MCH Evidence Office Hours

Session 3:
Choosing Meaningful, Measurable, and Moveable ESMs
Office Hours Sessions

Session 1:
Selecting Strategies and Ensuring Programs
Address Your Priorities

Session 2:
Completing Your State Action Plan
Friday, 08/07/20 3-4PM Eastern

Archives and slides available:

Session 3:
Choosing Meaningful, Measurable, and Moveable ESMs
Friday, 08/21/20 3-4PM Eastern
Agenda

Choosing Meaningful, Measurable, and Moveable ESMs

Introductions

Questions and Peer-To-Peer Discussion (50 minutes)
  Responses from submitted and chat box questions
  Peer to Peer sharing and learning

Review of Tools (10 minutes)

Feedback
Now that you are working on developing new or updating current ESMs...

Let’s **Pause** to consider if your strategy aligns with the Hexagon Tool...

[Image of the Hexagon Tool]

https://unc.live/323CxE0
Questions and Peer-to-Peer Discussion

Guiding Questions:

- Where in the process are you?
- What are your success stories?
- Where are you struggling?

Enter questions in the chat box
– or –
ask via your microphone

Overall resource:
ESM Development Guide
Poll Question 1: Overall with your NPMs, where are you in the ESM development process?
Submitted Question:

Are ESMs that measure outcomes (e.g., percent of students who have a healthy BMI) rather than strict process goals appropriate?
Submitted Question (cont):

Are ESMs that measure outcomes (e.g., percent of students who have a healthy BMI) rather than strict process goals appropriate?
Questions

Submitted Questions (similar):

What is a good balance of new and ongoing ESMs?

How many ESMs per each NPM do you think allows for adequate measurement in a topic area?
What is a good balance of new and ongoing ESMs?

How many ESMs per each NPM do you think allows for adequate measurement in a topic area?
Poll Question 2: In general, how often do you collect and analyze your ESM data?
Questions

Submitted Question:

We are developing our work plans with new priorities from the Needs Assessment. Our team is looking for some inspiration for development of their ESMs. Can you remind us of resources that provide this information?

1. Who Benefits: Who are your customers?
2. Effect: How can we measure if our customers are better off?
3. Effort: How can we measure if we are serving our customers well?
4. Baseline and Story Behind the Curve: How are we doing on the most important of these?
5. Partners: Who are the partners that have a role to play in doing better?
6. What Works: What works to do better, including no-cost and low-cost ideas?
7. Action Plan: What do we propose to do?
# Instructions

## Developing Evidence-based Strategy Measures (ESMs) Performance Level

### How Much?

<table>
<thead>
<tr>
<th>Effort</th>
<th>Step 1: How much did we do? – Quadrant 1</th>
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<tbody>
<tr>
<td></td>
<td>Start with “Number of customers served.”</td>
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<td></td>
<td>Better, more specific ways to count customers? Subcategories of customers?</td>
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<td>What activities are performed? (e.g., training providers).</td>
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<td>Convert each activity into a measure (e.g., # of providers trained).</td>
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### How Well?

<table>
<thead>
<tr>
<th>Effort</th>
<th>Step 2: How well did we do? – Quadrant 2</th>
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<tbody>
<tr>
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<td>Start with common measures:</td>
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<tr>
<td></td>
<td>o Workload ratio (e.g., # clients/providers)</td>
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<td>o Customer satisfaction (e.g., did we treat you well? Were you satisfied with service?).</td>
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<td></td>
<td>Take each Quadrant 1 activity and ask how well the activity was performed.</td>
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<td></td>
<td>o What is your role? (e.g., % of providers trained, % of eligible mothers who have received outreach materials).</td>
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<tr>
<td></td>
<td>o Can you measure the activity based on time? (e.g., % of medication consultations completed within 24 hours).</td>
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<td></td>
<td>o Can you measure the activity based on accuracy or meeting standards? (e.g., % of providers completing online).</td>
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### Effect

<table>
<thead>
<tr>
<th>Effort</th>
<th>Step 3: Is anyone better off? How are they better off? – Quadrants 3 and 4</th>
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<tr>
<td></td>
<td>Ask: “If your program works really well, in what ways are your customers better off?” How would you observe/measure this?</td>
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<td></td>
<td>These often occur in pairs (e.g., % in Quadrant 5, % in Quadrant 4).</td>
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<td>To save time, just focus on Quadrant 4 and place # signs in Quadrant 3 to show parallel.</td>
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<td>Four categories to consider – improvement in:</td>
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<td></td>
<td>o Skills/Knowledge (e.g., % of staff who showed improved knowledge after a learning session).</td>
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<tr>
<td></td>
<td>o Attitude/Opinion (e.g., % of mothers in pre-conception care who report intention to breastfeed).</td>
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<tr>
<td></td>
<td>o Behavior (e.g., % of families receiving adhering to safe sleep practices after receiving guidance).</td>
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<td></td>
<td>o Cost (e.g., % of youth receiving transition plan).</td>
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### Worksheet

#### Quadrant 1: Measuring Quantity of Effort (Counts and “Yes/No” Activities)

**Primary Customer:**

**Other Customers/Subgroups:** (Think about vulnerable groups in order to address health disparities)

- # of Customers Served: (Number this for your customer)
- # of Activities Performed: (Numbered by time or accuracy/standard)

**More:**

#### Quadrant 2: Measuring Quality of Effort (% of Reach; Satisfaction)

**Common Measures (e.g., ratios; satisfaction):**

**% of Customers Served (Reach):**

**% of Activities Performed:** (Measured by time or accuracy/standard)

**More:**

#### Quadrant 3: Measuring Quantity of Effort Is Anyone Better Off (%)?

**Health Equity Considerations:**

1. Are the groups affected by this measure at the table?
2. How will this measure affect vulnerable groups differently?
3. How will this measure be perceived by vulnerable groups?
4. Will this measure ignore or worsen existing disparities?
5. Can we focus on a vulnerable subgroup with this measure to address disparities?

**More:**

#### Quadrant 4: Measuring Quality of Effort How Are They Better Off (%)?

**Changes in:**

- Skills/Knowledge (%)
- Attitude/Opinion (%)
- Behavior (%)
- Cost (%)

**More:**

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[Source](https://www.mchevidence.org/documents/Performance%20Measurement%20Tool%20-%2011x17.pdf)
Poll Question 3: What are kinds of data (sources) do you need for strengthening your ESMs?
Chat Box and Peer-to-Peer Discussion

- Where is the easiest part of ESMs to develop? What’s going well?
- What is most difficult part of developing ESMs? Where do you struggle the most?
- What resources do you utilize to find out what has worked?
- How do you contextualize the information you find?
Reminder: It’s not hard to make last-minute improvements to your ESMs

How to focus on better measurement... How do we move from lower quadrants to higher quadrants? How can you tell when Q2 measures align with the role of the Title V program?

Just Submitted Question:

What to do if we can’t get the data?

https://www.mchevidence.org/learning/esm-tips.php

https://www.mchevidence.org/learning/esm-measurement.php
Resources: ESM Development Guide

Evidence
• Strategy Shortcuts. MCHbest database and AMCHP’s Innovation Station.

Planning Process: Results-Based Accountability (RBA)
• RBA Performance Measurement Tool
• State ESM Briefs: Contact us if you need a copy jrichards@ncemch.org

Implementation Tools
• Hexagon Tool
Office Hour Archives


Contact Us

mchevidence@ncemch.org

Feedback

This session and what types of T/TA you need now and over the next six months

https://www.surveymonkey.com/r/Technical-Assistance