

Excellence in Performance Targeting



September 7, 2011

**Texas Department of Housing and
Community Affairs**

National Association for State Community Services Programs

Why is National Data So Critical?



Office of Management and Budget (OMB)
President's Management Agenda (PMA)
is the application of GPRA principles to “assure that we have an effective Federal government that is citizen-centered and results-oriented.”

-HHS Secretary Leavitt, 2007

PMA = more accountability for federal funds

NASCSP Targeting Field Manual



- **Introduction**
- **Measurement**
- **The Targeting Process**
- **Wording your Indicators Clearly**
- **Tactics for Setting Targets**
- **Targeting in Special Circumstances**
- **The Targeting Cycle**
- **Conclusion**

The Results Oriented Management and Accountability Cycle

Assessment
Needs and Resources



Planning
Use assessment data and agency mission statement to identify results, and strategies



Implementation
Strategies and services



Achievement of Results
Observe and report progress



Evaluation
Analyze data, compare with benchmarks



Understanding Targets



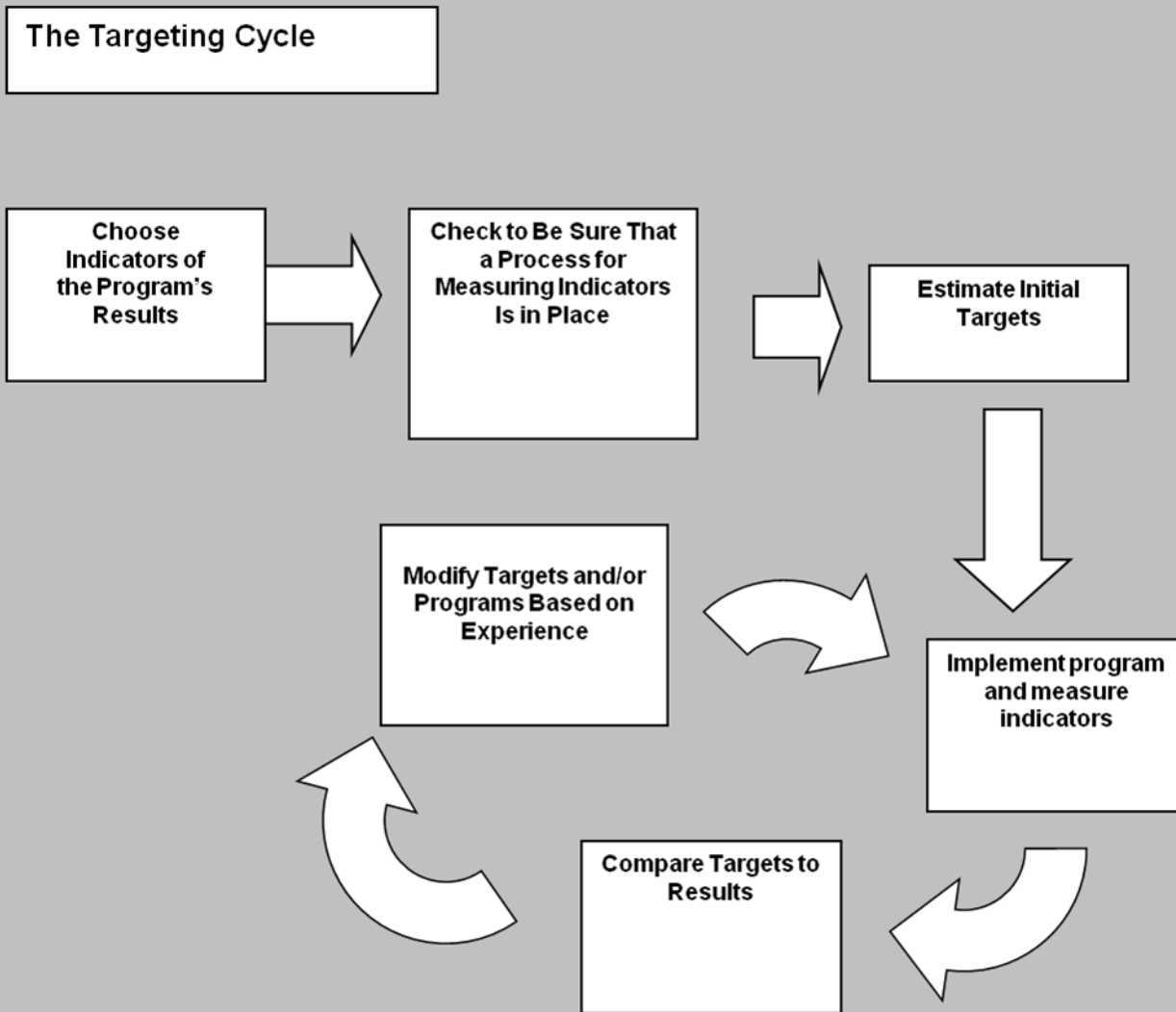
- What do we want to achieve? A **goal**. Goals are usually stated in broad, general terms. In the Community Action/CSBG network we have Six National Goals that shape all of our discussions about the results we achieve.
- How will we try to reach the goal? With **activities and strategies (services, advocacy, partnerships, etc)**. These are also known as “outputs.”

Understanding Targets



- How will we know if we reached the goal? By looking at **indicators** of the **results** (often called the “**outcomes**”) of our activities.
- A target demonstrates your expectation about your capacity to deliver results. The process for establishing targets also tests your ability to be realistic about what you expect to achieve.
- Realistic targets are based on benchmarks, sub goals, and interim indicators.

Target-Setting Is Not A One-Time Task, page 36



Logic Models, Pages 8 & 9



- **Logic Models are an important component in the targeting process as they incorporate integral data points:**
 - **Planning**
 - **Intervention**
 - **Impact**
 - **Accountability**

Logic Models, example



Sample Logic Model: from the *National ROMA Peer to Peer Training Project*

Organization:

Program:

• Family • Agency • Community

<u>Problem Statement</u>	<u>Service or Activity (Output)</u>	<u>Outcome</u>	<u>Outcome Indicator</u>	<u>Actual Results</u>	<u>Measurement Tool</u>	<u>Data Source</u>	<u>Frequency of Data Collection and Reporting</u>
Identified Problem, Need, Situation	Identify the # of clients served or the # of units offered. Identify the timeframe for the project.	General statement of results expected	<u>Projected</u> # and % of clients who <u>will</u> achieve each outcome. Identify the timeframe for the outcome.	<u>Actual</u> # and % of clients who <u>achieved</u> each outcome.		Include Collection Procedure, Personnel Responsible	
(1) Planning	(2) Intervention	(3) Benefit	(4) Benefit	(5) Benefit	(6) Accountability	(7) Accountability	(8) Accountability
Organization of Program Mission:							

National Peer-To-Peer (NPtP) ROMA Training Program, "ROMA for Community Action Agencies and CSBG Eligible Entities," Version 4.1.

Logic Models, example



- **Problem Statement:** High unemployment Rate
- **Service or Activity:** Soft skills training and job placement
- **Outcome:** Participants will gain and keep a job for at least 90 days
- **Outcome Indicator:** 50% of participants will gain and keep a job for at least 90 days.

Logic Models, example



- **Actual Results:** 40% of participants gained and kept a job for at least 90 days.
- **Measurement tool:** Follow up phone interview
- **Data Source:** Participants and employers
- **Frequency of Data collection:** Once, at end of program.

A CASE STUDY FROM ADULT EDUCATION



- Targeting encourages reflection.
- Reflection produces change.

Case Study is found on page 5 in manual

A CASE STUDY FROM ADULT EDUCATION



- **After cuts to a local GED preparation program, MACAC decides to meet the need with their own class.**
 - First year: 100 students
 - Target: 40 graduates (based on internet research)
 - Actual Results: 13 Graduates
- **How is this information used to improve the program and targeting accuracy?**
 - What questions need to be answered?
 - Who will be asked?
 - How will they be asked?

A CASE STUDY FROM ADULT EDUCATION



- **How MACAC responded, using targeting to improve the program:**
 - Talked to director of past GED program
 - Phone interviews with participants who dropped out before graduation
 - Asked how the program could better serve students' needs.
- **MACAC found out:**
 - Students felt course progressed slowly
 - Timing was inconvenient for those working night shifts

A CASE STUDY FROM ADULT EDUCATION



- **Using this information MACAC:**
 - Revised their system of giving feedback to students
 - Established intermediate “certificates of accomplishments” as markers of progress through the course
 - Created personalized plans at enrollment to give students an estimated graduation timeline
 - Adjusted the times classes were offered.
- **Based on these program changes, MACAC concluded that the target of 40 graduates was achievable and kept it as the target for Year 2.**

Target Review: A Dynamic Process



- In a new program, the initial target may be unrealistic despite your best efforts to set an accurate target.
- The experience of program implementation may tell you that you need to modify the target either upward or downward.
- Even if a program's results match the original targets exactly, the targets should be reviewed and changes considered as the program further matures.

Learning from the Review



- It may be tempting to see target review as a simple yes-or-no question (Did we meet the target?) answering this question is only the first step in a target review.
- The second step is to seek answers to the question, “Why?” Why did you meet the target or miss it? In other words, ask yourself: “what went well?” and “what do we want to do differently?”
- Apply Bill Bratton accountability principle “No one got in trouble if the crime rate went up. They got in trouble if they did not know why it had gone up and did not have a plan to address it.”

When Answers Are Difficult to Find



- Whether your program's results exceeded your target or fell short, understanding the mismatch between targets and results is not always easy. A helpful tool might be a fishbone diagram.
- It provides a way to visualize various factors involved in a process and the way in which those factors influenced outcomes.

Fishbone Diagram is found on page 40 in manual

Fishbone Diagram

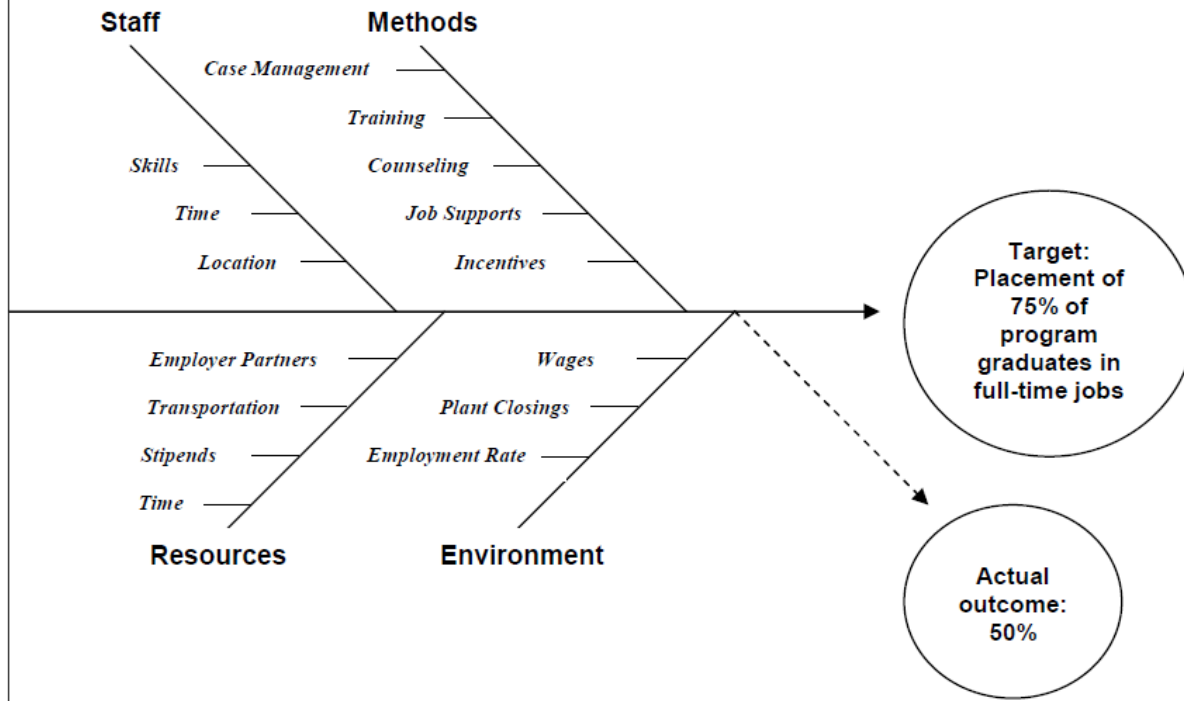


- **How and to what extent did the following elements affect the Adult Ed program and its outcome?**
 - Staff
 - Methods
 - Resources
 - Environment

Fishbone Diagram



The Fishbone Diagram Review Tool



Clearly Wording Targets



- To develop a 34-unit affordable elderly housing project by July of 2009.
- By the end of the eight-week constructive discipline course, 90% of parents will have increased their knowledge of non-punitive discipline techniques.
- By the end of the 2008 school year, 70% of children in the tutoring program will improve by one grade level in several learning domains.

Outcomes must be quantitative not qualitative.

An Exercise in Clearly Wording Targets



- When targets are clearly worded and the “aim” is well defined, a variety of audiences can easily understand a given program’s goal.
- Targets should include the following components:
the target number, the unit of measurement, the intended result, and the end date.

An Exercise in Clearly Wording Targets



- **A sample target statement:**
 - 40 out of 100 (40%) students will attend at least 85% of the classes, and obtain a passing score on the GED test, in order to obtain better employment, by the end of December 2011.
- **Target Number:** “40 out of 100 (40%)”
- **Units of measure:** “attend at least 85% of the classes” and “obtain a passing score”
- **Intended result:** “obtain better employment”
- **End date:** “December 2011.”

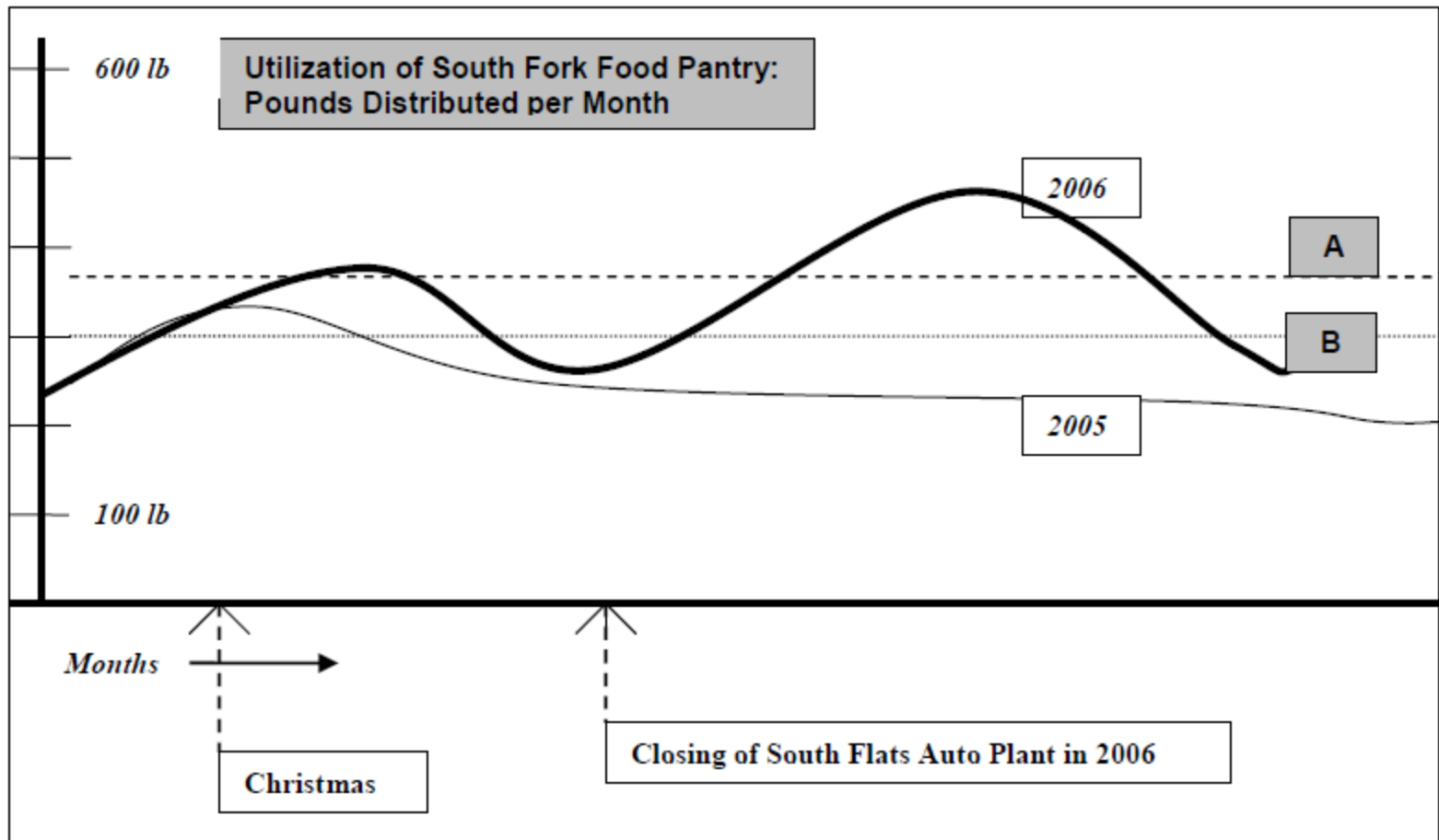
Targeting in Special Circumstances



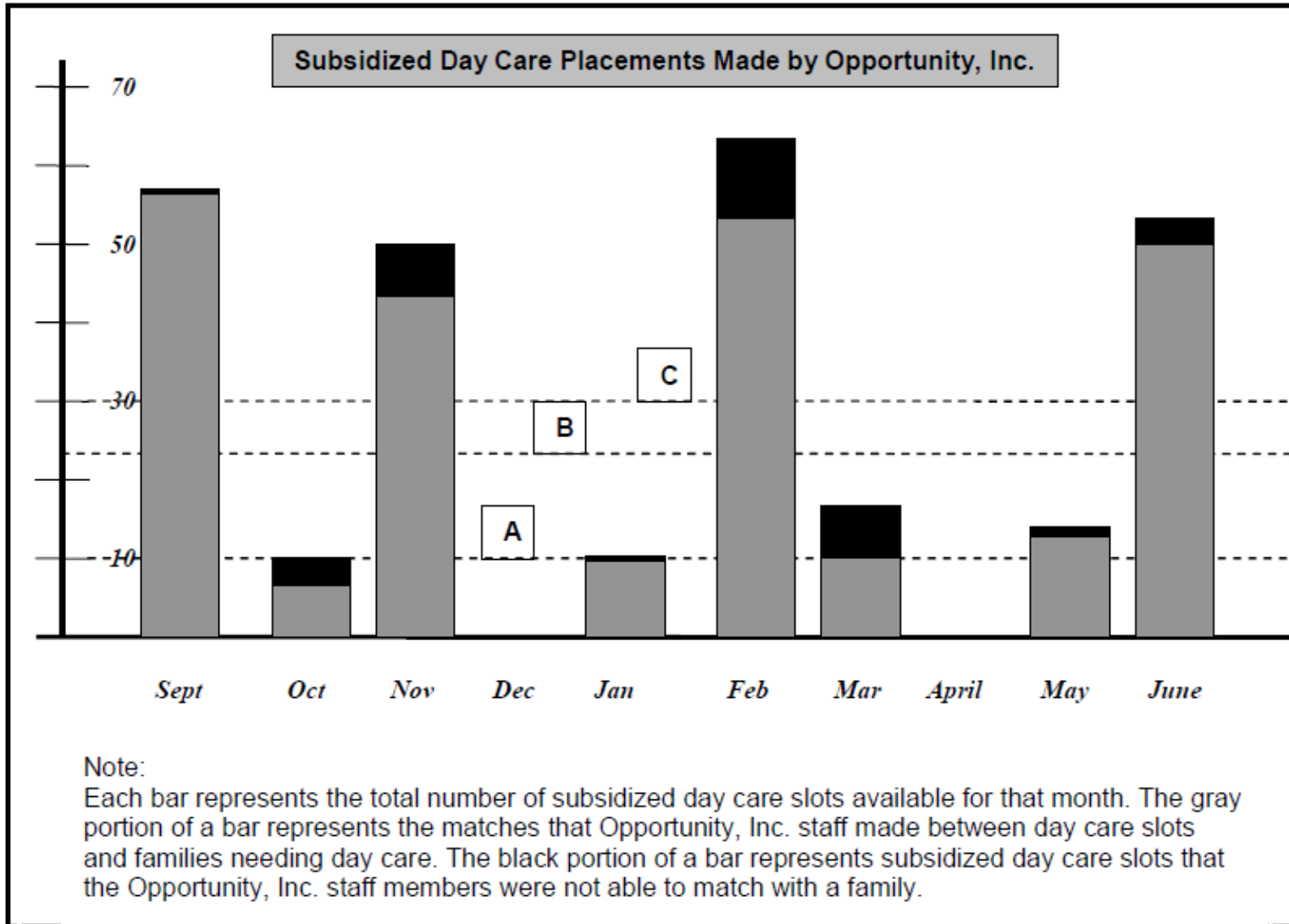
- One-time events do not render trend lines inaccurate.
- If you can identify the impact of a one-time event, you can continue to accurately predict trends in a changing environment.

More information found on page 28 in the manual

Dealing with Impact of One-Time Events



Dealing with Wide Variations



Conclusion



- **The task of choosing indicators and setting targets gives you an opportunity to reflect on your work.**
- **As you go through the dynamic process discussed today, you will be actively engaging in Results Oriented Management and Accountability to develop stronger approaches and improve results.**



Questions?

Contact info:

Eric Stam

202-624-8828

estam@nascsp.org