[Sheila Cavallo] Welcome, everyone. Before we move on to some quick introductions of today's presenters and Q&A panelists, I'd like to acknowledge Katherine Godesky from ACF, who's going to get us started with some initial comments. Katherine, the floor is yours.

[Katherine Godesky] Thank you, Sheila. Good afternoon, everybody. Katherine Godesky, officer in the PREP program office, lead for PREP performance measures. On behalf of the Family and Youth Services, I just want to welcome you, our colleagues, to this webinar today. We truly appreciate you taking the day for the next hour or so. We're super excited to have Mathematica presenting a new dashboard feature that I think will help all of us visualize your program's impact.

As you all know and as my grantees know, the performance measures remain one of our most important sources of information to support you in your work and in program improvement, as well as help our program office to advocate for continued support of PREP. So by now, many of you have likely had a conversation with your federal project officer about our division's adoption of five benchmark measures. And this presentation will provide a thorough overview of those measures and allow time to answer any questions that you may have. So without further ado, I want to turn it back over to Sheila to help facilitate the conversation on using federal benchmarks for program improvement. Thank you, everyone.

[Sheila Cavallo] Thanks, Katherine. Let's do some quick introductions. I'm Sheila Cavallo. I'm a managing consultant here at Mathematica, and I head up the PREP performance measures TA efforts. I think most of you probably know me from previous webinars. As a part of PREP, I get to work with some of the coolest people on planet Earth, a few of whom are pictured on this slide. Lauren Murphy is our deputy project director and has been a part of the benchmarks planning effort from its inception. James Troxel is the man behind the PREP dashboard. I think of him a little like our own Tony Stark.

And Lara Hulsey is our PREP performance measures guru. Like Lauren, she's been a part of the development of the benchmark since the earliest conversations started about four years ago. James is going to be leading a brief demonstration of the new benchmarks view in the PREP dashboard. And Lauren and Lara are here to answer any questions that you guys may have about the content that we covered today. Next slide, please. This is how we're going to be spending our time together this afternoon.

We just covered welcome and introductions. I'm going to share with you some context for the benchmarks. We're going to define what we mean by the term benchmarks. We'll take a closer look at the five federal benchmarks for PREP. James is going to show you the new benchmarks view in the PREP dashboard. And then we're reserving quite a bit of time at the end, actually, for any question that you might have. We're going to hold off, actually, on answering questions until the Q&A at the end. But you're welcome to park your questions. You can go ahead and drop them into the chat as we go along, if you like.

Next slide, please. I think it might be helpful to provide a little context so we're all on the same page about where the benchmarks sort of fit into our broader performance measures work. Next slide, please. You've seen versions of this slide before in the context of why the performance measures are important more broadly. Let's review for just a quick second as a means to set the stage for where the benchmarks fit into our ongoing work together.

We know that having performance measures data allows ACF to demonstrate your impact and advocate for the continuation of this funding, which enables you guys to continue providing this important programming to youth in your communities. We've also talked about how ACF uses the performance measures data to support your work and to inform and strengthen the field as a whole. And finally, as we've been noting in our webinars for the past couple of years, actually, performance measures data is also, they also provide value as a source of information that you can use for your CQI efforts.

They can help you monitor your program's performance on an ongoing basis, checking in periodically on your program strengths to keep those healthy, while also scanning for opportunities for growth and improvement. And this last bit, the continuous quality improvement bit, is where the new benchmarks come into play. Next slide, please. CQI is the intersection where the PREP performance measures and the new PREP benchmarks meet. The new benchmarks are the next step in the 12 plus years journey of this collaboration between ACF and grant recipients.

By setting benchmarks, ACF is supporting your CQI efforts by setting up points of reference for measurement. They're empowering funded programs with additional tools that you guys can use to study and improve program performance. Next slide, please. Now that we have that context, let's take a minute to explore what we mean by the term benchmarks. Next slide, please. It can be helpful, I think, to begin with some simple sort of straightforward definitions. As a noun, a benchmark is a point of reference that we measure against.

So for instance, the American Heart Association outlines a normal blood pressure reading for adults as being 120 over 80. So when I take my blood pressure, I check the numbers I get against that benchmark set by the AHA. And based on how my numbers line up with that benchmark, I can understand if my own blood pressure is a little high, a little low, or if it's in sort of the healthy range. Right? So this blood pressure benchmark gives me a point of reference for understanding this indicator of my relative cardiac health. As a verb, benchmarking refers to studying something for purposes of improving performance, right?

So I'm benchmarking my blood pressure to check in on my health and hopefully sort of move it in the right direction, right? Both of these definitions, noun and verb, apply to the new PREP benchmarks. Next slide, please. When we plug those basic definitions into our work, into our work on PREP, here's how that shakes out. Each PREP benchmark, there are currently five, and I'll show you those in just a minute. Each of them is a combination of a specific performance measure and a defined target for that measure. These benchmarks establish a uniform standard of achievement for each of these five performance measures. And each benchmark is intended to be achievable.

I'm going to put a pin on that, actually, because we're going to come back to that in just a bit. I also want to note that the benchmarks are not punitive, but rather tools to support your CQI efforts. Let me say that again because it's an important point. The benchmarks are not punitive. They are tools to help programs identify both your strengths to build upon and the opportunities you have for improvement, and also to monitor changes to both of those over time. Next slide, please. So let's take a look at the five new PREP benchmarks.

Next slide. The table you see here is sort of a quick explanation of the five PREP federal benchmarks. For each benchmark, you can see the category it's in, the performance measure it relates to, and the established target for that measure. You may also notice that the title of the slide refers to these as being the initial PREP benchmarks. ACF is introducing this initial set, the federal benchmarks, to get folks started, to sort of get the benchmarking ball rolling. These aren't intended to be exhaustive. ACF's hope is that as programs become familiar with the process, you'll begin setting your own benchmarks in addition to these five.

These five performance measures, they aren't new, right? I mean, these have been around for -- guys have been reporting on these for quite some time now. What is new is the benchmark that's attached to each of them. Let's take a minute and go through each of those now. In terms of how the table is organized, the far left is the category that the specific benchmark comes from. To the right of that is the specific performance measure itself. And finally, on the far right is the established target for the corresponding measure.

So you can see that the first benchmark is the percentage of PREP facilitators that are trained in delivering the core curriculum, and the target for that is at least 95%. If you're a rock star in it, and you're like 97, 98, 99, awesome. But sort of the baseline, like the target folks are aiming for is at least 95%. The second benchmark, percentage of PREP facilitators that are observed at least once, at least 75% is the benchmark there. The percentage of funding obligated for direct service provision for youth programming, there's a little bit of difference here between funding streams.

So for state and competitive PREP, the benchmark is at least 50%. For tribal and PREIS grantees, the benchmark is at least 40%. So when we get to dosage, the measure is percentage of youth who completed at least 75% of the intended program dosage. That target is at least 75%. And under program content, percentage of youth served by evidence-based programs. And again, there's a little bit of difference between funding streams here. It's at least 90% for state and competitive grantees. And it is, this benchmark is not applicable for tribal and PREIS grantees. And that gives you, that table just sort of gives you the quick and dirty view, snapshot view of the five benchmarks.

Next slide, please. So why these five of all the performance measures? Why these five? And that's a great question. These five benchmarks were selected from all of them, right? You just kind of open up the performance measures bag, dump it out on the table. And we looked at all of them, right? Then we chose these five. We chose them in part because they are measures suitable for defining common targets across grants, across grant recipients. Having common targets promotes a shared focus for us as sort of the PREP community, right?

And importantly for this initial rollout, gives us sort of a common purpose. As we begin this benchmarks work together, everyone using the same five benchmarks allows us to have more focused conversations than if everyone were using different benchmarks. So how did ACF set or choose these specific percentages as the targets themselves? Also a great question. These benchmarks are the result of a years-long planning effort. I think I mentioned earlier, I think the conversation started about four years ago, so it's been in the works for a while.

So they're the result of that years-long planning effort, and that effort actually involved many sources of information. In fact, establishing benchmarks came about in part from grant recipient feedback received by federal project officers that indicated that introducing performance benchmarks could be a useful tool for supporting and advancing grant recipients' ongoing CQI efforts. To get to the specific percentages that we just walked through on the previous slide, ACF considered a rich body of data on past grantee performance on these measures. These targets are rooted in several years of existing data, and as such, they're designed and intended to be attainable.

Finally, because they're set as percentages, they allow for standardization across PREP grant recipients within each funding stream. And that's the bit that helps ACF use the benchmarks to assess the PREP program as a whole. Next slide, please. So how do you know how your program is doing in relation to these established targets? We have a PREP performance measures dashboard interface to help you tap into your data on these benchmarks. And for this, I'm actually going to turn it over to our man of the hour, James, who's going to give you guys a quick rundown of what this new view in the PREP dashboard looks like and how it sort of acts. James, it is all yours.

[James Troxel] Thanks, Sheila. I'm just going to share my screen here real quick. So you will find these new benchmarks in the grant profile. So just to refresh, once you've logged into the data portal and navigated to the dashboard tab, you click on the grant profile card within the benchmark page, and you will find some new information here in addition to what you're used to seeing here in the grant profile. So in addition to, you know, summaries and use characteristics, program characteristics and so on, you're going to find a new tab here called benchmarks.

So when you navigate here, this is where you'll find all the benchmarks that Sheila just outlined for you, arranged here in a series of gauges. We have a single filter that you can filter on these using the submission year. I'll just point out right now that currently the data, the measures that are collected to calculate these benchmarks are only submitted during summer submission periods. So currently you won't find any data for the winter 2025 submission period. But once the summer submission period is over, you'll be able to see the most up-to-date benchmarks.

But if you select the 2023 to 2024 submission period, you'll be able to see the most up-to-date benchmark data for your grant. You'll be able to see the standard kind of features of the tool tips. You can see the denominator, the remainder of the denominator. The titles of these benchmarks can indicate the threshold. And then the way to read this is that, you know, for example, if you want to know whether or not you've met the benchmark of, you know, meaning 95% or more of facilitators trained in delivering the core curriculum, you can see here the absolute total percentage here is 98.33% in this case.

So you get the little green check mark. That means you've met or exceeded that benchmark. Whereas in this hypothetical example, 75% or more of facilitators observed at least once, the total is only 38.33%. So you'll see this little red X next to that gauge, which indicates that you're not quite there yet. And that's basically it for the benchmarks. And so, again, the submission period filter, we included it on both tabs. So that is actually goes both ways. If you switch it here, just for ease of use, that you'll see that you'll see from that same submission period reflected in the other tab.

Just the idea that you can kind of toggle back and forth to kind of see your benchmarks and then maybe kind of cross-reference other measures within the grant profile tab just to kind of explore further about what you might be seeing on the benchmark tab and vice versa. So that's the long and short of it. So from there I think I'll kick it back to Sheila.

[Sheila Cavallo] Thanks, James. Hat tip to James, actually, for this view of the dashboard. It's really clean, right? I'm looking at it. I'm looking at these gauges. I'm like, I know exactly what's going on. With just a glance, I know exactly what's going on. So again, thank you, James, for that particular design feature. I really appreciate that.

Next slide, please. I want to quickly share with you guys just a few examples of how you can use this new view in the dashboard to help you with monitoring your program's performance. This view of the benchmarks can provide grant recipients and project officers a framework for discussing your continuous quality improvement efforts, including formulating strategies for reaching the benchmarks. For instance, for measures that may have fallen short of the benchmark targets in past data submission periods, grant recipients and project officers may discuss how changes to existing program design or program implementation could enhance future program performance.

For the existing program, for the measures that have either met or exceeded benchmark targets, grant recipients can reflect on the possible reasons for those successes, think about strategies for sustaining them, and absolutely celebrating them with your teams and your partners. This information is also helpful to ACF in identifying the needs that grantees may have for additional technical assistance. This may be the needs of an individual grant recipient, or in the case of trends across grant recipients, it could result in developing supportive TA for delivery to the larger group as a whole. The dashboard, of course, is providing information about past data submission periods.

And right now, with 2023-24 program year data available in the dashboard, that's available in the dashboard right now, the dashboard empowers you to sort of check in on how close you were during '23-24 to meeting the benchmarks, right? This can also help you take stock and begin formulating plans for maintaining your efforts on measures which you hit the benchmarks for, and thinking about strategies for meeting benchmarks that your program may have been a bit short of in 2023-24. When your '24-25 data becomes available in the dashboard this fall, that data can then help you confirm or revisit your impressions and refine your plans for meeting the benchmarks in the 2025-26 program year.

Next slide, please. So that's it, really, in a nutshell, like the content, the information we have to share with you today. We want to open it up now for any questions that you'd like to ask. If you haven't already, you can certainly drop those into the chat. And we will take them as they come in. So far I'm not seeing any. Let's see. Lauren, are you able to see the chat?

[Lauren Murphy] Yes, I am.

[Sheila Cavallo] Okay.

[Lauren Murphy] I can start addressing some of the questions that I see coming through. I believe two of them are related to what data is currently in the dashboard. So the dashboards are live now with the new benchmark tab that James demoed. And I'll answer another question that are coming in is how do we access the dashboard? And that, Sheila, if you could add the link to the portal in the chat, that would be helpful.

[Sheila Cavallo] Absolutely.

[Lauren Murphy] So that is through the same -- I'll start with that. You access the dashboards through the same portal that you have used for the data submission. So Sheila will add that link into the chat. Once there, you can access the dashboards. And within the grant profile there's the new tab that James demoed. The data that is available is data that has been submitted from past submissions. So if your grant has entered data from previous years, that's what's going to be there. If you have not submitted data for these fields previously, it won't be available.

Or if you were a newer grantee who is submitting now for the first time this year, you won't see previous data as we do not have data from you. I think that covers what was asked. So yeah. So the data, so if you have submitted data in prior years, that will be already displayed within the dashboard. And then the data that you're submitting either this past winter that will be aggregated with the data that is upcoming this summer will then be available in the fall. So that's the '24-25 year that Sheila discussed using to reflect and plan.

[Sheila Cavallo] Thanks, Lauren. If you don't currently have a user account for the portal, I am pulling our helpdesk email address. You can email us at the helpdesk and we can get that figured out for you. If you're new to an existing grant, like you know somebody on your team who already has a portal account and they have a grantee account -- there are two kinds, grantee and provider. If they have a grantee level account, they can add you to the portal. You don't need us to do that.

But if you don't have somebody on your team that can help you with that, you can reach out to us at the helpdesk and we will get that sorted. Let me pull that email address really quick. I would just type it in, but I'm pretty sure I would get it wrong and then that would be no help at all. All right. So I just dropped the PREP performance measures helpdesk address into the chat. So if you don't yet have an account, you can email us there and we can help you with that. Let's see. How many years are currently available in the dashboard, Lauren? Do you know?

[Lauren Murphy] Let's see. I had it open, then it closed out. I don't know offhand, but I can double check unless James, do you have it open still?

[James Troxel] I do. Yeah, it goes back to 2021, 2020-2021.

[Sheila Cavallo] Benchmarks will only align with portal submissions since it will be used in the dashboard time periods. So yeah, I think in terms of viewing it, you're viewing it by program year. I don't think you can give it like across program years. I think it's by program year.

[James Troxel] That's correct.

[Sheila Cavallo] All right. Thanks, James.

[Lara Hulsey] I saw a question asking why the benchmark target related to evidence-based programs is, was thinking of 90% rather than 100% since the press grantees are typically all required to use evidence programming. And I think the reason for that is because of the funding streams, PREIS is specifically developed to be testing out innovative strategies. And so PREIS grantees are not required to be using evidence-based programming.

[Sheila Cavallo] We also have a question about 80% versus 75% for the number of students receiving curriculum.

[Lara Hulsey] So it gets confusing because there are sort of two percentages in this. I don't know, Sheila, if you can go back to slide 16 with the benchmarks. So the performance measure is still the percentage of youth who completed at least 75% of programming. But the target is for 75%, at least 75% of youth to have met this 75% of programming target. So I think that's maybe what you were trying to get at. If that doesn't quite answer your question, please let us know.

[Sheila Cavallo] So in terms of serving youth in residential treatment facilities -- and Linda, I've been a facilitator and a program manager in a program that did exactly that. So I feel what you're talking about here. You have no control over exit from the program. And that can work against those folks from achieving the 75% of dosage. So just flagging that as a concern among providers who serve those populations. I think, Linda, when you do data submission, at the bottom of the page, there's an empty box labeled comments. And so it's a great place to sort of provide that kind of context if that's something that you want to do.

You can just flag that in the comments when you submit your data that you know that some providers are working in this environment. And that impacts the ability to hit that 75%. So again, so I want to say again, the performance measures are not punitive, right? They are tools. They are tools to help you guys monitor your program performance. So if you get that feedback, right, and you're not hitting that benchmark at 75%, but you know why, right?

You know that this is a function of these programs where you don't control when someone is leaving. You know how to interpret the feedback, right? That's the important part. And again, in the comments box, you can provide that context so that anyone else seeing it knows how to provide that, knows how to interpret that benchmark feedback as well. I don't think we've -- have we set the date for opening the portal yet? Do we have a date for that yet?

[Lara Hulsey] I think we have. I think that's going to be July 1st.

[Sheila Cavallo] Okay.

[Lara Hulsey] After the webinar is on June 25th?

[Sheila Cavallo] June 25th. Yep.

[Lara Hulsey] Invitation is forthcoming.

[Sheila Cavallo] July 1st is a Tuesday, guys. So mark your calendars.

[Lauren Murphy] I want to clarify another question that I see coming in. Someone asked if grantees were going to be required to enter the data into the dashboard, and I'll say the data in the dashboard is being pulled from the data that you submit into the portal during the data submission window. So there's nothing for you to do on your end to be viewing the data in the dashboard other than submitting the data during the submission windows. Like I said, the next window being starting July 1st. So once the data is submitted and the window closes, we on our end, collect, clean, analyze the data, and push it out to the dashboard to be viewed. So the dashboard is a way to view the data that you have already entered or will be entering the next window.

[Lara Hulsey] And just to springboard off of that, we would strongly encourage you, if you are a grantee who submitted data in the last summer for the '23-24 year, please sign on to the dashboard and go to your benchmarks page and see how you're doing, because your data is already there if you submitted that last summer.

[Sheila Cavallo] And I'll say who submitted that last summer. And so what will be upcoming this fall is the data that was collected previously in the winter. Someone asked about the data not including those who had the grace period. So no data that was submitted. If you had the grace period and you weren't required to submit in the winter, that data obviously will not be there. But the data that you will be submitting this coming summer will then appear in the fall. I think that Annalise had a question about what data would be available due to the new grant starting and having a grace period.

[Lara Hulsey] I see a question here about the measure on facilitators being observed and whether that has to be observed by a PREP employee or does the program supervisor suffice? The guidance regarding the performance measure on facilitators being observed has always been fairly broad. If the facilitator is being observed by anyone who is designated to observe their programming. So you know, as long as there's someone there observing the facilitator sort of to monitor their fidelity and so forth, that counts as being observed. It doesn't have to be anyone in a -- that's not necessarily from the grantee organization. If there's a provider organization that does the observations or it could even be an external consultant who you have doing your evaluations -- or, sorry, your observations. Any of those would count.

[Sheila Cavallo] Thanks for your patience, guys, as we read through.

[Caryn Blitz] Lara, did you want me to take one of the questions?

[Lara Hulsey] Yes, Caryn. I was hoping that you might help respond. We had a question coming in noting that it's not about this topic of this webinar, but wondering if there were any updates on the upcoming plans for revisions to the performance measures that we have -- you know, we solicited input from grantees about revisions to performance measures back in the fall. And as we explained then, it is a lengthy process, but we are continuing that process, and Caryn, I don't know if you have any updates regarding timing of that.

[Caryn Blitz] No, we're continuing that process. We're continuing that process. It has been delayed for a number of different reasons. There is more scrutiny with the packages going through and more layers of approval that we need. So definitely they will not be -- I think I said in a previous webinar, they will not be available this fall. We think they're going to be available next winter. But we just don't know. Things are taking longer, and we just aren't sure. So we will continue to update you.

So we'll be using the current performance measures, certainly for the fall submission -- fall data collection, I should say. The fall, and probably the winter, because if they come out in the winter, you're going to need time to obtain approval from your partners, your school boards, what have you. So my best guess is they will be ready for data collection or implementation in the summer of 2026. But we'll keep speaking with you and talk about timing as it goes on.

[Lara Hulsey] Thank you, Caryn.

[Caryn Blitz] Thank you.

[Sheila Cavallo] We do have a question about how quickly data becomes available in the dashboard after a data submission period closes. A data submission -- yeah. So there's a little bit of a process in there between the end date for the data submission period, the portal actually closing. Because we, as Lauren was alluding to earlier, folks on our team take that data and clean it and all the good things. And then it goes into the dashboard, right, and then you guys can get it back out. But there's a lot of data, right? So there's a little bit of time between when the portal closes and when we can get that data back to you in the dashboard.

But, again, I just want to emphasize, the measures are here as a means to support you guys with your program monitoring and continuous quality improvement, right? They are not punitive. So the other point to emphasize is there's no additional data entry for you guys, right? The only thing that's changing is a new view in the dashboard that gives you that benchmarks information, right? You don't have to do anything beyond what you're already doing. It's just a view in the dashboard that's providing more feedback to you about what's going on with your program, right, so that you guys can use that for monitoring and continuous quality improvement.

That's what it's there for, right? So yes, there is a lag between when you guys enter and when it comes back to you in the dashboard. And the question was, you know, we would like to be able to use this as soon as we can, but there's that lag. We recognize that. And, again, it's not that somebody is going to be, like, calling you up and saying -- that's not what this is about. As soon as that becomes available, it's just there for you to check in and say, we hit it.

We're close. We're a little over. We're a little under. It's just a systemic feedback so you can see -- like, I check my blood pressure, right, to check on my health. You're just checking on the health of your program through your benchmarks and making plans accordingly. My blood pressure is high. I know I've got some work I need to do. If it's spot-on healthy, I'm good. I'm doing the things I need to do, right? How do I continue to do those things? That's really what the benchmark is for.

[Caryn Blitz] So Sheila, what's -- Sheila, Lara -- excuse me, James. What's the average in getting the amount of time getting the performance measures posted in the dashboard and making it public?

[Lara Hulsey] So I'm not sure we can give you an average, in part because we're trying to shorten up the time. So giving you an average wouldn't reflect most recent. So this most recent round, I think it took us about two months, less than two months. We had the new data in there by the end of June, and the portal closed in -- I'm sorry, I said by the end of June. Good gosh, this is May. But we had it in there by the end of April. And the portal closed around -- I don't have that date handy.

[Caryn Blitz] I think it was early March, to be honest. You know, I think the data are usually -- I'm going to say usually -- in the dashboard within two to three months tops. You know, it depends on if we have -- sometimes there's some extenuating circumstances that grantees have. As we tell you, you need to let us know ahead of time if you see a particular challenge to getting the performance measures in on time. It has to be a pretty important extenuating circumstance, and we need to know, you know, we need to know way ahead of time. I mean, before the submission period starts, if not at the very beginning of the submission period.

So that's like four to six weeks, eight weeks before you're supposed to submit data. But sometimes people have very good reasons, and we wait to get those data because we want to include them in that iteration of the dashboard. We want to be able to report -- excuse me -- as much data as possible. So we're trying to tighten up that time because we realize that having a large lag doesn't really help you. So we're still working on that. But still, two months is pretty good. And in this case, it was less than a month. Or I guess, no, a month and a half. So thank you, team, for that.

[Lauren Murphy] And I'll just put in a plug now for the next window is that it's going to be opening July 1st, closing August 15th. Those dates are up on the information site. So another question that came through, which I don't think we answered yet, was, are project officers going to be reviewing the benchmarks? And yes, your project officers have access to the same dashboard view that you have. So we want to make that a tool for you to use with your project officer so that you guys can look at your data, they can look at your data.

You can discuss together when things -- for all those extra contexts that we've discussed where, you know, different settings, different populations, things that might be out of your control. There's opportunities to reflect about the benchmarks. And those are opportunities to discuss with your project officer.

[Caryn Blitz] Lara, I don't know if you've seen the question about percentage of youth who complete at least 75% of intended program dosage. Are these metrics primarily measured by student attendance?

[Lara Hulsey] I mean, yes. The metric of students receiving dosage is basically a -- you can think of it as a measure of attendance, sure.

[Caryn Blitz] And then the second part is, do we have recommendations or best practices for supporting improved attendance at our partner schools? I think that may be a bigger conversation than we have time for here. I think that's something out of certainly our control and something out of -- it's out of your control. And if it makes you feel any better, I mean, I think attendance varies across different programs and settings. So I mean, it's -- again, it's a way to identify, are most of the students getting most of the programming?

And if not, to discuss with your project officer what might be those reasons and then strategize about if you are in any way able to influence attendance, you know, what kind of strategies you might use. All of the grantees have access to programmatic technical assistance. It's kind of beyond the scope of the performance measures project, but you can reach out to your program officer -- project officer to obtain that technical assistance on the programmatic side.

[Katherine Godesky] That's exactly what I was going to say from the program office perspective. If you haven't already done so, you should definitely reach out to your project officer. And if you need further assistance, which may be very likely, we can connect you with some technical assistance to see if we can help make any improvements in terms of student attendance. I did just want to mention the dosage measure is one that we are required as a program to report to the Office of Management and Budget. It's the only one of these five that is a combination of the two semiannual submissions that you do.

All of the other four are ones that are only submitted with the summer submission under structure, cost and support. The dosage is reported by all of the PREP grantees twice a year, and then this calculation is done from that.

[Sheila Cavallo] We also have a question about facilitators trained in delivering the core curriculum and where that data comes from. And I believe it's simply a straight-up question, right? It's one of the questions for data submission.

[Lara Hulsey] That's right. It is one of the performance measures that you submit every summer.

[Sheila Cavallo] Okay. It's not a combination of things. It's just a single question when you submit data. How many of your facilitators are training or delivering the core curriculum?

[Lara Hulsey] That's right.

[Lauren Murphy] There's two questions that get submitted. There's how many. You provide the number of facilitators that served youth during the reporting period. And then there are the two questions. There's then a follow-up question of how many were trained. And then there are two items about observed -- observed exactly once and observed twice or more. And so you are still reporting those same measures on our end. We're doing the calculation and presenting it in the dashboard.

[Sheila Cavallo] You guys keep doing what you've always done in terms of data submission. Just keep doing what you've always done. The dashboard is growing to give you more information back from what you're already submitting. So you keep doing what you've always done in terms of data submission. Dashboard does not compare across years. Not the benchmarks. It'll be specific to program years. The dashboard won't compare across years.

[Caryn Blitz] So to that last question, it wouldn't be ever trained. It's just trained that year. There's a question for facilitators trained. Is that just who was trained that year? So the program year or ever trained? And it wouldn't be ever trained. Is that right? Lara and Lauren?

[Lauren Murphy] Correct. The item asks -- I think it's reporting for the reporting year. Is that correct, Lara?

[Lara Hulsey] That's right.

[Lauren Murphy] Oh, I just want to make sure I clarify. Someone asked about combining performance measures for those observed. So I was saying that two measures are being combined. It's not different submission periods. So in the summer, you submit the data about structure, cost, and support. And within that, there are multiple measures that are used to make the calculation of percentage trained and percentage observed based on a combination of different measures.

So you report the denominator, which is number of facilitators who served youth. And then you also separately report on the number of trained and number of observed once and observed twice or more. And we use those four different measures to come up with the percentages that are being displayed and set against the target. But it's only from one reporting year.

[Caryn Blitz] I wanted to address one question. Someone asked if we're aligning the performance measures with the recent executive orders. Yes, we've already done that as we've submitted the performance measures. So we won't be changing them again because of executive order unless there's some other executive orders coming out.

[Lara Hulsey] Perhaps just a couple more specifics. It was a matter of removing a few measures. So when you, I don't know, when you signed in to submit your measures this winter, you might have noticed there was a category or two missing that you had reported in the past and were not being asked this round. Similarly, in the summer, you know, a couple of categories that are not there that were reported in the past. So it's not that you need to change anything right now or report something different. It's just that a few things were removed.

[Sheila Cavallo] So I think we're still looking for clarity on the question about facilitators trained. Our latest question. So it's just supposed to be the facilitators trained that reporting year. Some years we don't have the new facilitators trained, so it will look like we are not meeting the benchmark.

[Lara Hulsey] That is an excellent point. This may be something that we need to discuss internally with ACF and Mathematica and perhaps provide some clearer guidance on this one.

[Caryn Blitz] I mean, I also think it's something that, you know, you'll talk about with your program officer, your project officer. I don't know why I keep saying program officer. With your project officer, I mean, you know, if you've trained them and they don't need to be trained again that year, then that's something you -- I mean, Katherine, correct me if I'm wrong, but it's something that you would talk with your project officer about.

[Katherine Godesky] Yeah, absolutely. That's a good conversation to have with your PO. I would imagine that it's good to have a refresher, even if you're a thoroughly trained facilitator. Even having those internal teach-backs would be something that would be helpful. But yeah, I would have that conversation with your PO if you're concerned in light of this measure.

[Sheila Cavallo] So I think Lisa, yes, that is the intention is to make sure that students are receiving programming from trained facilitators. But again, I -- this is clearly going to be a point of conversation going forward. I think that's some good feedback, Linda. Thank you for providing that. For those who aren't in the chat right now, I think the facilitator benchmark is not being calculated correctly. You really want to make sure that a person delivering is trained and observed. In the calculation described you're mixing apples and oranges. Ohio doesn't allow anyone who's untrained to deliver PREP.

They receive updates, but we're not asking, but the question is not asking about updates. So that's good feedback. Thank you. And also, Michaela, a little bit of related feedback about the language and the question itself. Thank you for that. So in terms of the date that the benchmarks are in place, they're in place now. Again, in your view in the dashboard, you're seeing '23-24. So you're always, in the dashboard, you're always going to be seeing a past year, right? So right now you can see '23-24. In the fall, you'll be able to see '24-25. And again, tools for helping you understand what's going on with your program and helping you monitor and pursue, you know, CQI. There is a supportive measure for your CQI efforts. But they're live now. You can see 2023-24 now in your dashboard.

[Lauren Murphy] So thank you for all who are providing feedback on those, the measures. We'll definitely take note of all the comments.

[Caryn Blitz] Yeah, this is giving us food for thought. So thank you. I think these are all good points.

[Sheila Cavallo] And you guys have been, you know, this has been true since we launched the new system winter of 2024. You guys have been great partners to us in providing feedback to us about how that system is working, how it provides value to you, places where it can provide more value to you. And I want to put that out there, right? Your feedback for us really helps us be better at what we do. And we appreciate the feedback that you're providing now.

[Lauren Murphy] And so, Annalise, I think your point is well taken. The FPO discussion would be great for CQI, but it may make ACF numbers appear lower. So I think you're spot on on that. And I think, I'm already thinking through a series of questions that we might be able to ask. It seems pretty complicated since it differs across all grantees. But, yeah, and Zoe, you're not belaboring the question. I think it's important there are a bunch of you jumping in to comment on it and give us different ideas about how it might not be capturing everything that's going on. So thank you.

[Sheila Cavallo] And we're about a minute away.

[Caryn Blitz] Okay. I just want to say, that's the thing about the benchmarks. These are benchmarks. They may change. They're not set in stone. I mean, we base them on the performance measures we have, but if the performance measures need to be improved, then we will improve them, and, you know, there's always a period of adjustment, even in responding to OMB. The different program offices have a period of adjustment where they look at trends, where they set their own targets. So this is kind of in the same vein as that. So thank you. We will work on this.

[Sheila Cavallo] Can we forward to the last slide in the deck, please? So we are at the bottom of the hour, and I want to be respectful of everyone's time. Again, thank you so much for being here, for being active in the chat, for the important feedback that you are providing. As you have additional thoughts about performance measures that you'd like to share, please feel free to send us those at the help desk. You don't have to have a problem to send us an email at the helpdesk. You can have a thought or an idea or some feedback for us to send us at the helpdesk.

So as you, as you continue to think through this and you have ideas about these measures and these targets, please do continue to send us your good thinking about that. We really appreciate that. And we really appreciate, as always, the important work that you guys are doing for young people in your communities. I hope you guys have a wonderful afternoon, and we look forward to hearing from you.