

**CDCR Program Performance
Metrics Workshop
September 15, 2008**

Performance Metrics

The purpose of performance indicators and measures is to help:

(a) Translate strategy into business plans

(b) Measure progress against strategic goals and objectives

**(c) Plan for, and drive improvements in economy, effectiveness
and efficiency**

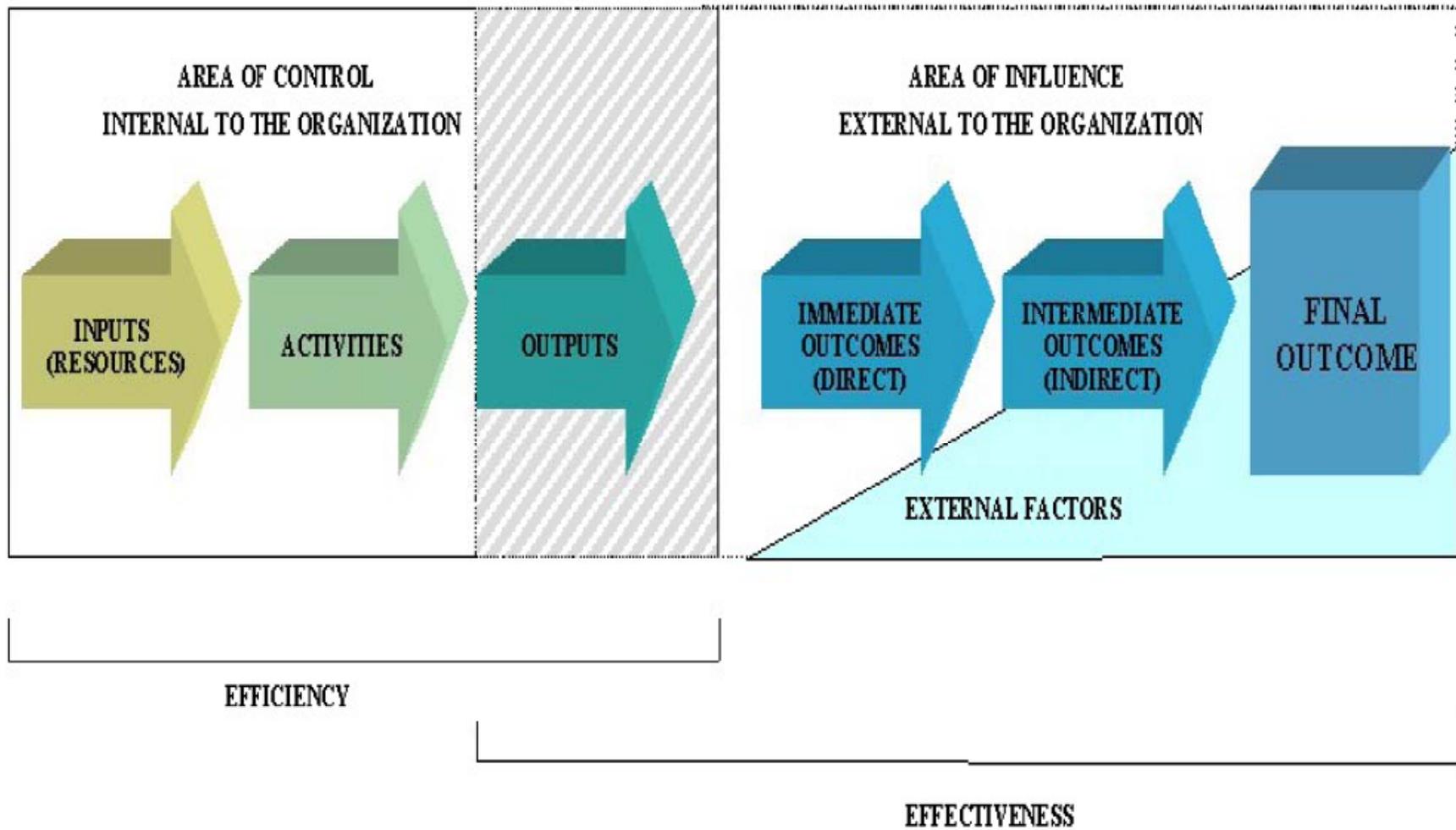
(d) Assess whether the outputs are, in fact, being delivered

**(e) Make better decisions about the allocation and use of
resources**

Things to Consider

- The need for a clear vision of organizational goals, even though outcomes may be difficult to assess or interpret
- The need to not only know what to do, but to have the tools, resources and support to get on and do it
- **What gets measured gets valued**
- **What gets measured gets done**
- **The probability that you may have solved the wrong problem by measuring the wrong thing**

Performance Results Chain



Inputs, Outputs and Outcomes

- We need to establish whether a particular stakeholder wants or needs information (or expects improvements in) inputs, outputs or outcomes.
- Frequently these terms are misunderstood.
- Our main interest will be with Inputs and Outputs.

Inputs

- Inputs are the **resources** used by the program to generate its outputs.
- Inputs commonly include things such as
 - ✓ funding,
 - ✓ staff,
 - ✓ physical assets (e.g., classrooms/program slots),
 - ✓ target populations, and
 - ✓ IT systems.
- These often serve as the denominators for metrics (percentages, rates).

Outputs

- Outputs are the **goods and services** produced by the program in order to bring about the outcomes desired by government.
- Things--we can see them, touch them, use them
 - ✓ Assessments of new admissions
 - ✓ Classes taught
 - ✓ Certificates awarded
- NOT an outcome or impact
- No adjectives in their description: “efficient”, “effective”, “desirable”, “fast”, “responsive”, “functioning”, “operating”
- No trends to qualify their description: “improve”, “reduce”, “increase”

Outcomes

- Outcomes are the **impacts** or **consequences** for the participants or target groups
 - the benefits or changes for individuals or groups arising from program outputs
- The effects that government wants to achieve directly through its policies and programs
 - Knowledge of substance abuse effects
 - Ability to control or redirect anger and aggression
 - Skills necessary for successful employment
- **Test** —“Does this indicator reflect a visible change in capability, behavior, productivity, knowledge, health, or conditions that relates to the original root problem?”

Impacts/Long-term Outcomes

- Impacts are the **results, changes or benefits that develop, over a period of time**, from the continuing achievement of the project outcomes
- Sometimes referred to as long-term outcomes
- Impacts are wider in scope and influenced by many factors other than the policy or program
- Typically, impacts are societal:
 - ✓ increased employment
 - ✓ higher household incomes
 - ✓ reduced recidivism

Performance Metrics

Specify your objectives

What do you want to achieve?

Set your targets

Have you identified a target for each objective?

Identify the required outputs

What goods, service or condition do you need to produce or provide to meet your objective?

What outcome is to be achieved?

What is the desired impact on society?

Consult the intended users

Are users satisfied with the relevance of the information?
Remember, users needs will vary.

Consult with others selecting indicators

If an activity or output is part of a chain, check with those selecting indicators for related areas, to ensure that the indicators are consistent.

Is the required information available? Check that the information on the indicator is available.

Do the benefits of the information outweigh the costs of collection?

Collecting data can be difficult, time-consuming and resource-intensive so time should be given to considering data collection costs and requirements.

--Consider available data first (including secondary sources)

--Measure only what is important

--Limit the number of indicators to the minimum necessary to measure the respective result level

--Ensure that the means of measuring is cost-effective

Performance Metrics should be “SMART”

Specific,

Measurable in quantity & quality

Achievable (but also challenging)

Relevant to objectives

Time bound (achievable within an agreed timeframe)

- Start with output or outcome statement → Raise youth employment
- Indicator form → Percentage of youth employed
- Raw data elements → Youth employed
→ Total youth
- Arithmetic → Youth employed/ total youth
- Baseline value → Base 65%
- Target Value → Target 80%
- Actual value → Actual 78%
- Frequency → Capture half yearly
- Format → Report in graphical format

Are these indicators ?

1. More offenders will be employed **NO**
2. An Anger Management class will be held **NO**
3. An efficient and effective database **NO**
4. Improved access to mental health services **NO**
5. Reduction in the cost of transportation **NO**
6. Health and wellbeing will improve **NO**

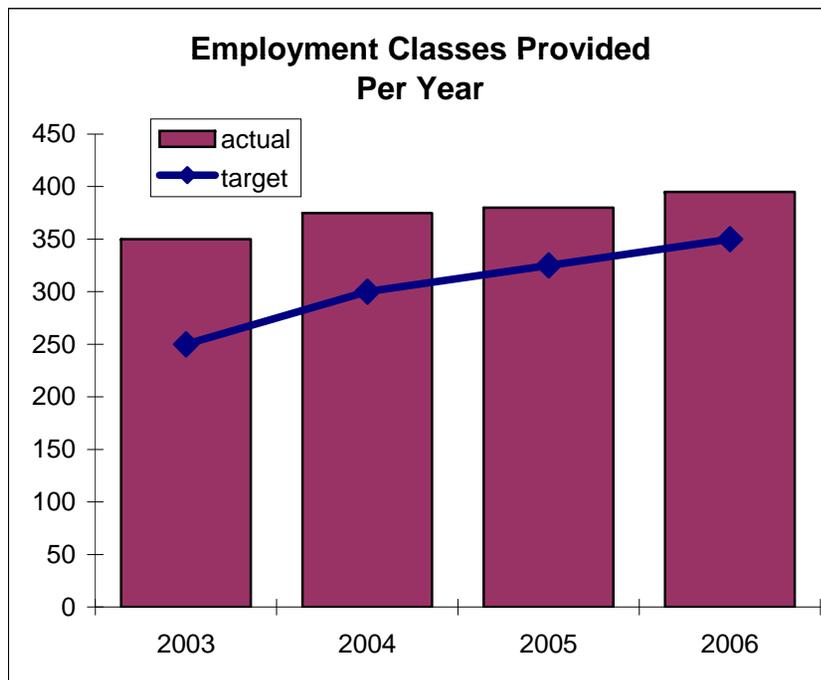
1. % of offenders employed on parole **YES**
2. # of attendees at Anger Management class **YES**
3. % of offenders in data base **YES**
4. % of mentally ill offenders receiving services **YES**
5. Transport cost per inmate mile **YES**
6. Standardized health index **YES**

Case Example:

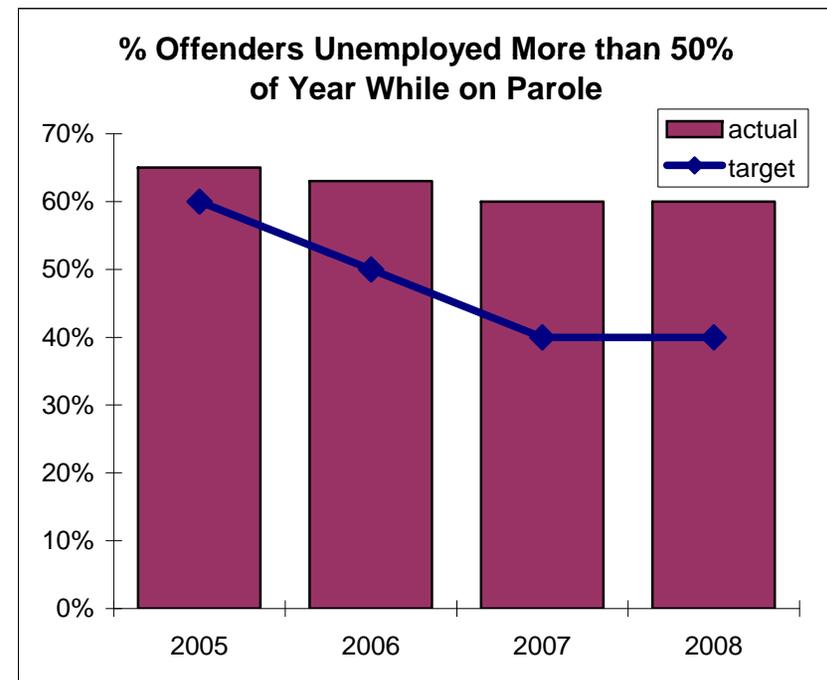
A correctional agency embarks on a program of increasing the number and availability of vocational/employability classes offered to inmates, with the goal of decreasing the percentage of offenders who are unemployed while on parole.

Are these metrics helpful in determining if the agency is being successful?

Output



Outcome



Metrics Should Be:

- ✓ Realistic
- ✓ Achievable
- ✓ Directly reflect (tied to) the mission(s) of CDCR with regard to adult offenders
- ✓ Measures of activities or conditions under the direct control of CDCR
- ✓ Measurable/available
 - **don't jump to this too quickly!!**
- ✓ Cost-effective
 - (ideally collected routinely by the program)

Metrics Should Be:

Specific to “**Rehabilitative Programming**”

For this task, we are not concerned with other functions of prison (security, order, safety, health)

General Question: As an agency, are we doing all we can (within available resources)

- to provide opportunities for,
 - to facilitate, and
 - to encourage successful participation in
- quality rehabilitative treatment programs?**

Metrics Should Be:

Tailored to **different audiences**

(although there may be considerable overlap)

What would each audience want or need to know?

- **Governor**
- **Legislators**
- **Secretary and internal cabinet**
- **Executive staff**
- **Management staff**
- **Program managers**
- **Public (?) – appropriate for the CDCR website**

Questions to Consider for each audience

Are we (given resources available):

1. Identifying the appropriate target group? - **INPUT**
2. Facilitating participation (maximizing “coverage”)? - **INPUT/OUTPUT**
3. Offering the best programs (proven programs or those most closely aligned with Principles of Effective Intervention - PEI)? - **INPUT**
4. Conducting these programs with the greatest fidelity (to program design standards or to PEI)? - **OUTPUT**
5. Successfully getting people through the program (managing the trade-off between having the program challenging enough to be useful but not too challenging)? - **OUTPUT**
6. Providing adequate aftercare support on parole? - **ACTIVITY/OUTPUT**
7. Achieving intended outcomes (did the program help)? - **OUTCOME**
8. Achieving long-term outcomes (was the program effective – broader definition of rehabilitation)? - **OUTCOME / IMPACT**

Questions to Consider for each audience

Are we:

Identifying the appropriate target group?

- **What is the target group (conceptually) – What percentage of the population? How estimated?**
- **How is the target group identified (or screened)?**
 - Measures of screening (activities engaged in to correctly identify target group—program eligibles)**
 - Changes in numbers (or %) identified as eligible**

Questions to Consider for each audience

Are we:

Facilitating participation (maximizing “coverage”)?

- Number of program slots as a percent of estimated eligible or demand**
- Activities engaged in to foster participation**
- Participation as a percent of “eligible”**
- Number of eligibles on the waiting list**
- Time spent on the waiting list**
- Program participant hours per staff member/ per month/ by institution**
- Cost per unit (e.g., participant classroom hour)**

Questions to Consider for each audience

Are we:

Offering the best programs

(proven programs or those most closely aligned with the Principles of Effective Intervention--PEI)?

- Strength of evidence in favor of program effectiveness
(e.g., DJJ Program Selection Criteria Score)**

Questions to Consider for each audience

Are we:

Conducting these programs with the greatest fidelity (to program design or to PEI)?

Facilities (adequacy of program/classroom areas)

- % of classrooms/areas meeting program “standards”

Training (initial and ongoing)

- Hours of training, staff trained, hours per staff
- % of training hours in program “standards”

Supervision and oversight (monitoring of program)

- Classes observed or otherwise monitored
- % of classes meeting program fidelity “standards”
- CPC scores

Questions to Consider for each audience

Are we:

Successfully getting people through the program?

(managing the trade-off between having the program be challenging enough to be useful, but not too challenging)

“Targets” may be particularly important

- Measures of progress (against “expected levels”?)**
- Completion rates (against “expected levels”?)**
- Immediate outcomes: Post-test measures, certificates, etc. (did they “get it”?)**
- Time to completion (against “expected time”?)**
- Cost per completion/certificate, etc.**

Questions to Consider for each audience

Are we:

**Providing adequate aftercare support
(post-program or on parole)?**

- Measures of post-program contact and support**

Questions to Consider for each audience

Are we:

**Achieving intermediate outcomes
(did the program help)?**

- Drug tests**
- Employment on parole**
- Continuing education (enrolled in school)**
- Mental health problems**

Questions to Consider for each audience

Are we:

Achieving Impacts or long-term outcomes

(was the program effective using a broader definition of rehabilitation)?

- Parole adjustment**
- Recidivism**
- Employment**