

## The Performance Measure Problem...

**Dizzy:** I walked 10 miles today!

**Dana:** Super! Where are you going?

**Dizzy:** To Sacramento.

**Dana:** Which way did you walk?

**Dizzy:** East, toward the rising sun!

1

## Performance Measures for Grants

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2

## Class Goals

- ◆ Evaluate performance measures for grants
- ◆ Learn how to develop performance measures for grants

3

## Performance Measures in Grants

- ◆ Grantees are getting someone else's money:
  - Granting agency
  - Taxpayers
  - Foundation
- ◆ What are they accomplishing with it?

4

## Performance Measures in Grants

- Are grantees helping accomplish the grantor's mission and goals?
- Are grantees accomplishing their own mission and strategic priorities?
- Are grantees doing this well?
- ◆ How do we know?

5

## Grantor's Mission and Goals

- ◆ Find the grantor's mission and goals
  - In grant materials
  - On grantor's website
- ◆ Do they align with your mission and goals?
  - If not, why are you asking them for money?

6

## Grantor's Measurements

- ◆ Find the grantor's performance measurements
  - In grant materials
  - On grantor's website
- ◆ Can you measure the same things?

7

## Grantor's Measurements Example

- ◆ Grantor's measures
  - Number of charter schools in the US
- ◆ Grantee's measures

8

## Grantor's Measurements Example

- ◆ Grantor's measures
  - Number of charter schools in the US
- ◆ Grantee's measures
  - Number of charter schools in Nevada

9

## Grantor's Measurements Example

- ◆ Grantor's measures
  - Number of low-income students taking Advanced Placement or International Baccalaureate tests nationally
- ◆ Grantee's measures

10

## Grantor's Measurements Example

- ◆ Grantor's measures
  - Number of low-income students taking Advanced Placement or International Baccalaureate tests nationally
- ◆ Grantee's measures
  - Number of low-income students taking AP or IB tests in Nevada

11

## Types of Measures

- ◆ Outcome
- ◆ Efficiency
  - Per input
  - Timeliness
- ◆ Quality
- ◆ Output
- ◆ Caseload
- ◆ Population
- ◆ Input

12

## Types of Measures

- ◆ Outcome: measures the result of the grantee's efforts.
  - Does grantee have an impact?
  - What changed in the world in part because of grantee's efforts?

13

## Types of Measures

- ◆ Outcome: measures the result of agency efforts.
  - Deaths on Nevada roads
  - Foreign Investment in Nevada
  - Percent of Fourth Graders Reading Proficiently

14

## Types of Measures

- ◆ Outcome: measures the result of agency efforts.
  - Percent reduction in vaccine-preventable diseases
  - Percent of clients employed 6 months after completing program

15

## Types of Measures

- ◆ Efficiency: Resource used per output or outcome, or other cost saving
- ◆ Cost per
  - Client served
- ◆ Number of
  - Clients served/employee
  - Cases managed/employee

16

## Types of Measures

- ◆ Efficiency: Resource used per output or outcome, or other cost saving
  - Percent of schools reporting data electronically
  - Cost per vaccine administered

17

## Types of Measures

- ◆ Efficiency:
  - Timeliness
    - ◆ Average wait time for first appointment
    - ◆ Average wait time on answered calls
    - ◆ Percent of projects completed on time

18

## Types of Measures

- ◆ Quality: measures quality of the services provided or goods produced
  - Percent of Customers Satisfied
  - Percent of Staff Highly Accurate
  - Percent of Referrals Requiring Rework

19

## Types of Measures

- ◆ Output: Measures how much the grantee does
  - It matters whether the grantee served 5 customers or 50,000

20

## Types of Measures

- ◆ Output: How much the grantee does
  - Number of:
    - Clients served
    - Vaccinations administered
    - Meetings held

21

## Types of Measures

- ◆ Population
  - Group creating the need for the service
- ◆ Caseload
  - Group benefiting from the service

22

## Types of Measures

- ◆ Population
  - Number of blind individuals age 18-65
  - Number of autistic children age 0-3
- ◆ Caseload
  - Number of blind vendors
  - Number of autistic children served by early childhood program

23

## Types of Measures

- ◆ Input
  - Measures the resources going into making a product or providing a service
- ◆ May be better internally than in grant application
  - Money – “We got a \$100,000 grant for it.”
  - Staff - “ We have 5 employees devoted to it.”
  - Equipment – “We bought a new server for it.”
  - Raw materials – “We used 10 cubic yards of cement for it.”

24

## Other Measures

- ◆ Not an exhaustive list of all types of measures.
- ◆ Some measures do not fall neatly in one of these categories
- ◆ But are still good measures

25

## Types of Measures

- ◆ Does the measure tell whether the grantee affects the world?
  - Type(s)?
- ◆ Does the measure tell whether the grantee does it well?
  - Type(s)?
- ◆ Does the measure tell how much stuff the grantee does?
  - Type(s)?

26

## The Performance Measure Problem...

**Dizzy:** I walked 10 miles today!

**Dana:** Super! Where are you going?

**Dizzy:** To Sacramento.

**Dana:** Which way did you walk?

**Dizzy:** East, toward the rising sun!

- What is Dizzy using for a performance measure?
- What type of measure is that?

27

## Examples – What Type Is:

- ▶ Risk Management
  - Safety Consultation & Training Activities
    - Worker's Compensation Claims per 100 Workers

28

## Examples – What Type Is:

- ▶ Early Childhood Education
  - Percent of Early Childhood Students with Disabilities Functioning at Age Level

29

## Examples – What Type Is:

- Call Center
  - Average Wait Time on Answered Calls

30

## Examples – What Type Is:

### Motor Pool

#### Daily Vehicle Rental

Rental rate as Percent of  
Commercial Rate

31

## Examples – What Type Is:

### Social Service Intake

Percent of qualification  
decisions made accurately

32

## Exercise – Types of Measures

- ◆ In the measures handout, classify the measures into one of the types listed
- ◆ Do in small groups
- ◆ Report back

33

## Evaluating Measures

- ◆ Clear to reader?
- ◆ Worded as a measure?
- ◆ Mix of measures?
- ◆ Is a larger value better?

34

## Evaluating Measures

- ◆ Specific values in measurement title?
- ◆ How it will be measured in title?
- ◆ When it will be measured in title?

35

## Evaluating Measures – Clear?

- ◆ After reading
  - Grantee mission and goals
  - Rest of grant application
- ◆ If “Huh?” is your first reaction, something needs clarification
- ◆ Taken in context, measures should be understandable by any grant reviewer

36

## Evaluating Measures - Output

- ◆ If it start with "Number of..." or could easily start that way, it's likely
  - Caseload
  - Population
  - Output
- ◆ Such as
  - Number of clients served
  - Number of subgrantees inspected

37

## Evaluating Measures – Wording

- ◆ Does the measure title describe something the grantee wants to do?
  - Increase overnight visitation
  - 50% of trainees will pass test
  - Place 60% of trainees in competitive work
- ◆ Or does it describe a number?
  - Percent of 4<sup>th</sup> graders proficient in math

38

## Evaluating Measures – Wording

- ◆ If the measure title starts with a verb
  - It is likely something the grantee wants to do
  - Not the name of a number

39

## Evaluating Measures – Types

- ◆ Grantee asks  
What did you accomplish with my money?
- ◆ Type of measure to answer that  
Outcome

40

## Evaluating Measures – Funding Effect

- ◆ Do the values of the measure show the effects of grant funds?
  - Number of clients trained in rural counties
    - ◆ "...grant funds will allow distance training to rural Nevada."
    - ◆ 2012 = 0
    - ◆ 2013 = 100
    - ◆ 2014 = 5,000

41

## Evaluating Measures – More Better?

- ◆ Is it clear whether more is better or more is worse?
  - Percent of customers satisfied or better
  - Percent of inspections finding violations
- ◆ What would you think if reported values were:
  - ◆ 0%
  - ◆ 50%
  - ◆ 100%

42

## Evaluating Measures – Ratio?

- ◆ It can be hard to tell if measure is improving
  - ◆ 633:857
  - ◆ 658:908
  - ◆ 685:963
- ◆ Here the first number is increasing more slowly than second number

43

## Evaluating Measures – Percent

- ◆ Percent talks about what portion of a larger group has a characteristic
  - Percent of balls that are green
- ◆ But not
  - Percent of balls that are shoes

44

## Evaluating Measures

- ◆ Specific values in measurement title?
  - 100% of customers will be satisfied
- ◆ When it will be measured in title
  - Compare scores historically and nationally
- ◆ How it will be measured in title
  - Compare the scores of disadvantaged youth with average scores

45

## Evaluating Measures

- ◆ Large changes in values explained?
  - ◆ Percent of subgrantees achieving performance goals
    - 2009 = 90%
    - 2010 = 75%
    - 2011 = 85%
    - 2012 = 90%
- ◆ "...In 2010 the program added new subgrantees that needed coaching..."

46

## Exercise – Evaluate Measures

- ◆ Use the Room to Improve handout page
- ◆ Discuss why the performance measures may not measure the program well, or may be poorly worded
- ◆ If there is time, recommend better performance measures or wording

47

## Questions?

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48

## The Performance Measure Problem...

Dizzy: I walked 10 miles today!  
Dana: Super! Where are you going?  
Dizzy: To Sacramento.  
Dana: Which way did you walk?  
Dizzy: East, toward the rising sun!

- What is Dizzy's performance measure?
- What type of measure is that?
- What is Dizzy trying to accomplish?
- Is Dizzy measuring progress toward accomplishing that?
- What would measure progress toward her goal?

1

## Developing Performance Measures

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2

## Class Goal

- ◆ Students leave with practical tools to develop their own performance measures.
- ◆ Students develop some of their measures

3

## Tool

To help define your program:

The purpose of the \_\_\_\_\_ (program) is to provide/produce \_\_\_\_\_ (service/good) to \_\_\_\_\_ (whom) so that they can/in order to \_\_\_\_\_ (planned benefit).

Can keep asking why to get to final benefit – may need more than one "so that" phrase.

4

## Class Exercise: do for one program

The purpose of the \_\_\_\_\_ (program) is to provide/produce \_\_\_\_\_ (service/good) to \_\_\_\_\_ (whom) so that they can/in order to \_\_\_\_\_ (planned benefit).

5

## Group Exercise: do for a program

The purpose of the \_\_\_\_\_ (program) is to provide/produce \_\_\_\_\_ (service/good) to \_\_\_\_\_ (whom) so that they can/in order to \_\_\_\_\_ (planned benefit).

6

## Developing Measures - Class

The purpose of the \_\_\_\_\_ (program) is  
to provide/produce \_\_\_\_\_ (service/good)  
to \_\_\_\_\_ (whom)  
so that they can/in order to \_\_\_\_\_ (planned benefit).

- What is an output?      How measure?
- What is an outcome?    How measure?

7

## Developing Measures - Class

The purpose of the \_\_\_\_\_ (program) is  
to provide/produce \_\_\_\_\_ (service/good)  
to \_\_\_\_\_ (whom)  
so that they can/in order to \_\_\_\_\_ (planned benefit).

- The planned benefit is your outcome.
- Can you measure it?
- Can you measure something close to it?

8

## Developing Measures - Class

The purpose of the \_\_\_\_\_ (program) is  
to provide/produce \_\_\_\_\_ (service/good)  
to \_\_\_\_\_ (whom)  
so that they can/in order to \_\_\_\_\_ (planned benefit).

- What you provide/produce may be your output.

9

## Developing Measures - Class

The purpose of the \_\_\_\_\_ (program) is  
to provide/produce \_\_\_\_\_ (service/good)  
to \_\_\_\_\_ (whom)  
so that they can/in order to \_\_\_\_\_ (planned benefit).

- How measure efficiency (timeliness)?
- How measure quality?

10

## Developing Measures - Practical

- Remember, the best measure
- That takes 2,000 staff hours to compute
- Is probably not the best measure

11

## Tell the Story

- Where possible, include values from several years ago through the end of the grant
- If the measure value has changed or will change substantially
- Tell why in the description

12

## Tell the Story

- Average days to process license
  - FY 2009 = 59
  - FY 2010 = 60
  - FY 2011 = 61
  - FY 2012 = 40
  - FY 2013 = 35
  - FY 2014 = 35
  - FY 2015 = 35
- Description:*  
In fiscal year 2012, a new web-based licensing system cut processing time dramatically.

13

## Exercise

Improve the measures on the "Room to Improve" list in your handout

14

## Table Exercise

- ◆Improve at least one of the existing measures for your program
- ◆Create an outcome measure for your program

15

## Developing Measures - Group

Using the purpose statement you wrote, develop one measure each of:

- Output
- Outcome
  - Efficiency (timeliness)
  - Quality

For that program

16

## Create a Mix of Measures

- ◆ Outcome
- ◆ Efficiency
  - Timeliness
- ◆ Quality
- ◆ Output

17

## Don't Forget the Auditors...

Keep a record of:

- Where you get the data.
  - ◆ Be specific: titles of reports, which files, who maintains them.
- How to calculate the measures.
  - ◆ Specific calculation procedures/formulas.

18

## Don't Forget the Auditors...

- ◆ Have supervisory program & fiscal staff review the calculations.
- ◆ Keep the underlying data and how you computed it for as many years as your grantor requires.
- ◆ Or as many years as your parent organization requires
- ◆ State of Nevada records retention

19

## Contact Information



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20

**Grant****Performance Measure Title**

**AP Test Fee Payment:** Fund Advanced Placement (AP) and International Baccalaureate (IB) test fees for low-income students

- 1 The number of low-income students who take AP/IB tests.
- 2 The number of AP/IB tests taken by low-income students.
- 3 The number of low-income students scoring at three (3) or above on AP tests and four (4) or above on IB tests.
- 4 The number of AP/IB tests taken by low-income and minority students (i.e., Hispanic, Black, Asian/Pacific Islander, American Indian).

**Striving Readers Comprehensive Literacy (SRCL):** To advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students and students with disabilities.

- 5 The percentage of participating 4-year-old children who achieve significant gains in oral language skills.
- 6 The percentage of participating 5<sup>th</sup>-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.
- 7 The percentage of participating 8<sup>th</sup>-grade students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.
- 8 The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments under section 1111(b)(3) of the ESEA.

**Charter School Program (CSP)- SEA:** Expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools; and evaluating the effects of charter schools, including their effects on students, student academic achievement,

- 9 The number of charter schools in operation around the Nation
- 10 The percentage of fourth-and-eighth grade charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading.
- 11 Federal cost per student in implementing a successful school (defined as a school in operation for three or more years).
- 12 Increase by 12 the number of high-quality operating charter schools from a base of 28 in 2010 to 40 by the end of the 3-year grant period in September, 2013.
- 13 Increase by 5 the number of "active" applicants and high-quality operating charter schools that are in or serve students in rural/frontier communities by the end of the 3-year grant period in September, 2013.
- 14 By the end of the 3-year grant period, 100% of new applicant and operating charter school operators will receive information, training, and/or technical assistance regarding Federal funds availability and applications.

- 15 By March, 2011, a request will be submitted to State legislators to mitigate the State Board sponsored charter schools' barrier to receive Federal Title I funds.
- 16 At least 50% of eligible charter schools operators will apply for sub-grants each grant year.
- 17 Efficacy of sub-grant projects will be documented by increases of at least 2% per year in student achievement and progress as compared to baseline State assessment results in 2009.
- 18 Each grant year, the graduation rates of sub-populations of students in charter schools will increase by 2% more than students in traditional public schools from baseline data in 2009.
- 19 Each grant year, the percent of charter school students who score proficient or higher on the State Criterion Referenced Tests (CRTs) in math, reading, and writing, and high school proficiency exams will increase by 5% compared to baseline scores in 2009.
- 20 At the end of each grant year, 100% of charter school applicants will have attended at least one training and technical assistance event.
- 21 At the end of the 3-year grant period, at least 70% of charter school parents and students who respond to a survey on charter school efficacy will indicate "Satisfied" or better.

**Advanced Placement Incentive Program (API):** to increase the successful participation of low-income students in advanced placement courses and tests.

- 22 The ratio of Advanced Placement (AP), International Baccalaureate (IB), and other advanced placement tests recognized by the Secretary taken in public high schools served by API grants to the number of seniors enrolled at those high schools.
- 23 The ratio of AP, IB, and other approved advanced placement tests passed (AP tests receiving scores of 3 or higher, IB tests receiving scores of 4 or higher, or other advanced placement tests receiving equivalent scores) by low-income students in public high schools served by API grants to the number of low-income seniors enrolled at those schools.

**State Trade Export Promotion (STEP):** Increase exports through training and outreach

- 24 Number of new companies exporting
- 25 Estimated value of new export sales generated
- 26 Number of new minority-, woman- or veteran owned businesses entering exports
- 27 Estimated value of new export sales for minority-, woman- or veteran owned businesses entering exports
- 28 Number of current exporters entering new country markets
- 29 Estimated value of new export sales generated by current exporters entering new country markets
- 30 Number of businesses completing ExporTech

**State Trade Export Promotion (STEP):** Increase exports through a state-defined trade show and outbound trade mission

- 31 Number of new companies participating

- 32 Estimated value of new export sales generated
- 33 Estimated jobs created (sales/\$181K)
- 34 Number of new minority-, woman- or veteran owned businesses entering exports
- 35 Estimated value of new export sales for minority-, woman- or veteran owned businesses entering exports
- 36 Number of current exporters entering new country markets
- 37 Estimated value of new export sales generated by current exporters entering new country markets
- 38 Number of distributor contacts made

## Performance Measures with Room for Improvement

	Performance Measure Title	Description	FY 10 value
1	Hearing Officer case scheduling and rendering of decisions	<i>(draft measure)</i>	
2	Process and maintain all worker's compensation licenses	<i>(draft measure)</i>	
3	Number of safety and loss prevention classes/number of attendees	<i>(draft measure)</i>	
4	Number of Investigative Stops		1,264
5	Servicemen Consumer Complaints Received	The 129 licensed servicemen attending continuing education classes during fiscal year 2010 received 56 complaints, this equates to .4 complaints per service licensee. In addition there were 56 complaints against service work done by unlicensed persons. The division's	56
6	Servicemen Attending Class	The 129 licensed servicemen attending continuing education classes during fiscal year 2010 received 56 complaints, this equates to .4 complaints per service licensee. In addition there were 56 complaints against service work done by unlicensed persons. The division's	129
7	Percent of Inspections without violations	Percent of inspections with no violations found. <i>(FY 12 = 33%, FY 13 = 30%)</i>	41%
9	Percent of Companies Audited	Percent of transportation companies receiving financial audits. <i>(FY 2009 = 98%. FYs 11 - 13 = 25%)</i>	62%
10	Technical assistance services & Programmatic and administrative services		
11	Academic attainment in reading/language arts	Number of eligible CTE concentrators...	
12	All districts will adopt and implement plans for educational technology		
13	All schools will receive a site visit prior to opening/renewal		
14	Serve at risk families		
15	Rate of Non-Compliance of Jail Removal Mandates		
16	Medicaid quality control accurate rate		

## Performance Measures with Room for Improvement

	Performance Measure Title	Description	FY 10 value
17	Reinforce occupant restraint compliance by increasing the enforcement average per sworn full-		
18	Provide Training		
19	JLink Availability		
20	Advertising Sales	This measure tracks the revenue generated through advertising sales.	\$18,957
21	Restitution Ordered	This measures the amount of restitution ordered from antitrust, deceptive trade practices, and securities cases. <i>(FY 09 = FY 11-13 = \$1.4 million)</i>	\$21.8 million
21	Average Savings on Contracts Negotiated by Purchasing	<i>(FY 11 = 41%)</i>	26%
22	Service of Process	Complete service of process against an insurer for whom the Commissioner has been appointed as its attorney to receive service of legal process issued against the insurer in this state.	713
23	Requests for Enforcement	Requests submitted to the Enforcement Section for consideration of opening formal investigations to determine compliance with Title 57. <i>FY 11 = 120</i>	93
24	Corrective Instruction	Percent of audited courses receiving a letter of corrective instruction or notification of intent to withdraw approval by the administrator as a result of an audit. <i>FY 11 = 10</i>	
25	Annual Inspections	<i>Activity description says quarterly inspections of all Clark taxis. Title says annual inspections. Graph title says Taxicabs in Clark County.</i>	8,560
26	Court and Hearings	Citations written in FY 2010: 3,519. <i>Graph title is Percent of Citations Appealed to Hearing Officer</i>	20
27	Apprenticeship Program	<i>Graph Title: Number of Apprentices FY 11 = 5,635</i>	12,213
28	Percent of Licenses Issued within 90 Days	Percent of licenses issued within 90 days of receipt of completed application package. The percentage of licensees issued within 90 days has dropped in future biennia due to the National Mortgage Licensing System. <i>Cost for activity in FY 12 = \$343,023</i>	77%