



Performance Measurement

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Session Topics



- Problem/Need
- Theory of Change
- Evidence Base
- Performance Measures
- Data Collection & Instruments
- Examples
- MCSC-Specific Performance Measures
(*Note*)



Theory of Change



THEORY OF CHANGE: *MAIN ELEMENTS*

**Community Problem/
Need**



Specific Intervention



Intended Outcome

Theory of Change



COMMUNITY PROBLEM/NEED

- The negative condition that exists
- The extent/severity of the problem
- Must be supported by statistics that are:
 - *From a reputable source*
 - *Current (up-to-date)*
 - *Local*



Theory of Change



COMMUNITY PROBLEM/NEED

- Data describing the community problem/need should address:
 - *Scope*
 - *What is the severity of the need for those affected? (number of those affected)*
 - *Significance*
 - *Why should we care? (general impact on the community)*
 - *Causes*
 - *Why does the need exist? (historical data)*



Theory of Change



THEORY OF CHANGE: *MAIN ELEMENTS*

**Community Problem/
Need**



Specific Intervention



Intended Outcome



THEORY OF CHANGE

- Programs must submit a Theory of Change
- Demonstrates a well-specified conceptual framework
- Identifies key components of the proposed project
- Logic model=visual representation of the theory of change



Theory of Change



SPECIFIC INTERVENTION

- Specific set of activities in which Members/volunteers will engage
- Most effective strategy to bring about change
- Supported by evidence
 - *What have others tried?*
 - *Were previous interventions by others successful?*



Theory of Change

SPECIFIC INTERVENTION

- Specific Intervention Elements
 - *Design*
 - *Who does what with whom?*
 - *Dosage*
 - *Frequency-How often?*
 - *Intensity-How much?*
 - *Duration-How long?*



Theory of Change



INTENDED OUTCOME

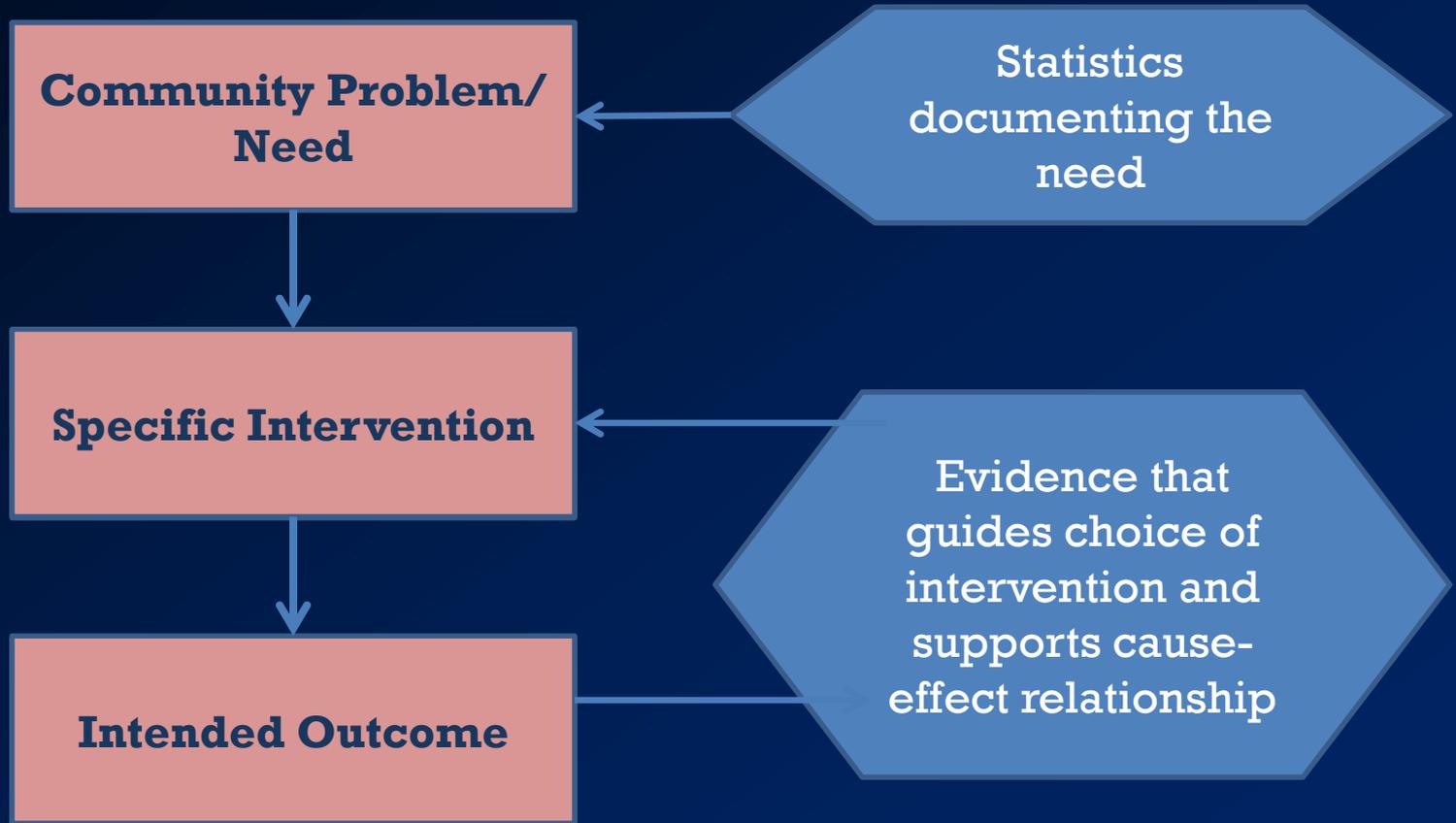
- The change your program wants to make
- Desired results
- Outputs/outcomes



Theory of Change



THEORY OF CHANGE



Theory of Change



TESTING YOUR THEORY OF CHANGE

- Is it plausible?
- Is it feasible?
- Is it meaningful?



Evidence



EVIDENCE

- Includes studies/evaluations conducted
- Verifies that the proposed intervention(s) will be effective for the proposed community need



All National Service programs should develop and implement evidence-based interventions.

WHAT CAN WE LEARN FROM EVIDENCE?

- **New Programs**

- Which intervention should we use?
- What dosage should we implement to achieve the intended outcome?

- **Existing Programs**

- Should we continue using the current intervention?
- Should we modify the current intervention?
- Should we select a new intervention?





SOURCES OF EVIDENCE

- **Internal**
 - Past Performance Data
 - Internal Impact Evaluation
- **External**
 - Research Studies
 - Impact Evaluation of Similar Programs



PAST PERFORMANCE DATA

- Ask the questions:
 - Did a change occur?
 - Did we achieve the intended outcome?
- Notes
 - DOES NOT show causality
 - Does show the intended result was achieved
 - Stronger if aggregated from multiple years



INTERNAL IMPACT EVALUATION



- Ask the questions:
 - Is change documented?
 - Is it clear that change resulted from our intervention?
- Notes
 - Should focus on actual impact, not processes
 - Process evaluations focus on program implementation and benefits to sites, not on an assessment of outcomes (benefit to beneficiaries).





RESEARCH STUDIES & EVALUATIONS

- **Research Studies**
 - Focuses on increasing knowledge or understanding of a group, problem, or issue
- **Evaluations of Similar Programs**
 - Focuses on the successes and outcomes produced by comparison groups or programs.



ASSESSING EVIDENCE

- Criteria
 - Is it relevant?
 - Is it compelling?
 - Is it up-to-date (current)?
 - Is it objective?



Evidence



SOURCES OF STRONG EVIDENCE

- University or research organizations
- Known professionals/field experts
- Similar programs
- Meta-studies



Evidence Continuum

<i>Low</i>	<i>Causality</i>			<i>High</i>
No Evidence	Pre-Preliminary	Preliminary Evidence	Moderate Evidence	Strong Evidence
<ul style="list-style-type: none"> •No qualitative or quantitative data to date 	<ul style="list-style-type: none"> •Little evidence of causality •Evidence from program staff, participants, or beneficiaries •Used for program improvement, reporting, or tracking 	<ul style="list-style-type: none"> •A Program contributes to observed outcomes •At least one non-experimental study of program or similar program; OR •A study that shows improvement over time ; OR •A process evaluation 	<ul style="list-style-type: none"> •Supports causality •One or more quasi-experimental study conducted on program; OR •Two or more non-experimental studies; OR •One experimental study of another relevant program 	<ul style="list-style-type: none"> •Shows causality •Detailed information over cursory descriptions of multiple studies
<ul style="list-style-type: none"> •No evidence provided 	<ul style="list-style-type: none"> •Feedback from program participants following the receipt of the intervention 	<ul style="list-style-type: none"> •Outcome studies that track program beneficiaries and measure responses at end of the program •Pre-post test research 	<ul style="list-style-type: none"> •Results from studies/impact evaluations •Comparison groups; quasi-experimental design 	<ul style="list-style-type: none"> •One or more well-designed and well-implemented experimental studies conducted on the program with positive findings

Overview of Performance Measurement



WHAT IS PERFORMANCE MEASUREMENT?

*The ongoing, systematic process of tracking
program outputs and outcomes.*



Overview of Performance Measurement

- **OUTPUTS**

- Amount of service provided

- Ask the questions:

- *How much service did you perform?*

- *What products did you develop?*

- Examples include:

- *People served*

- *Programs developed*

- *Volunteers recruited*



Overview of Performance Measurement

- **OUTCOMES**

- Reflects the changes or benefits that occur

- Ask the questions:

- *What difference did your service make for beneficiaries?*

- *How did the new system/product enhance the capacity of the organization to serve the community?*

- Examples include:

- *Changes in behavior*

- *Improvement of conditions*



Overview of Performance Measurement



TYPES OF OUTCOMES

ATTITUDE/
BELIEF

KNOWLEDGE/
SKILL

BEHAVIOR

CONDITION

Involves a change in...

Thought,
feeling

Understanding,
ability

Action

Situation,
circumstance

Overview of Performance Measurement



EXAMPLE OUTCOMES (*HEALTHY FUTURES*)

ATTITUDE/
BELIEF

KNOWLEDGE/
SKILL

BEHAVIOR

CONDITION

Outcome (change) resulting from intervention...

Increased
desire to
adapt healthy
nutrition
habits

Improved
healthy-eating
cooking skills
on a budget

Improved
healthy eating
habits/food
intake

Improved supply
of healthy food in
the household



Overview of Performance Measurement

WHY MEASURE PERFORMANCE?

- **Accountability**
 - *Allows stakeholders to see that the program is achieving results.*
- **Reliability**
 - *Allows the program to determine if the intended change actually occurred.*
- **Program Improvement**
 - *Allows the program to spot/correct problems, strengthen interventions, and determine where to allocate limited resources.*



Overview of Performance Measurement



PERFORMANCE MEASUREMENT USE IN PROGRAM MANAGEMENT

- Strategy and planning
 - *Clarify what you hope to achieve*
 - *Decide on needs from partners (develop Memoranda of Understanding-**required**)*
- Site recruitment and selection
 - *Define expectations for partner sites*
 - *Assess which sites are most conducive for implementing interventions*



Overview of Performance Measurement



PERFORMANCE MEASUREMENT USE IN PROGRAM MANAGEMENT

- Program implementation
 - *Ensure mutual understanding of objectives w/ involved parties*
 - *Ensure efficient & accurate data collection*
 - *Identify & address training needs*
 - *Continuous program improvement*
- Data usage
 - *Feeds into progress reports*
 - *Supports marketing/promotion strategies*



Overview of Performance Measurement



CNCS NATIONAL PERFORMANCE MEASURES *(NPMs)*

- Agency-Wide Priority Measures
 - *Produces aggregate data from CNCS Programs*
- Complementary Program Measures
 - *Focus on interventions of particular significance for specific CNCS Programs*



Note:

All programs should strive to use National Performance Measures

Overview of Performance Measurement

CNCS PRIORITY FOCUS AREAS (NPMs)



- Disaster Services
- Economic Opportunity
- Education
- Environmental Stewardship
- Healthy Futures
- Veterans & Military Families



Overview of Performance Measurement



BENEFITS OF USING NATIONAL PERFORMANCE MEASURES

- Creates focused efforts on national priorities
- Provides agency-wide data to promote national service
- Ensures that CNCS can aggregate data and report results with confidence



Overview of Performance Measurement

EXAMPLE: NATIONAL PERFORMANCE MEASURE (*HEALTHY FUTURES*)



- **OUTPUT**

- Number of homebound/older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently (*H8*)

- **OUTCOME**

- Number of homebound/older adults and individuals with disabilities who reported having increased social ties/perceived social support (*H9*)



Overview of Performance Measurement



EXAMPLE:

NATIONAL PERFORMANCE MEASURE (*ECONOMIC OPPORTUNITY*)

- **OUTPUT**
 - Number of economically disadvantaged individuals receiving job placement services (*O3*)
- **OUTCOME**
 - Number of economically disadvantaged individuals placed in jobs (*O10*)





FOUNDATION OF HIGH QUALITY PERFORMANCE MEASURES

1. Aligned Theory of Change
2. High Quality Outcome(s)
3. Aligned Output(s) and Outcome(s)



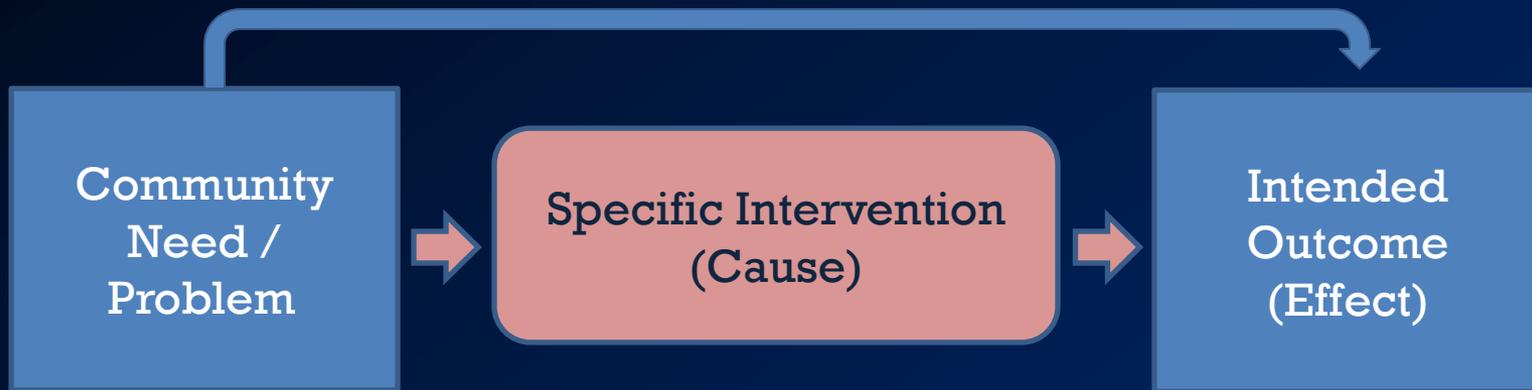


THE “A”-WORD = ALIGNMENT!!

Alignment means there is a logical flow from one element to the next; each element is in proper relation to one another.



ALIGNED THEORY OF CHANGE



- 1) If the community need, as documented by data, exists and
- 2) If specific interventions were implemented,
- 3) Then the intended outcome will occur





CHARACTERISTICS OF HIGH QUALITY OUTCOMES

- Outcomes should be:
 - Meaningful
 - Ambitious yet realistic



ALIGNED OUTPUT AND OUTCOMES



- The intervention produces the output.
- The output leads to the outcome.
- The output and outcome measure the same intervention and beneficiaries.



IS IT ALIGNED?



INTERVENTION:

AmeriCorps Members teach financial literacy- understanding credit scores, completing loan applications- to economically disadvantaged adults

OUTPUT:

Economically disadvantaged individuals receiving financial literacy services

OUTCOME:

Participants increase deposits to savings account



1. Does the INTERVENTION and OUTPUT align? Why or why not?
2. Does the OUTPUT and OUTCOME align? Why or why not?

IS IT ALIGNED?



INTERVENTION:

AmeriCorps Members teach financial literacy- understanding credit scores, completing loan applications- to economically disadvantaged adults

OUTPUT:

Economically disadvantaged individuals receiving financial literacy services

OUTCOME:

Participants increase deposits to savings account



1. Does the INTERVENTION and OUTPUT align? Why or why not? **YES; it is logical to assume that beneficiaries received financial literacy services.**
2. Does the OUTPUT and OUTCOME align? Why or why not? **NO; the intervention was related to credit and is not a cause of activity related to savings.**

IS IT ALIGNED?



INTERVENTION:

AmeriCorps Members teach nutrition, healthy cooking, and healthy food shopping in a community center health education project

OUTPUT:

Number of clients participating in health education programs

OUTCOME:

Participating families increase healthy food intake



1. Does the INTERVENTION and OUTPUT align? Why or why not?
2. Does the OUTPUT and OUTCOME align? Why or why not?

IS IT ALIGNED?



INTERVENTION:

AmeriCorps Members teach nutrition, healthy cooking, and healthy food shopping in a community center health education project

OUTPUT:

Number of clients participating in health education programs

OUTCOME:

Participating families increase healthy food intake



1. Does the INTERVENTION and OUTPUT align? Why or why not? **YES; it is logical to assume that clients are engaged in health education programming.**
2. Does the OUTPUT and OUTCOME align? Why or why not? **YES; the participation in the program may be linked to the change in behavior of beneficiaries.**



DATA COLLECTION AND INSTRUMENT

- Is informed by the intended outcome being measured
- Must be:
 - *Reliable*
 - *Valid*
 - *Unbiased*





DATA COLLECTION METHODS

Data Collection Method	
Survey	Written questionnaire completed by the respondent
Interview	Interviewer poses questions and records responses; face-to-face or via telephone
Observation	Observer records behavior or conditions using a checklist or other form
Standardized Test	Test to assess knowledge of academic subjects



DATA COLLECTION METHODS



Data Collection Method

Tracking Sheet	Used to document service delivery or to track outputs (hard copy/software)
Focus Group	Facilitator leads small group through in-depth discussion of a topic/issue
Diaries/Journals	Respondent periodically records information about his/her activities or experiences
Secondary Data	Data gathered by other agencies that may be used to assess program performance

DATA COLLECTION INSTRUMENT: *ISSUES*

- Crowded layout
- Double-barreled questions
- Biased/leading questions
- Too abstract questions
- Questions that use unstructured responses inappropriately
- Response options that overlap or contain gaps
- Unbalanced scales



Logic Model (Sample)

LOGIC MODEL CHART



Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short-Term	Medium-Term	Long-Term
What we invest (# and types of ACMs)	What we do	Direct products from program activities	Changes in knowledge, skills, attitudes, opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life



Logic Model (Sample)

LOGIC MODEL CHART (SAMPLE)



Project Resources	Core Project Components	Evidence of Project Implementation & Participation	Evidence of Change		
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What we invest <i>(# and types of ACMs)</i>	What we do	Direct products from program activities	Changes in knowledge, skills, attitudes, opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life
14 half-time AmeriCorps Members serving as Afterschool Program Nutrition Specialists	Nutrition education afterschool program focused on developing healthy eating habits and preparing healthy snacks/meals	210 children and youth will receive nutrition education	158 children and youth will learn to prepare healthy snacks and meals	158 children and youth will increase in healthy eating habits	158 children and youth will engage parents in improving the supply of healthy foods in their households in order to balance calorie intake



PERFORMANCE MEASURE (SAMPLE)

- Strategy to Achieve Results
 - *14 AmeriCorps Members will be placed in afterschool programs within 7 school sites (30 students per school site engaged in the Eat Right! Afterschool Program) to provide nutrition education.*

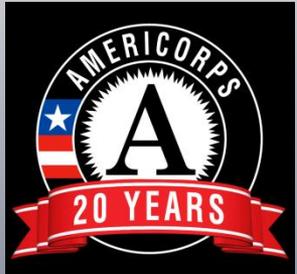


PERFORMANCE MEASURE (SAMPLE)



- Output

- **Result:** Children and youth participants
- **Indicator:** H6 – Children and youth receiving nutrition education with the purpose of reducing childhood obesity
- **Target:** Children and youth participants in the Eat Right! Afterschool Program
- **Target Value:** 210
- **Instruments:** Sign-in sheets; intake forms
- **PM Statement:** 210 children and youth will receive nutrition education with the purpose of reducing childhood obesity.



PERFORMANCE MEASURE (SAMPLE)



- Outcome #1

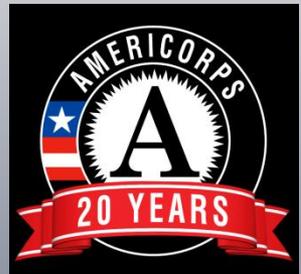
- **Result:** 75% of children and youth who participate in the Eat Right! Afterschool Program will increase in healthy eating habits
- **Indicator:** Students with improved healthy eating habits
- **Target:** Children and youth administered a pre and post survey to gauge healthy eating habits
- **Target Value:** 158
- **Instruments:** Eat Right! Survey
- **PM Statement:** 75% or 158 children and youth who received nutrition education will improve their healthy eating habits



MCSC-Specific Performance Measures (Note)



- The MCSC requires the following additional performance measures:
 - 100% of Members will receive CPR certification
 - 100% of Members will receive First Aid training
 - 100% of Members will receive Citizenship Training
 - 75% of Members will receive Disaster/Emergency Response Training
 - Programs will recruit 5 volunteers per MSY.



Note:

These MCSC-specific PMs are not included in the grant application.



Questions?



Online Resources



- CNCS Priorities & Performance Measures

- www.nationalservicerresources.org/npm/home

- Google Scholar (*for evidence/data*)

- www.scholar.google.com

