Performance Management to Program Evaluation: Creating a Complementary Connection

2013 American Evaluation Association Conference
Laura Pryor and Nichole Stewart
October 18, 2013
Agenda

1. Performance Management and Program Evaluation Overview
2. Introduction to Case Study: New Roads for New Visions
3. Conducting the Needs Assessment
4. Creating the Logic Model
5. Building the Performance Management System
6. Linking to Program Evaluation
7. Conclusion
Defining PM and PE

**PERFORMANCE**

“an organization’s ability to achieve its goals and objectives measurably, reliably, and sustainably through intentional actions”

**PERFORMANCE MANAGEMENT**

“the set of self-correcting processes, grounded in real-time data measuring, monitoring, and analysis, that an organization uses to learn from its work and to make tactical and strategic adjustments to achieve its goals and objectives.”

**PROGRAM EVALUATION**

“the use of social research procedures to systematically investigate the effectiveness of social intervention programs.”
Distinctions Between PM and PE

Differing Objectives

**PERFORMANCE MANAGEMENT**
- Decide what data to collect
- Determine how to convert performance data into actionable information to support both tactical and strategic decision making

**PROGRAM EVALUATION**
- Determine how and to what extent goals and objectives are fulfilled.
- Judge efficiency, effectiveness, impact, and sustainability
PM and PE Compliments

PERFORMANCE MANAGEMENT
Cannot properly attribute actions to outcomes or confirm data validity

PROGRAM EVALUATION
Often does not build internal organizational capacity or provide consistent updates needed for ongoing improvement
Case Study:
A Nonprofit Organization in Need of PM and PE

[New Roads for New Visions Logo]

[New Visions Logo]

[California Wellness Foundation Logo]
The PM/PE Pathway

Source: Child Trends, Research-to-Results Brief (January 2011)
NRNV’s Needs Assessment Using GIS and Community Data

1. Siting the NRNV Students First Center
2. Community Data
3. Spatial Analysis and Geoprocessing with GIS
4. Proximity and Access
5. Community Assets and Capacity
6. Risk Factors

**Purpose**
- Community center in a high reentry neighborhood in LA to serve NRNV youth
- Transition from in camp and reentry services, reduce risk of recidivism
- Target and serve only probation youth

Youth Reentry → Community-Based and Youth Specific Probation Services → Youth Outcomes (Reduced Risk of Recidivism)
Community Data

- Lennox and Athens Park target areas
- Juvenile reentry rates per 1,000 children
- Location of probation specific youth services from the Rainbow Resource directory (anti-gang, at risk, probation services)
NRNV’s Needs Assessment Using GIS and Community Data

1. Siting the NRNV Students First Center
2. Community Data
3. Spatial Analysis and Geoprocessing with GIS
4. Proximity and Access
5. Community Assets and Capacity
6. Risk Factors

Resources and Skills

- ArcGIS, QGIS
- Geocoding (point locations)
- Thematic Symbology (shading)
- Clip
- Buffer
- Dissolve
- Select by location and attribute
- Graduated symbology
Proximity and Access

- Existing NRNV youth reentry locations and .25 mile buffer
- Accessibility of youth to target areas by highways and streets
Community Assets and Capacity

- Schools, churches, parks and recreation centers, bus routes
- Youth locations and youth probation resources
- Services to youth ratio
Risk Factors

• Violent crimes for previous 6 months
• Increasing violent crime by 20 incidents per graduated symbol
The PM/PE Pathway

Source: Child Trends, Research-to-Results Brief (January 2011)
The Logic Model

Actions are Linked to Outcomes

As a result...

Logic Model = Blueprint

“defines a strategy with operational, measurable outcomes and objectives that can be used to set expectations and then drive performance,” (118)
New Roads for New Visions Logic Model Process

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision

Framing the Logic Model for the Client:
- Explain what the Logic Model is and what it is used for.
- Present the Logic Model in the context of the entire PM project.
- Define Logic Model vocabulary
- Provide several examples

Need Resources? *See handout*
New Roads for New Vision Logic Model Process

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision

Provide Client with brainstorm template and two or three suggestions for each category

<table>
<thead>
<tr>
<th>Logic Model – Implementation</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>Activities</td>
</tr>
<tr>
<td>What resources are needed?</td>
<td>What efforts will you undertake?</td>
</tr>
</tbody>
</table>

Staff: 1 FTE Counselor

- 4hrs of Employment Training
- % Graduated from High School
- Improved Pro-Social Behavior

Improved Pro-Social Behavior
New Roads for New Vision Logic Model Process

Based on Client brainstorm, design logic model first draft

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision
New Roads for New Vision Logic Model Process

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision

**Typical Feedback Process:**
- Send first draft to client
- Client has a chance to review and respond with comments
- Evaluator discusses potential changes with client to make sure edits fit the logic model format and accurately reflect the client’s program.
- If necessary, change column labels and add any visual cues such as arrows, bold words, etc...
- Make changes and return to client
New Roads for New Vision Logic Model Process

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision

Finalizing the Draft:
1. Send revised draft back to client for any additional revisions
2. Ask client if the organization/program has any key stakeholders who should also review the logic model
3. If applicable, send logic model to stakeholders for review
4. Incorporate any additional edits and return to client for a final review
New Roads for New Vision Logic Model Process

1. Investment
2. Brainstorm
3. Draft
4. Feedback
5. Final Draft
6. Ongoing Revision

The Logic Model Should Always be a ‘Living Document’

- Emphasize to the client that the logic model can change as the program naturally evolves
- As the PM process continues, it is normal for the client to want to revise outputs/outcomes. These changes should be adjusted in the logic model.
- Save each logic model version separately; this way, the client (and evaluator) can have a record of the changes made.
The PM/PE Pathway

Source: Child Trends, Research-to-Results Brief (January 2011)
"Such systems are the means for keeping track of performance against a few key indicators that show whether (and how well) and organization is doing what it should, and the levels it should, with the quality it should, at the cost levels it should – and in doing so achieves the results that it should." (14)
Setting up the NRNV System

Extract the Outcomes and/or Outputs from the Logic Model and organize into a ‘Data Outline.’

The Data Outline can be organized as a table with the following columns (example):

- Outcome
- Data Source
- Measure

*See NRNV Example for Further Details....*
Setting up the NRNV System

Create any new data collection forms/fields: *NRNV needed to create a ‘Post-Detention Survey’ in an electronic format capable of storing responses to answers. Additionally, existing forms needed to be updated and modified.*

Create a data collection and storage plan: *See NRNV Example*

Select system platform: *NRNV had started to use Microsoft Access, so it made sense to continuing expanding upon this system.*
A Note about PM Data Platforms – Do you need tech support?

Selecting the PM Data Platform should depend on your own expertise as well as your client’s resources.

Points to Consider:
1) Can the client afford to purchase a ‘built’ platform such as Efforts to Outcomes or Microsoft Access?
2) Should you seek help and/or hire a developer capable of assisting with coding for programs such as Visualforce and Salesforce?

See handout detailing commonly used PM Data Platforms
Reporting–
Ask again: Do you need tech support?

Establish the client expectations for PM reporting
  • Who is the report audience?
  • Does the client have a budget for outsourced reporting?

Option 1: Create the report template on your own
  • Depending on your own skills, create a report template using the fields established in Data Analysis Plan – Many PM platforms (such as Access and Salesforce) have built in reporting abilities that are easy to use
  • *See Reporting Resources for webinars to enhance your skills*

Option 2: Outsource reporting to a data dashboard provider or tech savvy consultant
  • *See reporting resources for reporting platform examples*
NRNV’s Year 1 Evaluation Plan

1. Year 1 Evaluation Plan

2. Program Impact Theory

3. Complementarities with PM

4. Formative Evaluation

5. Summative Evaluation

Purpose
- Culturally relevant, utilization-focused
- Document program implementation
- Measure programmatic outcomes
- Identify ways to improve the program
NRNV’s Year 1 Evaluation Plan

1. Year 1 Evaluation Plan
2. Program Impact Theory
3. Complementarities with PM
4. Formative Evaluation
5. Summative Evaluation

Theory of Change
- Based on Logic Model
- Informs evaluation questions
- Leads to more sensitive and valid evaluation designs
- Cause and effect sequences that link program services and activities to short-term and long-term outcomes
Students First Center: Program Impact Theory

- Students First
- Enroll/Complete High School
- Enroll in Post-Secondary Education
- Enroll in Vocational Certificate Program
- Complete Employment Training
- Obtain Legal Documents
- Reduced Contact with the Law
- Complete Probation
- Seal Juvenile Records
- Identify Hobbies and Personal Interests
- Improved Psychological Status
- School and/or Vocational Attainment
- Employment
- Improved Criminal Justice Status
- Pro-Social Behavior
- Achieve Career Goals
- Realize Full Human Potential
- Enroll in Post-Secondary Education
- Complete Probation
- Seal Juvenile Records
- Identify Hobbies and Personal Interests
- Improved Psychological Status
- School and/or Vocational Attainment
- Employment
- Improved Criminal Justice Status
- Pro-Social Behavior
- Achieve Career Goals
- Realize Full Human Potential
NRNV’s Year 1 Evaluation Plan

1. Year 1 Evaluation Plan
2. Program Impact Theory
3. Complementarities with PM
4. Formative Evaluation
5. Summative Evaluation

Complementaries with Performance Management

• **Information**-use same data to answer different questions based on different analyses
  o NRNV Database
  o NRNV Post-Probation Survey
  o Student Service Plans
  o Student Transition Plans

• **Methodical**-similar processes and tools to collect and analyze data and convert data into actionable information

• Evaluator role=interpret data, feedback loop
The PM/PE Pathway

Source: Child Trends, Research-to-Results Brief (January 2011)
NRNV’s Year 1 Evaluation Plan

1. Year 1 Evaluation Plan
2. Program Impact Theory
3. Complementarities with PM
4. Formative Evaluation
5. Summative Evaluation

Implementation Evaluation

- Often combined with performance management
- Process and Progress Questions and Measures
  - Who is being served?
  - Was the program implemented as expected?
  - Type and volume of service
- Provides information to summative evaluation and helps to explain findings
NRNV’s Year 1 Evaluation Plan

1. Year 1 Evaluation Plan
2. Program Impact Theory
3. Complementarities with PM
4. Formative Evaluation
5. Summative Evaluation

Intermediate Outcomes
- How well did the program work?
- What change occurred?
  - Achievement
  - Attainment
  - Status
  - Behavior
Measuring Impact

- Long Term Outcomes
- Consequences of program on a broader scale
- Demonstrate Causality
- Counterfactual- What would have happened in the absence of the program?

<table>
<thead>
<tr>
<th>Non Experimental</th>
<th>Quasi Experimental</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weakest</td>
<td>Stronger</td>
<td>Strongest</td>
</tr>
</tbody>
</table>
# Examples of Impact Evaluation

## Randomized Control Trial

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental and control conditions</td>
<td>Must be at least two groups: One that gets the program, one that does not</td>
</tr>
<tr>
<td>Single experimental condition</td>
<td>Must be only one activity or program that distinguishes the experimental and control conditions</td>
</tr>
<tr>
<td>Random assignment to conditions</td>
<td>Participants are just as likely to be assigned to experimental condition as to the control condition</td>
</tr>
<tr>
<td>Pre- and post-program measurements</td>
<td>At a minimum, measures are taken from people in both conditions before the program begins and after it is over</td>
</tr>
</tbody>
</table>

**Control group** - Other youth exiting Camp David Gonzalez who didn’t participate in C2C or attend SFC

**Treatment** - SFC and not other reintegration programs

**Random assignment**
- No treatment
- Different intensity or treatment

**Pre/post measurements**
- NRNV post-detention survey
- Adapt pre and post NRNV surveys for control group
Wrap Up

• An effective, meaningful, and utilized performance management system informs the program evaluation.

• Evaluators have the skills and knowledge to help programs build evaluation capacity.

• Thus, evaluators can play a pivotal role in improving program evaluation by promoting continuous quality improvement and overall program effectiveness.
References


Questions?

• Nichole Stewart: nicholemichellestewart@gmail.com

• Laura Pryor: laurasusan@gmail.com