

Getting Started in Performance Management: Helping Youth Serving Organizations Move from Measurement to Results

CYITC Grantee Institute
DC Convention Center
September 18, 2009



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DC Children and Youth Investment Trust Corporation



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Workshop Objectives

- To introduce you to the basic principles of performance management.
- To help you think about how to set up your own performance management system.
- To tell you about a pilot project that we will be conducting with CYITC grantees over the next year.



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Making the Case for Performance Management

What gets measured, gets done.

If you don't measure results, you can't tell success from failure.

If you can't recognize failure, you can't correct it.

If you can't see success, you can't reward it.

If you can't see success, you can't learn from it.

From Reinventing Government
By David Osborne and Ted Gaebler



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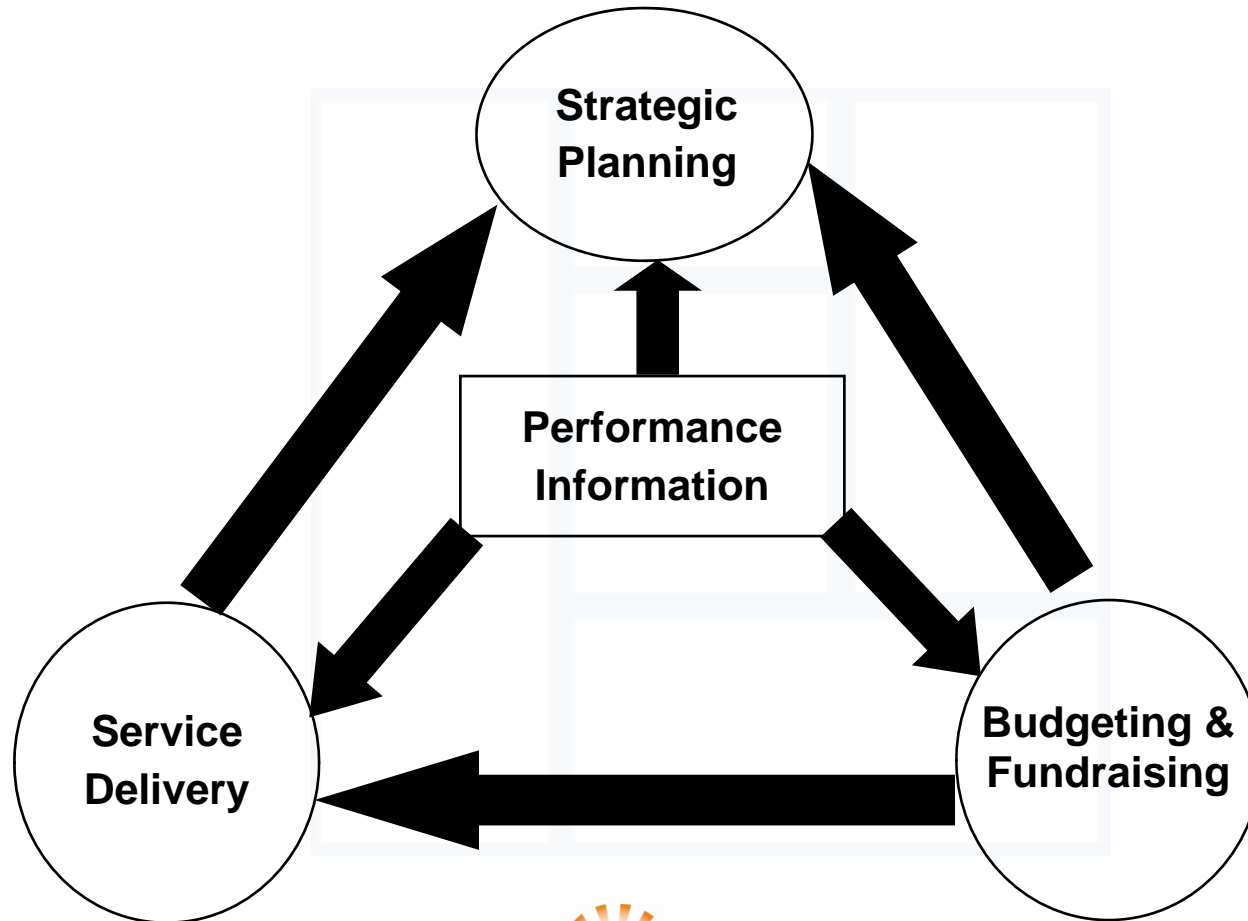


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How tracking performance can help your organization



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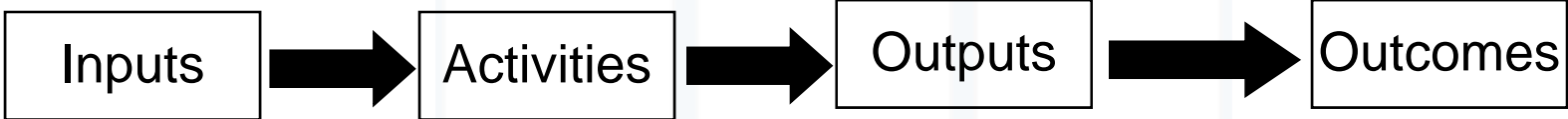


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Types of Performance Information



Resources

- Money
- Staff
- Volunteers
- Facilities

Services

- Recruiting
- Training
- Counseling
- Mentoring

Products

- Mentors Hired
- Classes Taught
- Hours of Service
- Youth Served

Intermediate/End

- New Knowledge
- Increased Skills
- Better Grades
- Changed Attitude
- Employment
- Good Citizenship



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Seven Steps to Performance Management

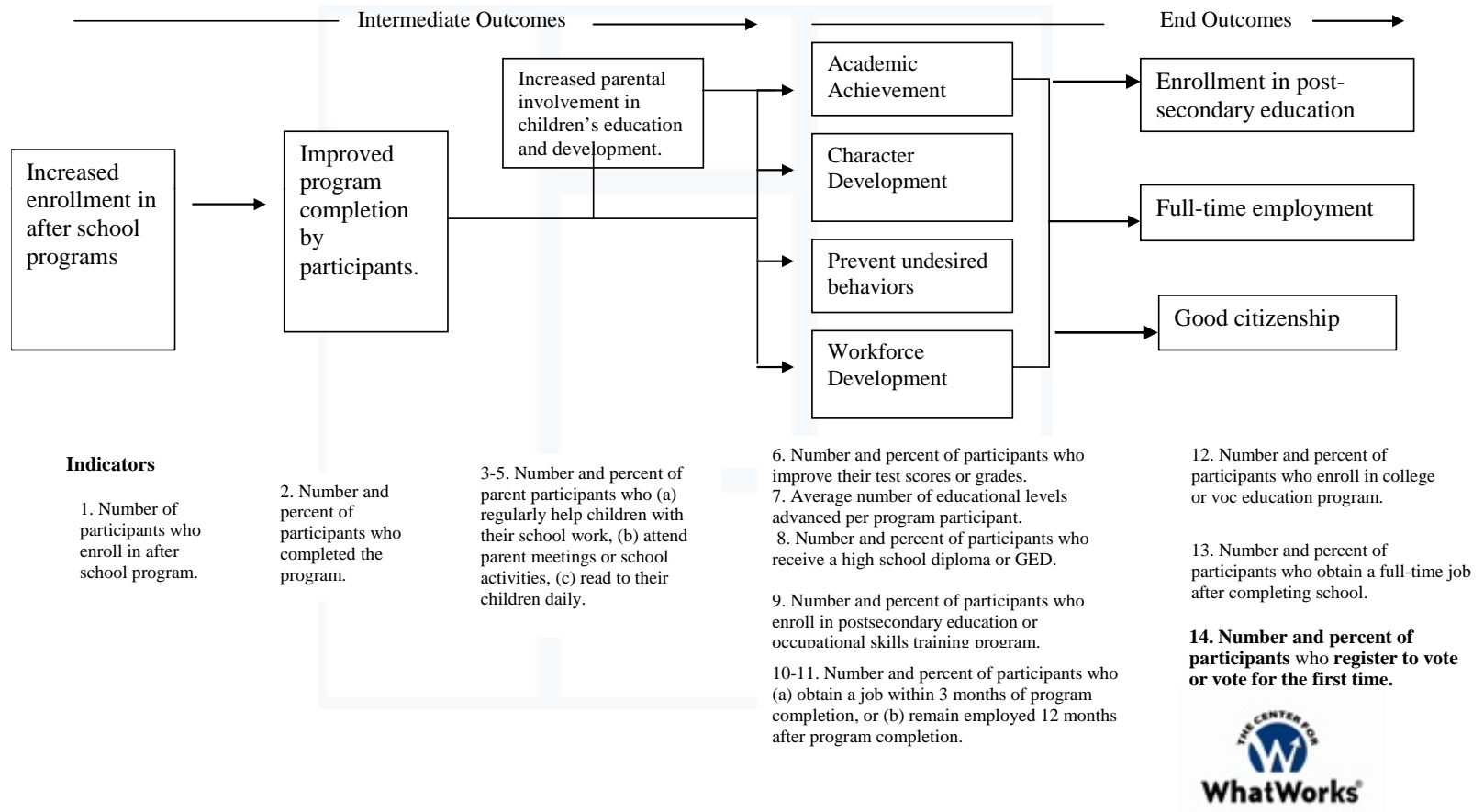
1. Identify mission, objectives and clients.
2. Identify the results (outcomes) the program seeks.
3. Select specific indicators for measuring each outcome.
4. Identify appropriate data sources for each indicator and how to collect this information.
5. Develop an analysis plan, including presentation formats.
6. Share data with staff and stakeholders.
7. Use information to make changes or improvements.



After-School/OST Programs Logic Model

After School Program Description

An array of safe, structured programs that provide children and youth a range of supervised activities designed to encourage learning and development outside of the typical school day.



Data Collection Strategies and Sources

Program or agency records: school attendance, high school completion, employment data, enrollment/participation.

Client surveys: awareness and use of services, satisfaction with services, self-reported attitudes, behavior, etc.

Interviews or focus groups: more in-depth information about experiences, behavior, or explanatory factors.

Trained observer ratings: observations of behavior or interactions with peers or adults, etc.



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Comparison of Data Collection Options

	Review of records	Self-admin. questionnaire	Interviews	Trained observer rating
Cost	Low	Moderate	Moderate to high	Moderate to high
Amount of training needed	Some	None to some	Moderate to high	Moderate to high
Time needed to complete task	Depends on amount of data needed	Moderate to long	Long	Short to moderate
Response rate	High, if records contain needed info	Depends on how distributed	Generally moderate to high	High



Analysis and Use of Data

- Breakout groups
 - Age of participants or grade level
 - Race-ethnicity of participants
 - # of hours participated in the program
- Data Uses
 - Compare different groups of students
 - Identify good practices; improve program quality
 - Report info to current/potential funders



Pilot Partnership Opportunity

UI and CWW are working with CYITC to:

- Develop a model for OST outcomes and indicators,
- Identify data resources and provide technical training,
- Work with CYITC grantees this school year (2009-2010) to field test the data collection procedures.
- Create a learning community among CYITC grantees to share ideas about what works.



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Pilot Project Team

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Mary Winkler is an expert in performance measurement with 15 years of experience working with government and nonprofit agencies.



Carol De Vita focuses on building the capacity of nonprofits and measuring their outcomes.

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Debra Natenshon leads CWW, and has designed toolkits to help nonprofits identify and implement outcome measures.



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