

Performance Evaluation

Presented by:

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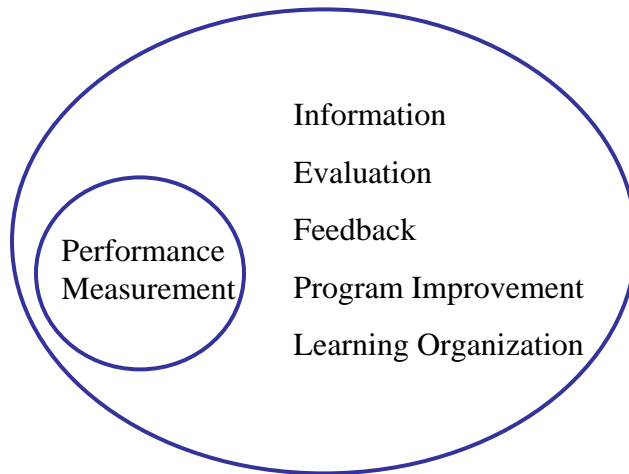
Ramsey County Community Human Services



Tab 7



Framework Learning Organization

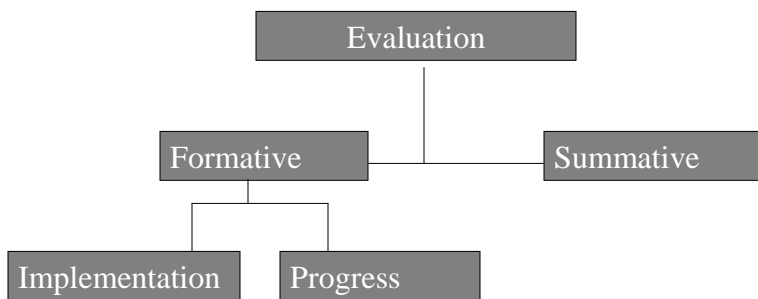


Principles of Evaluation

- Utility
- Feasibility
- Accuracy
- Propriety



Types of Evaluation



Early Stages

Time

Late Stages



Traditional Evaluation Model

- ❑ Define the question
- ❑ Develop a data collection strategy
- ❑ Collect data
- ❑ Analyze data
- ❑ Draw conclusions based on the evidence
- ❑ Report results



Purposes of Evaluation

- ❑ Explain and provide context
- ❑ Examine pieces of operations
- ❑ Identify factors that impede or contribute to its success
- ❑ Explain the linkages
- ❑ Assess the program's effects beyond its intended objectives
- ❑ Estimate what would have occurred in the absence of the program
- ❑ Compare the effectiveness of alternatives



Problems with Performance Measurement and Evaluation

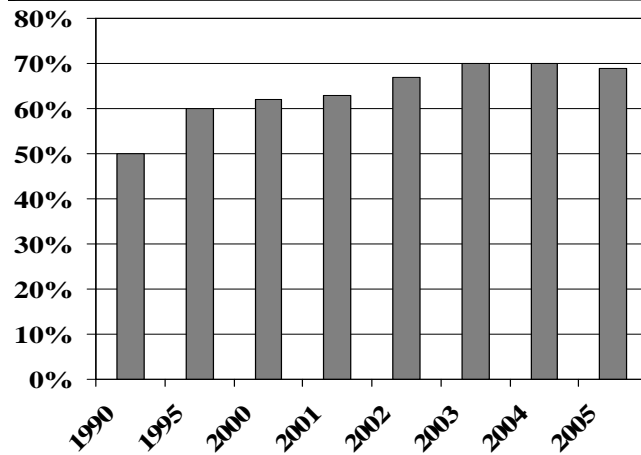
- Change
- Time
- Data Problems
- Innovation



1. Change



Ramsey County Maltreatment Intake Report



Assessment Results 1990-2005



2. Time



3. Data Problems



“The government ministries are very keen on amassing statistics. They collect them, raise them to the n th power, take the cube root, and prepare wonderful diagrams. But you must never forget that every one of these figures comes in the first place from the village watchman, who just puts down what he damn well pleases.”

Sir Josiah Stamp, English economist, 1911, (Patton, p. 251)



4. Innovation



Performance Measures - Innovation

		2003	2004	2005	2006	
#	Performance Measures	Actual	Actual	Actual	Actual	Target
1	# of people able to leave intensive care facilities and move into the community	38	30	35	NA	
2	# of people receiving CADI services # of people receiving TBI services	827 + 131	1051 + 156	1303 + 171	1366 + 184	
3	Study of older adults in Developmental Disabilities services	Focus groups with older adults were conducted in 2006 that indicated that older adults needed opportunities for retirement and recreational activities. They were interested in working fewer hours or not at all, wanted activities in their neighborhoods and social opportunities.				NA
4						
5						



Problems with Traditional Evaluation Model

- ❑ Beginning – Middle – End
- ❑ Stakeholders Identify Questions
- ❑ Manager's Time – Traditional model can take months to complete report



Cartoon



Using the Information

- ❑ Create a learning cycle
- ❑ Why Matters
- ❑ Attaching Financial Incentives

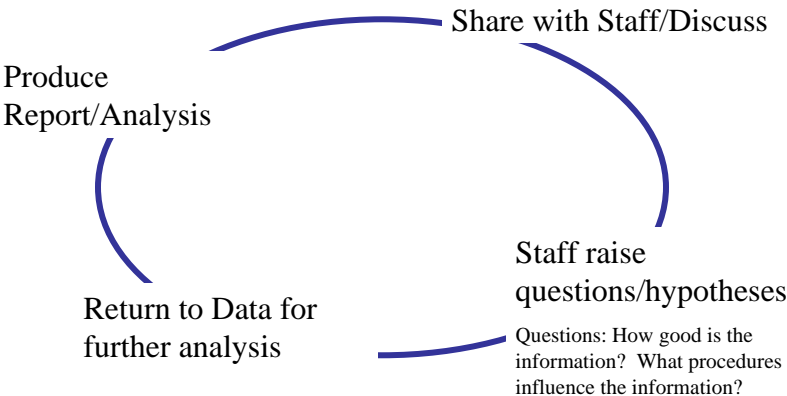


Use of Performance Measurement

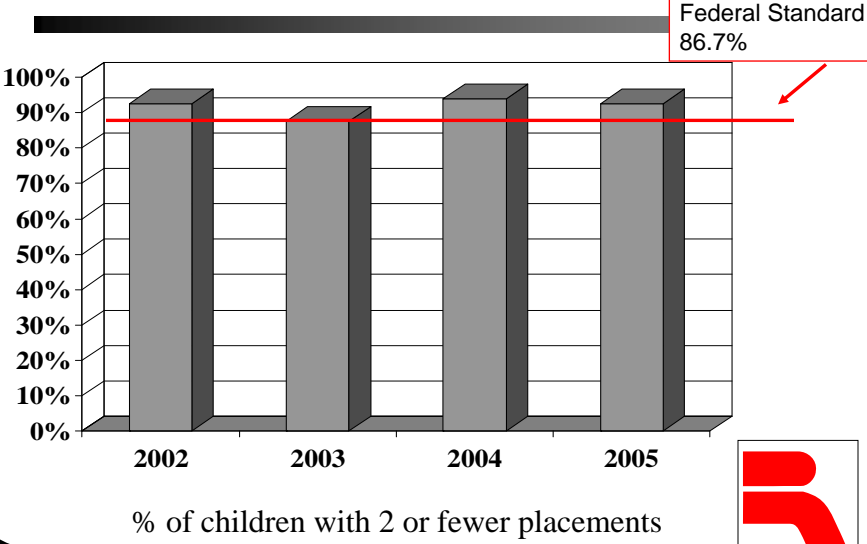
- ❑ Public Support
- ❑ Accountability
- ❑ Program Improvement



Learning Cycle



Federal Permanency Indicator Placement Stability

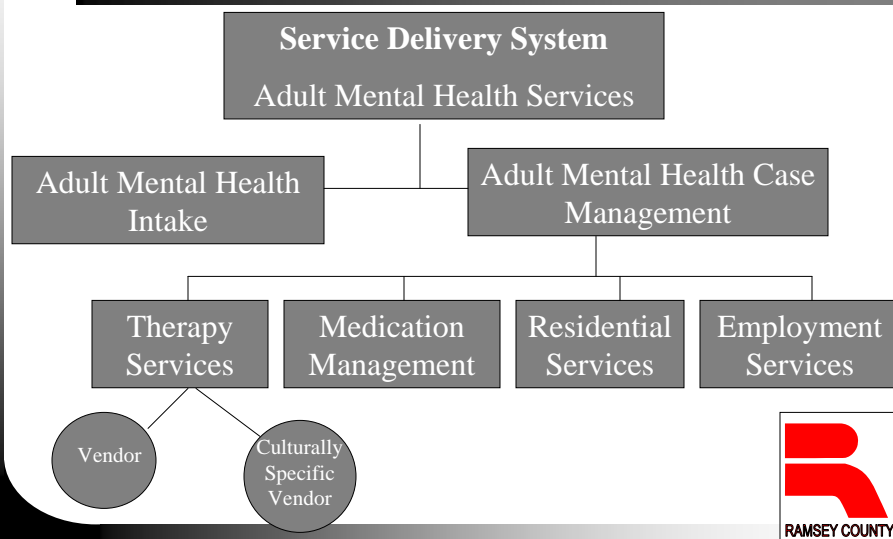


Why Matters – Especially if you're attaching \$s

- Attribution
- Cost of an Outcome
- Reasonable Benchmarks



Unit of Analysis

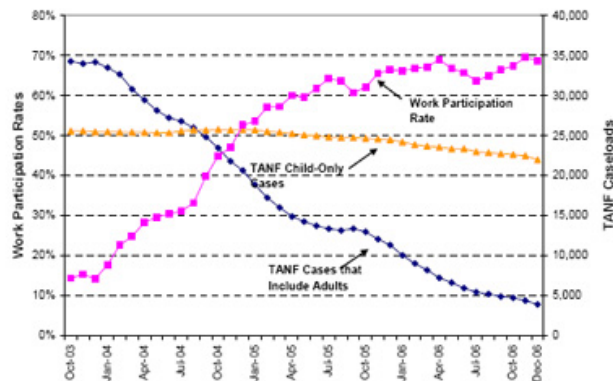


Ramsey Budget Reductions

- ❑ Only impacted a small number of clients
- ❑ Only one service out of multiple services
- ❑ Measure didn't capture service
 - Service isn't reflected in measure
 - Service is likely to impact access
- ❑ Reduction eliminates clients from measure
- ❑ Service is below best practice standards already
- ❑ Service loss is influenced by choices the vendor makes



Georgia's TANF Caseload Compared with Work Participation Rate



Source: CBPP Tabulation of Data from Georgia Department of Human Resources, Division of Family and Children Services



“Child Protective Services workers could take a cut in pay this year if the agency fails to increase the number of children it keeps in their own homes, instead of removing them.”

-Arizona Daily Star - May 3, 2007



Developing a Hybrid Model

- Build Evaluation Capacity Systemically
- Data
- Embed Evaluators in Service System –
Create a learning cycle
- Identifying Questions
- Focus
 - Identify Decision Points
 - Prioritize



Build Evaluation Capacity

Create an Infrastructure of Information

- Client demographic information
- Client service utilization data
- Client outcome data
- Quality assurance data



Thinking about Data

- Make use of existing data
 - Events
 - Billing Data
 - Integrating data
- Data Quality
 - Reliability
 - Validity



Embed Evaluators in the Service System

“the impact of the evaluation comes not just from the ‘findings’ of an evaluation but also from the very act of people engaging one another in a process of thinking evaluatively”

- Michael Patton 1997



Applying Measures to Different Topics

- ❑ Much of the success of performance measures has been related to topics where the inputs and outcomes are known
- ❑ Human Services is an area where inputs are highly variable and outcomes are frequently dependent on the individual being served



Relationship between Inputs and Outcomes

Outcomes	Observable: Immediate Known Results Clear goals	Not Observable: Distant Results Complex Measurement Unknown Results Goals vary by individual
Inputs		
Observable: Defined process Defined inputs - construction Clear procedures	Streets, parks Immunization rates	Know inputs – don't know outputs Global Warming
Not Observable: Adjusted to individual or environment Experimental Process	Know outcome – inputs are multiple and complex (crime?)	Social Work Counseling Basic Science Multiple forces



Identifying Evaluation Questions

- ❑ Who was served?
- ❑ Engagement
- ❑ Outcomes for subgroups
- ❑ Relationship between services and outcomes
- ❑ Stickiness of outcome
- ❑ Transitions
- ❑ Use of other services



Questions to Ask About Outcomes

- ❑ Relationship between the intervention and the outcome
- ❑ Relationship between the investment and the outcome
- ❑ Relationship with the client
- ❑ Who gets credit for the outcome?
- ❑ Hardwiring outcomes
- ❑ Unit of Analysis Matters




Prioritize

- ❑ Local Dollars
- ❑ Level of Local Control
- ❑ Numbers of individuals served
- ❑ Vulnerability of clients
- ❑ Our relationship with clients




	Developmental Disabilities	Children's Services
Local Dollars	Very little	Significant local funding
Local Control	Virtually none	Significant local control over services delivered
Vulnerability	Highly vulnerable	Highly vulnerable – in a number of situations we are the parent
Relationship	Many have another advocate	No other responsible person
Outcomes	What type of change would you expect from one year to the next?	Information is important in driving service system.



Use

- ❑ Consequences of reporting will affect the use of the information
- ❑ Resistance
- ❑ Involve staff in review and conversation
- ❑ Propose possible strategies



Reporting

- ❑ Short Reports
- ❑ Pictures and Charts
- ❑ Simplify
- ❑ Remind
- ❑ Engage in interpreting results



Recommendations

- ❑ Do no harm
- ❑ Agree about Use
- ❑ Involve Stakeholders
- ❑ Create Opportunities for Redress
- ❑ Be Skeptical

