide any assistance they might need.
Day 3

A. Welcome and Review

Time: 30 minutes

♦ Welcome everyone back.

♦ Review the first two days of the course by asking people what points stuck out for them. You may wish to include the following review.

On Day 1 we:

− Introduced the Results-based Decision Making model
− Explored the difference between data that measures effort and data that measures effect
− Identified an outcome and a performance measure that was of interest to your group
− Shared two major beliefs needed to develop and achieve collaboration:
  • Resources are abundant, connections are scarce
  • Outcomes must lead interventions

On Day 2 we:

− Explored the pros and cons of collaboration inside and outside the agency
− Identified specific ways to overcome barriers to collaboration
− Identified some of your questions about your performance measures
− Reviewed common data sources useful to DSS programs
− Gave you a really lovely homework assignment
Display slide #44, “Results Based Decision Making Model” again.

Spend a few minutes re-orienting participants to where we are in the process.

1. We talked about the need to identify **populations** and that we can talk about whole populations when we talk about broad outcomes such as family safety, or we can talk about client populations when we talk about reducing the percentage of abuse and neglect cases. Our client population is a subset of the whole population and our desired performance measure of decreasing abuse and neglect cases actually becomes an indicator for the whole population and the broader outcome of safety.

2. We talked about **indicators** and **performance measures**, and you have selected some for your agency that you want to work on, and did homework assignments to begin that work.

3. We talked about **data**, which is the foundation for our discussion about baselines and the stories behind the baseline.

4. We also jumped ahead and talked about **internal and external partnerships** as being the critical vehicle in helping us “turn the curve” to achieve our targets.

Use the following as the basis for a short overview of this final day of the course.

**Today we will:**

- Give you time in your small groups to finalize the presentations you will make about your homework
- Hear presentations from each small group about what they found when they did their homework
- Create a graphic of your groups’ baseline
– Explore the “story behind the baseline”
– Identify and articulate strategies to help you “turn the curve”
– Talk about how your identified strategies will impact your agency’s structure, i.e. finance, learning and training, and evaluation.
– Create a presentation for your director of your performance measure findings. This presentation will summarize what you have learned, express your commitment to further work, and suggest strategies for achieving your outcome.

B. Activity: Preparation for Presentations

Time: 30 minutes

☑ Provide this time for groups to review their data and information and prepare their brief presentation.

C. Group Presentations

Time: 30 minutes

☑ Have each small group deliver its presentation.

☑ Record important points that you may want to reflect on (e.g., anything that hints at a “gut feeling” or “experience” or a story that illustrates the data) to use later for the “experiences section.”

Break

Time: 15 minutes

D. Baseline Discussion: Definitions and Implications for Decision Making

Time: 30 minutes

Only when you understand baselines and the data that has created them can you move forward to identify how you will turn the curve and who you will need to help you do that.
Display slide #45, Baseline Display.

Give a lecture, making the following points.

- Baselines help you understand your data and population.
- Baselines tell you where you have been, give you a graphic representation of the history of your performance measure, and may give you information about historic events that are important to know or consider when identifying strategies.
- Baselines help us make visual comparisons:
  - To other counties like us
  - To the state
  - To the nation
- Baseline graphs can help us visually make our case for needed changes in interventions, or for additional funding, or to explain connections with other programs and/or populations.
- Understanding our baseline data can also give us valuable information about overlaps with other program areas. It tests our assumptions about what’s going on.
- Baseline data can give us relevant and important information about making policy, management, and practice decisions.
Display slide #46, “Two Types of Data”

Two Types of Data

- **Longitudinal Data** - trends and experiences over time, tracking individuals along a continuum. Groups (cohorts) move through time and experiences together. Useful for making transformative and regenerative changes.

- **Cross-Sectional Data** - management data, informs decisions made here and now. Useful for making technical and adaptive changes to service delivery.

Data types:

- **Cross-Sectional Data**: give us a point in time snapshot of a given population. Many snapshots can be taken on a given timeline, but the population won’t be the same each time. Cross-sectional data can give us good information about how we as managers need to adapt practice and interventions in present time.

- **Longitudinal Data**: give us an historical look at the same population over time. We can follow the same cohort over a period of years to see what (if any) effect particular interventions have on that population. This type of data is much more useful for making policy decisions because it helps us know what to prioritize or focus on in the long term. North Carolina’s child welfare experiences reports are an example of longitudinal data.

1. Activity: Drawing Our Baselines

Display again slide #47, *Baseline Display*.

Instruct groups to draw the baseline for their outcome. If they don’t know what it is or they don’t have any data, ask them to guess what it is relative to other counties and/or the state: has it increased, decreased, or stayed the same?
Ask them to sketch in the target and curve they would expect to see if they were to achieve their outcome. Each group should draw this on flip chart paper.

2. The Stories behind the Baseline

Only do this if you feel that the “stories behind the baseline” have not yet been discussed adequately.

Prepare a brief lecture, making the following points:

- Stories give us clues and information about who we should engage and partner with in order to turn the curve.

- Stories also give us more information about our assumptions and give us the opportunity to assess whether our data is showing what we think it is, or if there are other explanations for what the data tell us.

- Stories also help us create a full picture, which is important when we are trying to make a case or persuade our audience.

- Example: Since 2002 there has been a significant decrease in substantiated cases of neglect in North Carolina. The story behind this data is that in 2002 our state began implementing MRS. One strategy of MRS involves the use of family assessments, which have case findings but not substantiations. Because MRS is still not fully implemented, it is reasonable for us to expect to see a relative decline in the number of neglect substantiations over the implementation period.

Ask groups to share some of the examples they have found with their homework assignment that illustrate stories behind their baselines.
E. Internal and External Partners with a Role to Play

Time: 45 minutes

Note: this section often runs long and must be completed after lunch.

As we talked about earlier, we can only expect to make successful strides in turning the curve by engaging new partners or engaging old ones differently.

Let’s think about the community within your agency when it comes to getting better results with the outcome you’re working on.

Refer participants to the pages, “Advanced Baseline Display” (page 18) and “Identifying Internal and External Partners” (page 19).

In your groups, use the worksheet “Identifying Internal and External Partners” to identify all the groups, programs, and/or units in your agency that are needed to turn your curve. It might help if you think about one particular case or group of cases that you have that cuts across different programs. Many of these will seem obvious, but we challenge you to think of those groups or programs which are not typically involved or identified with achieving that outcome.

Some of the questions to ask yourselves to help you identify these partners are:

- What does your data tell you about who your partners need to be?
- What do the stories tell you about who your partners need to be?
- What did your unit workers share with you that might be important?

On your worksheet, also indicate what these programs or groups can contribute to help achieve that outcome and how they will benefit. In the last column, indicate whether you would consider them major players (having a greater stake in the outcome than others).

Now that you have identified your list of internal partners and their roles, complete the worksheet by identifying external partners, their
contributions, how they benefit, and whether you see them as major players.

Some of the questions you may need to ask in order to identify your external partners are:

- Where does your outcome intersect with the whole population in my county?
- What does that tell you about who your community partners need to be?
- What will their role be in helping you turn your curve?

Now, create a visual image of how these internal and external partners would interact, depicting the outcome and the performance measure at the center of your picture. Part of your visual image should show the connections between and among groups. You may also show where these connections are currently strong or weak.

- Give groups about 15 minutes to draw their maps.
- Ask groups to share the maps and explain them to the larger group. Ask them to report out the following information:
  - Their outcome and performance measure
  - Their internal and external partners
  - The role these partners will play
  - How they are connected

If you are short on time, you can have them just point out their major players and not explain all of them.

Lunch
Time: 75 minutes
E. Internal and External Partners with a Role to Play (continued)

Time: 30 minutes

Conclude any part of this section not finished before lunch.

F. Planning Our Strategy

Time: 30 minutes

Refer participants to the page, “Worksheet: Capacity Building Strategies” (page 20) and ask them to complete it with their small groups.

Please think about all the internal and external partnerships that currently exist and are working well, as well as any new internal and external partnerships that your group identified in the previous exercise.

Thinking about this, brainstorm and discuss some strategies that you could employ that would enable you to turn the curve and achieve the outcome you are working on. In order to structure your thinking, we have given three options for strategies.

- **A No-Cost Strategy**: Something your agency could do that would not require any additional funding or resources.

- **A Low Cost Strategy**: Something your agency could do with a little additional money and/or resources.

- **A Crazy Strategy**: A strategy that your agency could employ if all the planets aligned and all was right with the world.
G. Aligning Strategies and Infrastructure

Time: 30 minutes

If we are serious about improving the performance of this program, what would we do over the next year and over the next 2-10 years with regard to the following areas?

- **Creating a Supportive Finance Infrastructure:** Looking back on your intervention strategies, what kinds of finances do you need for your low cost option? Remember to consider whether you actually need new finances, or if you need to use existing finances differently from other programs.

- **Creating a Supportive Learning Infrastructure:** Looking back on your intervention strategies, what types of learning, training, and technical assistance do you need to implement these strategies both short-term and long-term? Think holistically in terms of everyone knowing what you're trying to do, what it will take to get there in terms of skills, but also in terms of learning new technologies, leadership skills, etc.

- **Creating a Supportive Self-Evaluation Infrastructure:** How will you track the progress of your intervention strategies? How often? Who will be responsible and what tools do you need to do the tracking? How will progress be reported and to whom?

Refer participants to the page, “Aligning Strategies and Infrastructure” (page 21).

For each strategy that you identified (low cost, no cost, crazy), identify the resources needed, the learning and training needed, and what you might need to evaluate your progress on this strategy.

Remember, we are talking about resources and learning and evaluative needs that will create a capacity within your agency to sustain these efforts.
Break
Time: 15 minutes

H. Presentation of Plans
Time: 45 minutes

Tell the groups that, as the last activity of this training, you would like them to make a brief presentation to their director about their experience in this course.

Ask them to create a presentation that highlights the information found on the page entitled, “A Presentation to Your Director” (page 22).

- What has your group discovered about your outcome and your performance measure?
- What strategies do you recommend to achieve your desired results on this outcome? Include with your strategies your major partners (both internally and externally). Touch upon what changes need to be made to the agency’s structure in order to build the capacity to sustain this work.
- What excites you about this process and about moving forward?
- Based on past successes, why might it work?
- Why might it fail?
- What will you personally do differently to make it successful? (Include one thing tomorrow and one thing next week.)

If the director is unable to be there, please ask the groups to write their presentation in the form of a letter to their director and schedule a time with he or she to make the presentation to him or her at a later date. If they follow this track, refer them to the page “Memo” (page 23) in their notebooks. Have the group make their presentation or read their letter to the larger group.

Have each group make its 5-minute presentation to the larger group (and to the director if you have arranged to do so before hand).

Congratulate each group as they present on the work that they have accomplished. Solicit questions from the other groups.
I. Evaluations and Closing

Time: 15 minutes

- Invite last thoughts and feedback.
- Lead a wrap-up discussion for this course that includes presentation of the last slide, #48, “If you always do…”

If you always do what you always did . . .

. . . you will always get what you always got.

Kenneth W. Jenkins
President, Yonkers, NY, NAACP

- Ask participants to turn to the page in their notebooks entitled, “Post-training Skills and Knowledge Self-Evaluation Form” (page 24).
- Ask them to fill out this form. Explain that filling out this short form will help them assess themselves in terms of the things this course attempted to teach and reflect on how well it met their expectations. Remind them that these assessments help us know whether this learning event provides useful, value-added information to participants.
- Collect the self-assessment form when it is complete.
- Be sure to thank the participants for their effort and dedication.
References


