

# Performance Measurement and Program Evaluation 101

P4VE Learning Community Workshop

9/22/22

Partnering for **Vaccine Equity**



# Performance Measurement and Program Evaluation 101

## P4VE Learning Community Workshop

- Let's Get Familiar with AhaSlides!
- On your PC or (even better) a separate internet-enabled device (phone, tablet), go to this link: <https://ahaslides.com/V5WKR>
- We share the questions; you type in your answer.
- Responses are anonymous and will appear in real-time on our shared screen as they are submitted.

# AhaSlides - Practice

**Let's Build a Word Cloud!**



<https://ahaslides.com/V5WKR>

# Housekeeping

1. This workshop will be recorded; an edited version of the recording (removing discussion/Q&A segments) and the slides will be circulated afterward.
2. Live interpretation into Spanish is available. Click the globe icon in your Zoom taskbar to select the Spanish channel.
3. Please mute your microphone when not speaking.
4. Please keep your video on, if you are comfortable.
5. Type your questions or comments into the chat box at any time!

# Objectives

At the end of today's workshop, you will be able to:

1. Describe the difference between performance measurement and evaluation
2. Identify the elements of strong performance measurement and evaluation plans
3. Apply knowledge learned to strengthen your P4VE performance measurement and evaluation approach
4. Describe strategies and approaches to gather data on program impact during the P4VE-funding period and beyond

# Agenda

**Welcome + Icebreaker (10 mins)**

**Elements of strong performance measurement/evaluation plans (20 mins)**

**Break (5 mins)**

**Performance measurement and evaluation best practices (15 mins)**

**Activity (30 mins)**

**Q&A, Closing (10 mins)**

# Urban Institute Expert/Workshop Facilitator



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Research Director, Urban–Greater DC

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# Icebreaker



# AhaSlides



<https://ahaslides.com/V5WKR>

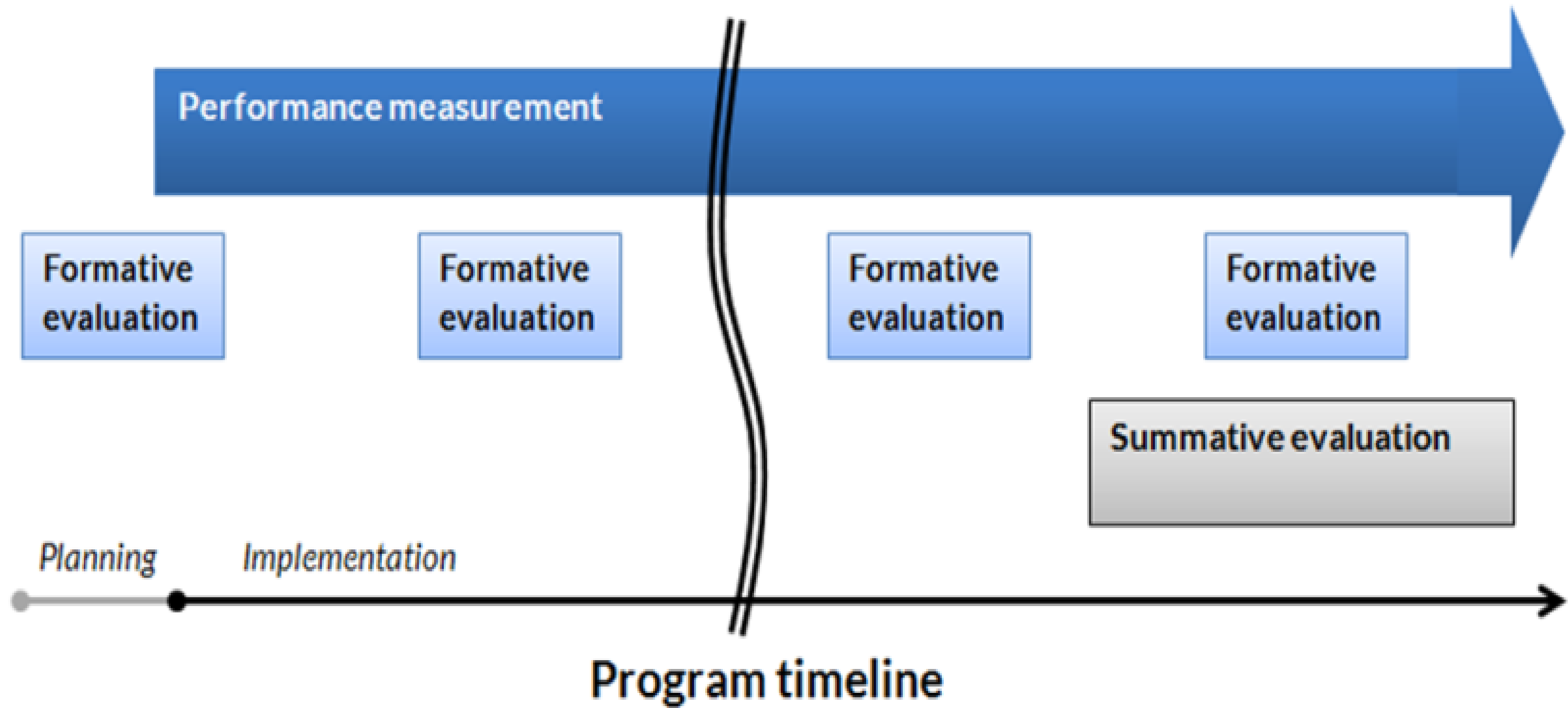
# Performance Measurement

# Zoom Poll Questions

# What is the difference between performance measurement and evaluation?

PERFORMANCE MEASUREMENT	EVALUATION
<p>Tells <b>what a program did</b> and <b>how well it did it</b>.</p> <ul style="list-style-type: none"><li>• Ongoing</li><li>• Responsive and adaptive</li><li>• Uses program and outcome data</li><li>• Mostly done by program staff</li></ul>	<p>Tells <b>what effect the program had on the people, families, or communities it is serving</b>, that is, whether a program is <b>producing results</b> or having an <b>impact</b>.</p> <ul style="list-style-type: none"><li>• Discrete activity</li><li>• Answers a pre-determined set of questions</li><li>• Usually involves other data collection and research methods</li><li>• Typically carried out by people outside the program.</li></ul>

# Performance Measurement-Evaluation Continuum



# Your Performance Measurement Data

Detailing barriers to vaccine uptake

- Factors contributing to disparities in vaccine uptake and solutions

Equipping influential messengers

- # new community-level spokespersons educated, empowered, or trained
- # new communication products developed to promote vaccinations and languages of products
- # new events to promote vaccinations & languages of events
- # people attended events and # people representing people of color
- # new campaigns and # people reached
- # new local partnerships

Increasing vaccination opportunities and enhancing provider partnerships

- # new partnerships with vaccine administrators
- # new vaccination sites established
- # people vaccinated and # people representing people of color
- # unique street addresses for mobile vaccination sites

Successes, challenges, and additional information

# What questions can performance measurement data answer?

## Inputs

- What staff/volunteers are involved in the program?
- What is the program budget?
- What equipment and materials does the program have?
- How were all the inputs used?

## Program participation

- Who is participating (participant characteristics)?
- How many participants are there?
- How much did each person participate (especially relative to a desired level of service)?

## Outputs

- What services are delivered?
- Who delivered the services?
- How well are services being delivered?

## Outcomes

- What changes do we observe in participants (generally restricted to things that are under the direct control of or are directly affected by a program)?

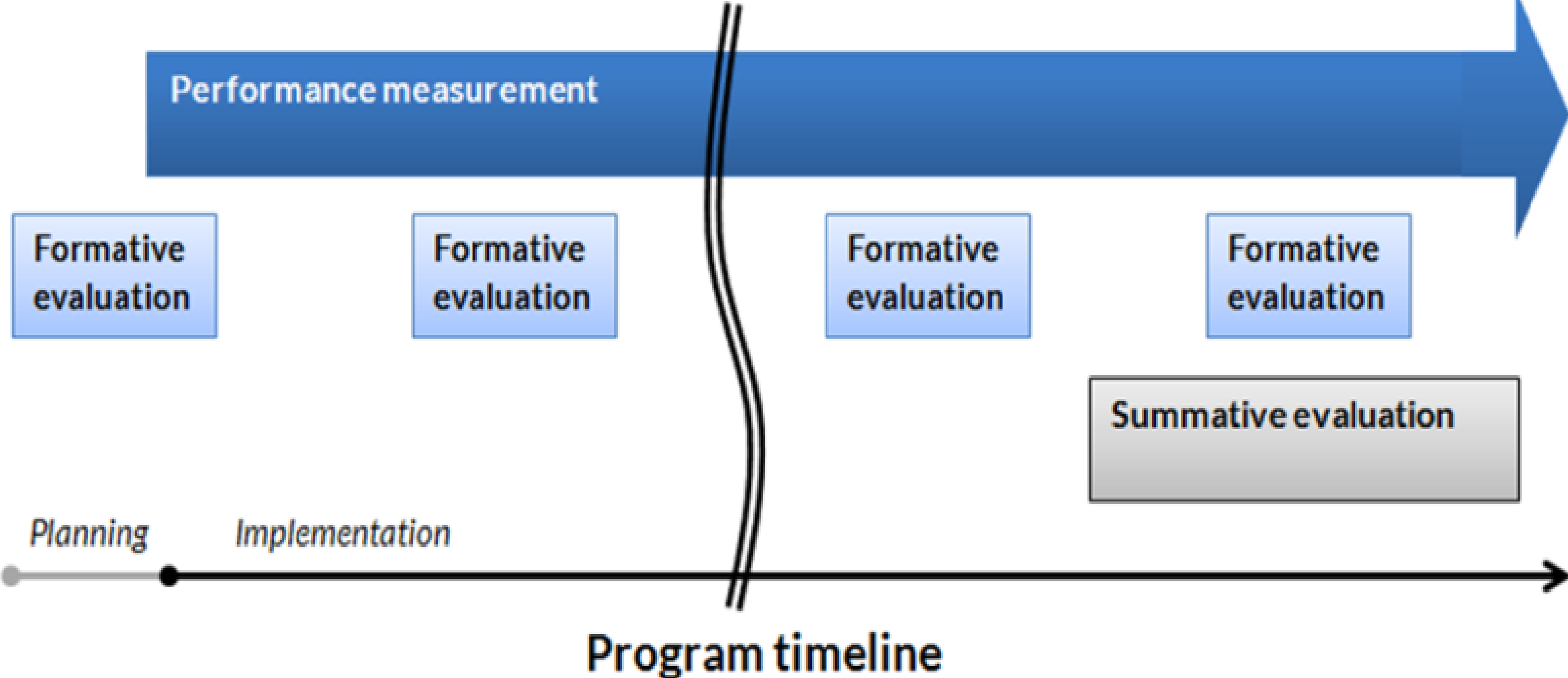
# Evaluation



# What is the difference between performance measurement and evaluation?

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# Performance Measurement-Evaluation Continuum



# Questions to consider – formative evaluation

Planning	Implementation
What are the goals and objectives of the program?	What interventions were implemented?
What population is the program intended to serve?	Did services get delivered as intended? Were the appropriate populations reached by the program? If not, why not?
Is the program intervention appropriate for the identified goals and population?	Were the resources (staff, facilities, equipment, funding) sufficient to accomplish the program’s goals and objectives?
What impact is the program expected to have? Is there sufficient evidence to support this predicted impact?	Were any problems encountered in setting up or running the program? Were staff able to respond to and address all challenges?
Are the available resources (staff, facilities, equipment, funding) adequate to accomplish the program’s goals and objectives?	
Is the program’s implementation timeline achievable?	

# What is impact? – summative evaluation

- **The net effect of a program relative to what would have happened had the program not existed**

- Impact should be changes in outcomes that are *produced by the program alone* and not caused by other factors. This can be challenging to do with this project.
- Reflects direct outcomes of a program, that is, relatively permanent changes in participants' situations or behavior
- Can be either *intended* (i.e., those meant to be caused by the program) or *unintended* (i.e., those incidental, or even counterproductive, to the program's original goals or objectives).

“When the cook tastes the soup, that’s formative;  
when the guests taste the soup, that’s summative.”



05 : 00



# Performance measurement & evaluation best practices

# SMART GOALS

**To make sure your goals are clear and achievable, each should be:**

- **Specific** (simple, sensible, significant)
- **Measurable** (meaningful, motivating)
- **Achievable** (agreed, attainable)
- **Relevant** (reasonable, realistic and resourced, results-based)
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive)



# Theory of Change

An entity's vision describes the world it wants its work to help create.

An entity's mission statement says what it does.

A **theory of change** connects the two by being explicit about the why and the how. A theory of change should be grounded in research and evidence.

The best theories of change are simple statements or visuals about what you think is core to producing the change you seek.

*To achieve equality of opportunity, a society must confront and dismantle structural racism—the system in which public policies, institutional practices, cultural representations, and other norms work in various and often reinforcing ways to perpetuate racial group inequity.*

# Logic models

Logic Model Worksheet				
Inputs	Strategies	Outputs	Outcomes	Impact
All of the resources necessary for supporting a program	The specific activities, interventions, services, and/or programs that serve a particular target audience	A short-term measure of program strategy implementation	The short- and longer-term effects of program strategies on client behaviors, attitudes, knowledge, and/or perceptions	The long-term and aggregate effect of a sustained program, service, or intervention on the overall target population.
YOUR INPUTS	YOUR STRATEGIES	YOUR OUTPUTS	YOUR OUTCOMES	YOUR IMPACT
<b>Environmental Context:</b> Factors beyond our control				

Source: Fieldstone Alliance

# Client Feedback Loops and Engagement

Funders and nonprofits are coming to a consensus that their client communities should be partners in designing their own service solutions. Key steps in client feedback loops and engagement involve seeking the input, participation, and reflections of the people and communities you serve.

1. Listening to clients,
2. Reflecting on feedback data with clients,
3. Acting upon that feedback by making changes, and
4. Communicating to clients why those changes were or were not made.

<https://www.urban.org/measure4change-performance-measurement-playbook/data-collection#clientfeedback>

# Activity



# Worksheet

Logic Model Worksheet			
Inputs	Strategies	Outputs	Impact
All of the resources necessary for supporting a program	The specific activities, interventions, services, and /or programs that serve a particular audience	The short- and longer-term effects of program strategies on community behaviors, attitudes, knowledge, and/or perceptions	The long-term and aggregate effect of a sustained program, service, or intervention on the overall priority population
<b>YOUR INPUTS</b>	<b>YOUR STRATEGIES</b>	<b>YOUR OUTCOMES</b>	<b>YOUR IMPACT</b>
Environmental Context: Factors beyond your control			

Implementation plan for community input
How do you plan to gather feedback from community members?
Who will gather the information?
Where will the information be stored?

# Debrief and Group Discussion



# AhaSlides



<https://ahaslides.com/V5WKR>

# Resources



- Performance Measurement to Evaluation  
<https://www.urban.org/research/publication/performance-measurement-evaluation-0>
- Measure4Change Performance Measurement Playbook  
<https://www.urban.org/measure4change-performance-measurement-playbook>
- Strategies for Cultivating an Organizational Learning Culture  
<https://www.urban.org/research/publication/strategies-cultivating-organizational-learning-culture>
- Formative Evaluation  
<http://www.beyondintractability.org/essay/formative-evaluation>
- Evaluability Assessment: Examining the Readiness of a Program for Evaluation  
<http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>



# Satisfaction Poll and Upcoming Events

**Consider attending these events and check out the Learning Community website event calendar for more!**

- Friday 9/23, 12 pm ET: *Together at the Table: Bringing Diverse Groups Together in Partnership for Public Health* (Hosted by National Network of Public Health Institutes)
  - Open Meeting (no registration required):  
<http://us06web.zoom.us/j/4399154516>
- Monday 10/3, 12 pm ET: *P4VE Learning Community Member Orientation*
  - Registration required (link in chat and on Learning Community website event calendar)

Thank you!