



PERFORMANCE OUTCOMES

East Central Illinois Area Agency on Aging

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AGENDA

1. Why all the Hype?
2. Who Determines Outcomes?
3. How to Develop Outcomes
4. The Benefits of Performance Outcomes
5. Sharing Outcomes...The ECIAAA 2017 Year-End Outcome Report

Definition

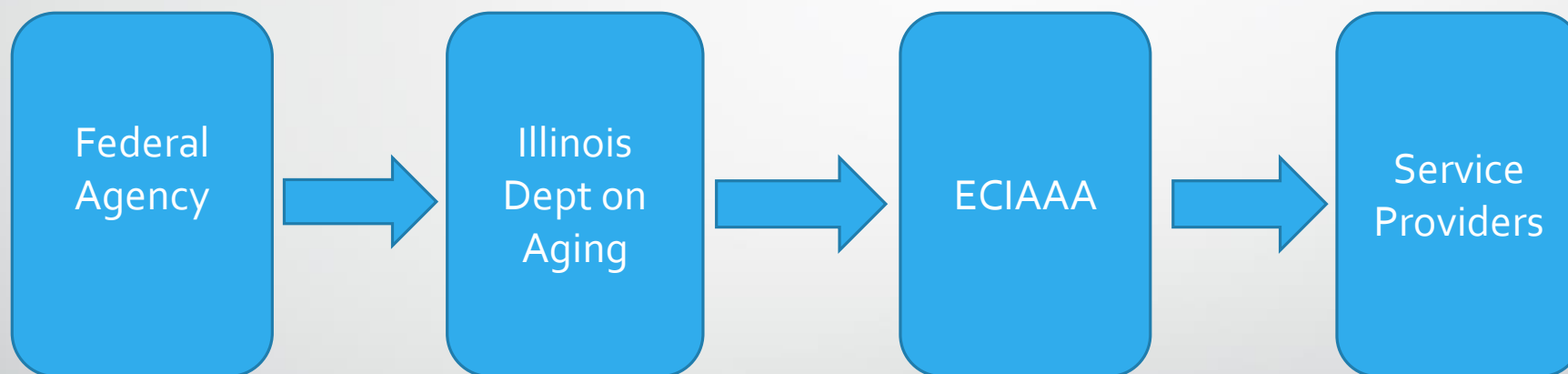
An **OUTCOME** is a change that occurs as a result of a service/program.

Outcomes/Performance/Measures/Targets/Goals/Objectives/
Performance Measures/Performance Outcomes/Targeting
Measures/Logic Model

Why all the hype?

1. Funders are demanding accountability: *How* are you impacting and changing lives?
2. Commonly used by funding sources to tie funding support with performance (Performance-based funding)
3. Internally, stated outcomes:
 - Relate activities and achievements to the goals and mission of an organization
 - Support ongoing improvement
 - Help to measure effectiveness of staff, organization, and services

Who determines outcomes?



FEDERAL: UNIFORM GRANTS GUIDANCE

200.76 Performance goal. *Performance goal* means a target level of performance expressed as a tangible, measurable objective, against which actual achievement can be compared, including a goal expressed as a quantitative standard, value, or rate.

§200.301 Performance measurement. The Federal awarding agency must require the recipient to use OMB-approved standard information collections when providing financial and performance information. As appropriate and in accordance with above mentioned information collections, ***the Federal awarding agency must require the recipient to relate financial data to performance accomplishments of the Federal award.*** Also, in accordance with above mentioned standard information collections, and when applicable, ***recipients must also provide cost information to demonstrate cost effective practices (e.g., through unit cost data).*** The recipient's performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program **outcomes**, share lessons learned, and spread the adoption of promising practices. The ***Federal awarding agency should provide recipients with clear performance goals, indicators, and milestones*** as described in §200.210 Information contained in a Federal award. ***Performance reporting frequency and content should be established to not only allow the Federal awarding agency to understand the recipient progress but also to facilitate identification of promising practices among recipients and build the evidence upon which the Federal awarding agency's program and performance decisions are made.*** [78 FR 78608, Dec. 26, 2013, as amended at 79 FR 75883, Dec. 19, 2014]

IDoA-ECIAAA GRANT AGREEMENT

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EXHIBIT E PERFORMANCE MEASURES

The Area Agency on Aging and Older Americans Act funded service providers will provide services to the following older adult demographic groups, at minimum, in proportion to their representation in the overall age 60+ population in the Planning and Service Area. [25% in PSA 05]

- Older individuals with greatest economic need;
- Older individuals with greatest social need;
- Low-income minority older individuals;
- Older individuals with limited English proficiency; and,
- Older individuals residing in rural areas.

Section 306 (a)(4)(A)(ii) of the Older Americans Act

The Area Agency on Aging has included in each agreement made with a provider of services under this Title, a requirement that such provider will (a) specify how the provider intends to satisfy the service needs of **low-income minority individuals, older individuals with limited English proficiency, and older individuals residing in rural areas** in the area served by the provider; (b) attempt to provide services to low-income minority older individuals, older individuals with limited English proficiency, and older individuals residing in rural areas in at least the same proportion as the population of low-income minority older individuals, older individuals with limited English proficiency, and older individuals residing in rural areas bears to the population of older individuals of the area served by such provider; and (c) meet specific objectives established by the area agency on aging, for providing services to low-income minority individuals, older individuals with limited English proficiency, and older individuals residing in rural areas within the planning and service area.

ECIAAAA Age Strong Live Strong Outcomes

Cross-cutting:

- Older Americans will have successful transitions between all services and levels of care.
 - Older Americans are empowered to improve their health by engaging in evidence-based, healthy programming and services.
1. Participants are empowered to engage in services and improve their quality of life.
 2. Caregivers are supported to enable them to continue caring for their loved one(s).
 3. Participants have improved food security.
 4. Participants receive specialized legal services to address their legal needs.

SERVICE PROVIDER OUTCOMES

Service Providers followed the instructions in the FY 2018 Extension Guidelines, Attachment C, to identify outcomes and were required to address at least one ECIAAA Cross-Cutting Outcome.

How to Develop Outcomes: Some Basic Observations



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1. We have the same destination but are headed there in different directions.
 - Differing requirements
 - Differing formats
 - Differing responses
2. Take any road or turn- there's no right way.
3. Some may not be concerned about how and when they reach the destination.
 - Avoiding indicators
 - Short and long-term destinations

Standard Outcomes Template Headings

PROGRAM

Name of program or type of service: Nutrition, Legal, SIS or Caregiver Services

INPUTS

Resources/Investments

OUTPUTS

The work performed (activities) and who it reaches

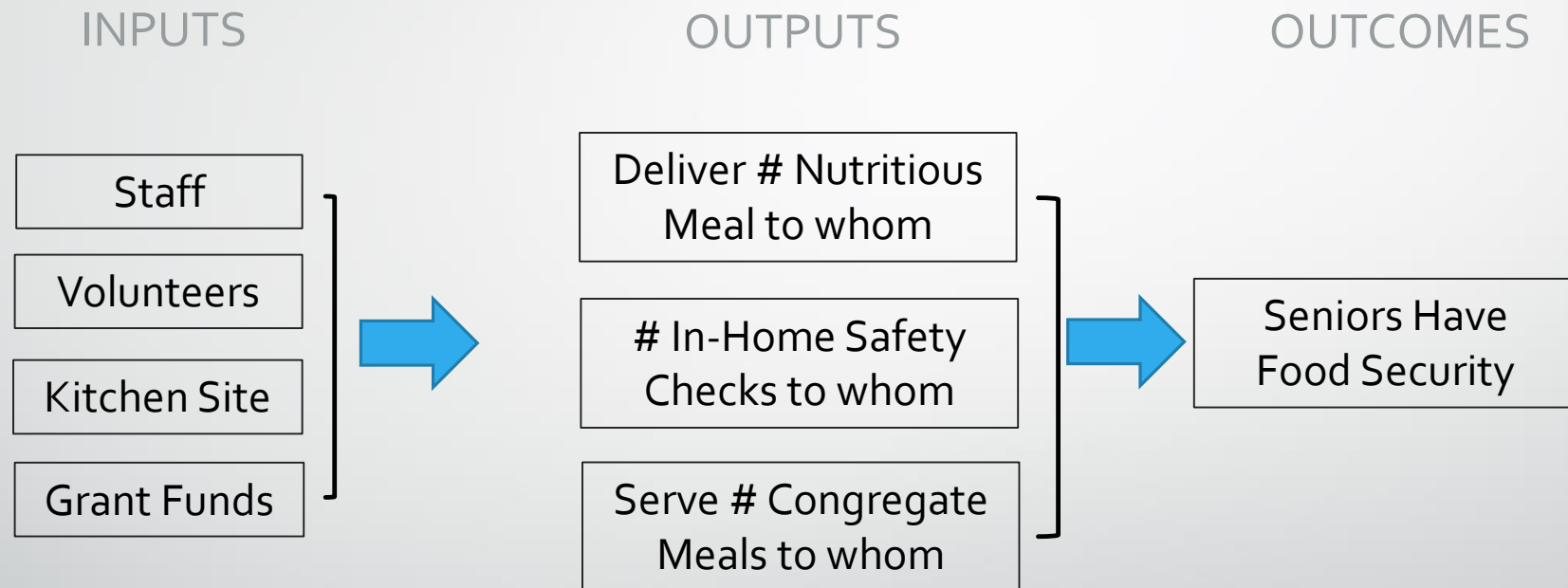
INDICATORS

Markers indicating success

OUTCOMES

An expression of the change that occurs as a result of the clients' participation in the program

PROGRAM EXAMPLE



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PERFORMANCE OUTCOME WRITING TIPS: INPUTS

- Inputs are the resources and investments necessary for conducting an activity(s)
- Examples: staff, volunteers, time, money, materials, equipment, technology, partners

WRITING TIPS: OUTPUTS

- Think “project activities” and “client identification”- what we do and to/for whom
- Outputs are quantifiable and measurable
- Focus on those in greatest economic and social need, at risk for placement, low income, limited English proficiency, and residing in rural areas
- Example: # of meals delivered to seniors residing in rural areas

WRITING TIPS: INDICATORS

- Markers indicating success: How will you know the program is successful?
- Use the POMP and/or other surveys
- Indicators are expressed as numbers or percentages
- Indicators can be qualitative or quantitative
- If an agency does not determine the factors for gauging success, the funder will!
- Examples: # of meals provided to clients living in underserved areas; # or % of participants who report satisfaction; # or % of attendees who improved their score on pre-post assessment; # or % of participants who report improved ability to be a caregiver

WRITING TIPS: OUTCOMES

- Think RESULTS or IMPACT
- Outcomes are an expression of the change that occurs as a result of the individual's participation in the program
- How will participants benefit from your services?
- Outcomes can be short, intermediate, and long-term


- Examples: Improved dietary intake; increase in reported food satisfaction; increased feelings of belonging and reduced isolation; improved nutritional risk scores
- Employ the “IF-THEN” application to determine outcomes:
 - If we provide (Service), then this happens
 - If we provide Caregiver Support -Intake and Screening, training and education, respite and follow-up-- THEN participants can be connected to appropriate services; THEN participants can engage in training and education; THEN participants can learn ways to improve their ability to be a caregiver; THEN participants feel less stressed; THEN participants are supported to enable them to continue caring for their loved (ones).

PROGRAM EXAMPLE

PROGRAM	OUTPUTS	OUTCOMES
<p>Nutritional Services</p>	<p><i>The # of Meals Delivered</i> <i>The # of meals delivered to [insert target population]</i> <i>The # of Participants [insert target population]</i> <i>The # of Well-Being Checks [insert target population]</i> <i>The # of Participants at Congregate Meal Sites</i></p>	<ol style="list-style-type: none"> 1. <i>Improved Dietary Intake</i> 2. <i>Increase in Reported Food Satisfaction</i> 3. <i>Increased Feelings of Belonging/Reduced Sense of Isolation</i>
<p>Flu Immunization Clinic</p>	<p><i>The # of Immunizations Given [insert target population]</i> <i>The # of Educational Brochures Distributed [insert target population]</i></p>	<ol style="list-style-type: none"> 1. <i>Increased Awareness of Transmission of Flu</i> 2. <i>Reduced Community Flu Incidents</i>

The Benefits of Performance Outcomes

1. Use performance outcomes to evaluate and improve the quality and quantity of your services
 - Monitor outputs to stay on track
 - Analyze POMP survey feedback to improve services
2. Use performance outcomes to show how individuals and their communities are benefitting from your services
3. Share performance outcomes with constituents, including your service population, the ECIAAA, your legislators, taxpayers, and the public, to justify and demonstrate the value of continuing your services



**A 2017 Performance Report to ECIAAA
Constituents on Legal, Nutrition, Caregiver
Advisory/Grandparents Serving
Grandchildren, and Coordinated Points of
Entry/Senior Information Services**

Sharing Performance Outcomes

Tips for Preparing a Performance Report

1. Think about the reader and write the report to them.
2. Describe who you are and what you do before you present results.
3. Use feedback from the POMP and other surveys as well as Client Tracker data.
4. When sharing numbers, %'s, and other indicators, also explain what they mean or how they compare.
5. Strive to make the document reader-friendly:
 - Avoid using jargon and acronyms unless all readers are familiar with them.
 - Write in short sentences. Be careful using commas as sentence connectors; vary the length of sentences and paragraphs.
 - Write in active versus passive voice.
 - Emphasize points visually throughout the document.
 - Shoot for accuracy but don't go overboard documenting sources.
6. Share a draft and ask for feedback from someone who is not familiar with your services.
7. If you experience difficulty preparing the report, revisit your projected performance outcomes and the data you are collecting from clients and about your services.



Final Questions