Program Assessment Rating Tool (PART)

PART 101

INTRODUCTORY TRAINING

Office of Management and Budget

February 2007

Welcome

- **Purpose of Training**

- **How the session will be organized**

- **Your Trainers**

- **All information is provided in the PART Guidance at www.omb.gov/part**
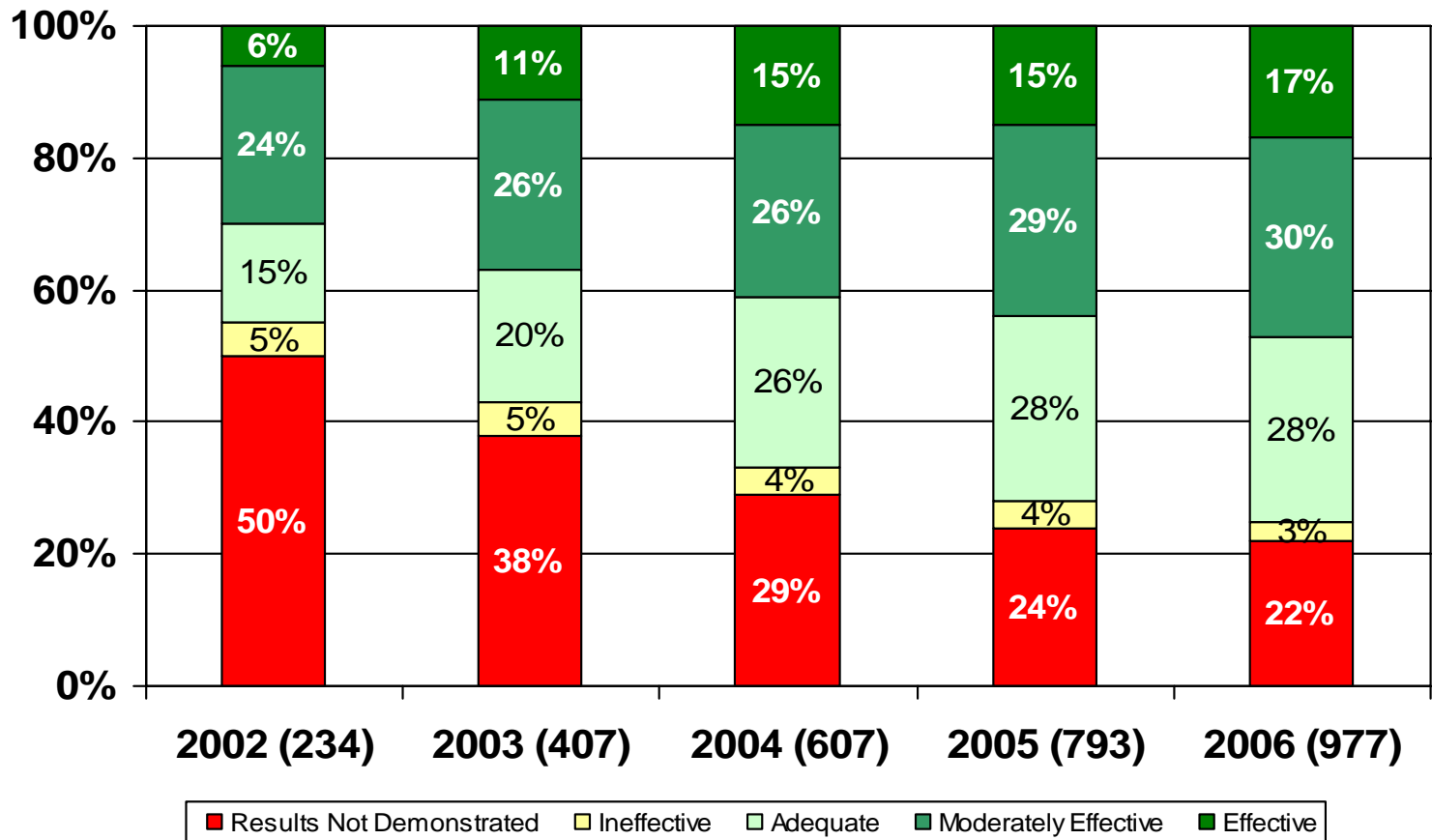
Overview – First Half

- **Why PART?**

- **Where We Are Now**

- **PARTWeb and ExpectMore.gov**

- **The PART Guidance**

- **Schedule**

Why PART?

- **Evaluate programs in a systematic, consistent, and transparent manner.**

- **Inform agency and OMB decisions on resource allocations.**

- **Focus on program improvements that can include specific actions related to management, legislative or regulatory improvements, and funding.**

- **Establish accountability for performance.**

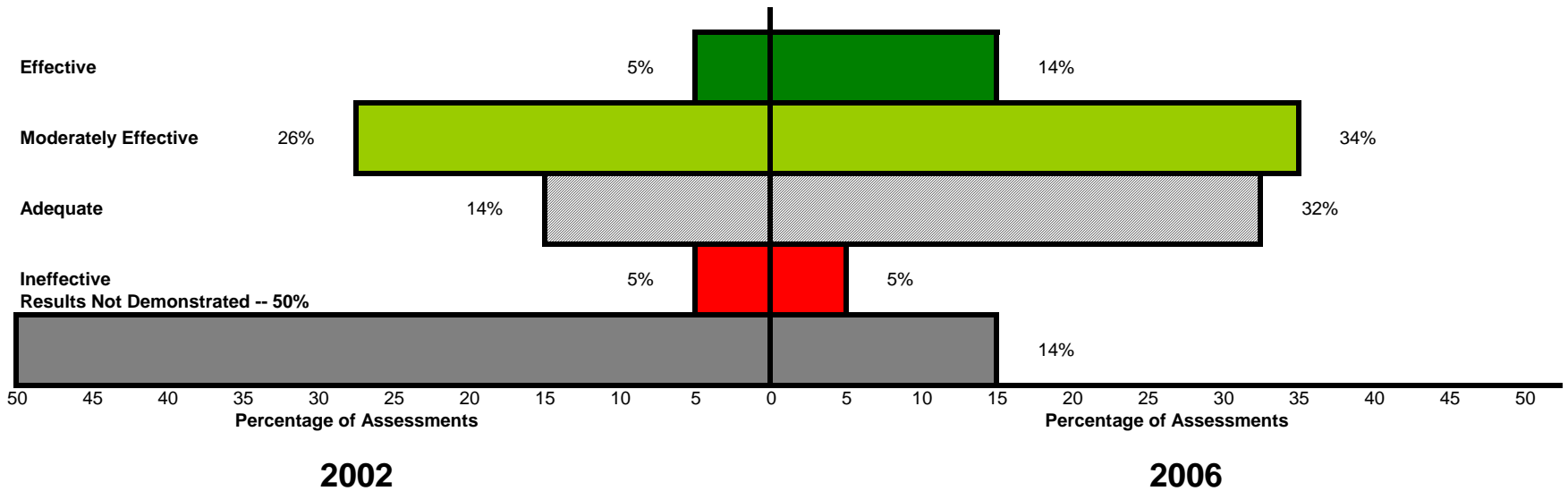- **PART strengthens and reinforces GPRA-mandated performance reporting.**

Where We Are Today
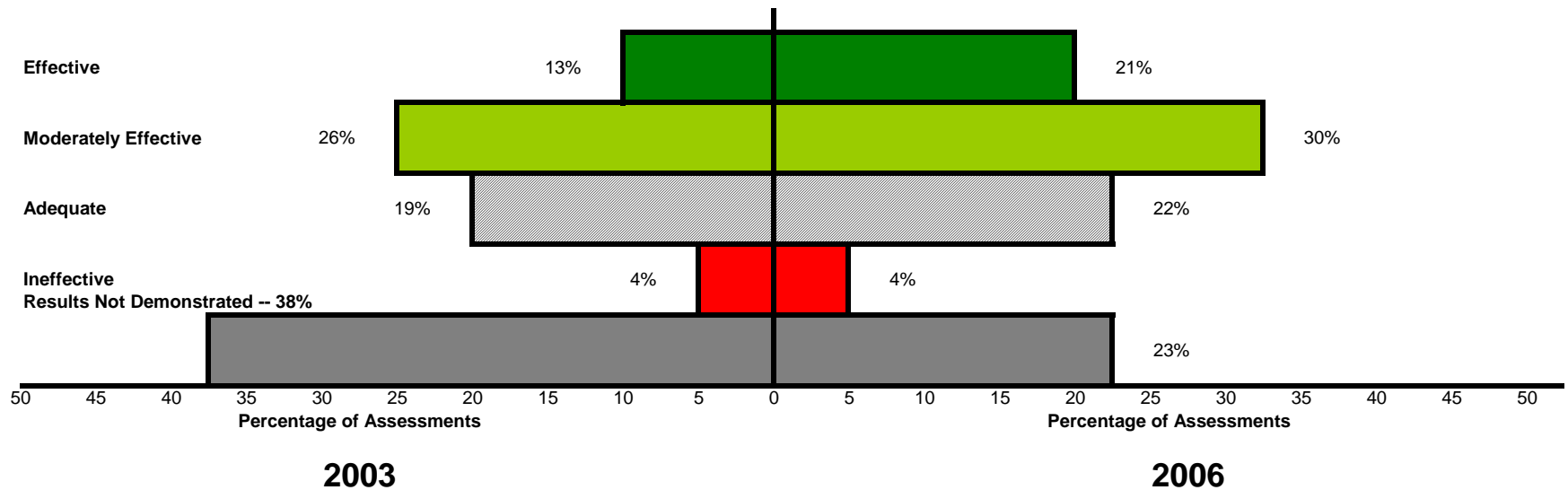## Distribution of Cumulative Ratings 2002 - 2006

Programs Improve

Distribution of 2006 PART Ratings of
Programs Initially Assessed in 2002

	2002	2006
Effective	5%	14%
Moderately Effective	26%	34%
Adequate	14%	32%
Ineffective	5%	5%
Results Not Demonstrated -- 50%		14%

Percentage of Assessments

2002   2006

Programs Improve

Distribution of 2006 PART Ratings of Programs Initially Assessed in 2003

	2003	2006
Effective	13%	21%
Moderately Effective	26%	30%
Adequate	19%	22%
Ineffective	4%	4%
Results Not Demonstrated -- 38%		23%

Percentage of Assessments

2003

2006

7

PART Scores and Ratings (p. 62)

- **Answers to questions generate scores which are weighted to tally a total score.**

- **Ratings based on total scores: Effective, Moderately Effective, Adequate, Ineffective.**

- **Results Not Demonstrated assigned to programs that do not have performance measures or data, regardless of overall score.**

How Do I Get Started? (pp. 4-7)

- **Determine the Program Type**
  - **Block/Formula Grant**
  - **Capital Assets and Service Acquisition**
  - **Competitive Grant**
  - **Credit**
  - **Direct Federal**
  - **Regulatory-based**
  - **Research & Development**

- **Flag potential issue with questions: <u>weights</u> and those <u>not applicable</u>**

How is an Assessment completed?

- **Close, cooperative OMB and Agency Staff participation.**

- **Process for completing PART questionnaire varies from agency to agency**
  - **Kick-Off**
  - **Review of Agency Draft Responses**
  - **Iterative/Collaborative Process**

- **Evidence is required for "Yes" answers**

PARTWeb is the online system used to enter PART answers and evidence, performance data, and follow-up actions.

ExpectMore.gov provides the public access to PARTs and PART Summaries.

PARTWeb generates PART Summaries for ExpectMore.gov.

PARTWeb Answers Entry Screen

PARTWeb Performance Measures Entry Screen

ExpectMore.gov

EXPECT FEDERAL PROGRAMS TO PERFORM WELL, AND BETTER EVERY YEAR.

The Federal Government is working to ensure its **programs perform well.** Here we provide you information about where we're **successful** and where we **fall short**, and in both situations, what we're doing to **improve our performance** next year.

Learn More ▶

Robert Shafer/Brand X Pictures/Getty Images

▶ Show me programs that are **PERFORMING** GO

▶ Show me programs that are **NOT PERFORMING** GO

▶ Show me programs by **NAME** or **KEYWORD** GO

Type name or keyword

▶ Show me programs by **TOPIC** GO

Select a topic

▶ Show me programs by **AGENCY** GO

Select an agency

The content on ExpectMore.gov is developed by the U.S. Office of Management and Budget and Federal agencies.

ExpectMore.gov Summary

ExpectMore.gov

EXPECT FEDERAL PROGRAMS TO PERFORM WELL, AND BETTER EVERY YEAR.

Show Me Programs

PROGRAM ASSESSMENT

PROGRAM
View Assessment Details

Early Reading First

The Early Reading First (ERF) program is designed to implement research-based early literacy programs in already existing preschool programs to enhance the early language, literacy, and prereading development of preschool-aged children.

RATING
What This Rating Means

PERFORMING
Moderately Effective

- **The program addresses a compelling need.** Studies show that a high percentage of children from low-income families attend preschools that often fail to provide the language, cognitive, and early reading instruction and activities needed. The Early Reading First program is intended to address the gaps in quality between low-income children and their peers of higher socioeconomic status.

- **The program is reaching its original performance targets.** The percentage of preschool-aged children participating in ERF programs who demonstrated age-appropriate oral language skills increased from 56 percent in 2004 to 67.9 percent in 2005.

- **The Department of Education has recently established new performance measures in the areas of significant literacy gains and program efficiency.**

IMPROVEMENT PLAN
About Improvement Plans

We are taking the following actions to improve the performance of the program:

- Collecting data for the new measures: significant gains in early literacy skills, and the cost per preschool-aged child participating in Early Reading First programs who achieves significant gains.
- Implementing a measure of kindergarten readiness by requiring entities that receive a grant for a second three-year period to collect former participants' academic achievement in kindergarten.
- Updating the recent performance data on the program's website as they become available.

LEARN MORE

- **View Similar Programs.**
- How all Federal programs are assessed.
- Learn more about Early Reading First.

ExpectMore.gov Assessment Details

ExpectMore.gov

DETAILED INFORMATION ON THE EARLY READING FIRST ASSESSMENT

- View this program's assessment summary.
- Visit ExpectMore.gov to learn more about how Federal Government programs are assessed and their plans for improvement.
- Learn more about detailed assessments.

Program Code	10003322
Program Title	Early Reading First
Department Name	Department of Education
Agency/Bureau Name	Department of Education
Program Type(s)	Competitive Grant Program
Assessment Year	2006
Assessment Rating	**Moderately Effective**

Assessment Section Scores

Section	Score
Program Purpose & Design	100%
Strategic Planning	88%
Program Management	100%
Program Results/Accountability	58%

Program Funding Level (in millions)

FY2006	$103
FY2007	$103
FY2008	$118

- Program Improvement Plans
- Program Performance Measures
- Questions/Answers (Detailed Assessment)

Program Improvement Plans

Year Began	Improvement Plan	Status	Comments
2006	Collecting data for the new measures: significant gains in early literacy skills, and the cost per preschool-aged child participating in Early Reading First programs who achieves significant gains.	Action taken, but not completed	
2006	Implementing a measure of kindergarten readiness by requiring entities that receive a grant for a second three-year period to collect former participants' academic achievement in kindergarten.	No action taken	
2006	Updating the grantee performance data on the program's website as data become available.	Action taken, but not completed	

Program Performance Measures

PART Questions

- **Grouped into four sections**

  - **I. Program Purpose and Design** (20%)

  - **II. Strategic Planning** (10%)

  - **III. Program Management** (20%)

  - **IV. Results** (50%)

Section I: Program Purpose and Design (pp. 16-22)

- **20% weight of the total PART score**

- **Clarity and relevance of program purpose**

- **Soundness of program design**

- **Addresses program's structural issues**

- **Clear design and purpose an essential for identifying performance measures**

- **Question 1.4 (Design Flaws) requires evidence to justify a "No" (p. 18)**

Section II: Strategic Planning
(pp. 23-37)

- **10% weight on the total PART score with linkages to Section IV questions**

- **Addresses program's plans and approach to achieve specific long-term goals**

- **Programs must have long-term and annual performance measures**

- **Programs must have ambitious targets**

- **Evaluation of program effectiveness and to support performance improvement**

Section III: Program Management
(pp. 38-54)

- **Addresses elements related to managing a program to achieve performance goals**
  - **Accountability of managers, performance of partners**
  - **Coordination with related programs**
  - **Financial management, improving efficiency**
  - **Addressing deficiencies**

- **To get a "Yes" on Question 3.4, programs must have procedures in place to measure and achieve efficiencies and cost effectiveness**

- **20% weight on the total PART score**

Section IV:
Program Results/Accountability
(pp. 55-61)

- **Assesses the extent to which a program is achieving its long-term and annual performance goals and efficiency goals**

- **Reporting of actual performance compared to targets (identified in Sections II and III)**

- **Effectiveness in achieving goals based on independent evaluations**

- **Comparison of performance with similar programs**

- **50% weight on the total PART score**

PART Question Linkages (p. 14)

	Q2.2	Q2.3	Q2.4	Q2.5	Q4.1	Q4.2	Q4.3
Required PART Question Linkages							
If Q2.1="no"	Must answer "no"	Must provide explanation of how annual performance goals contribute to long-term outcomes and purpose to receive a "yes"		Must answer "no" if both Q2.1="no" and Q2.3="no"	Must answer "no" if adequate outcome (or output) measures are not available		
If Q2.3="no"			Must answer "no"			Must answer "no"	
If Q2.1="yes" and Q2.2="no"					Not higher than "small extent"		
If Q2.3="yes" and Q2.4="no"						Not higher than "small extent"	
If Q.3.4="no"							Must answer "no"

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2007 PART Schedule (p. vii)

- **Agencies Complete PART Drafts by March 30th.**

- **Consistency Check and Review of Performance Measures – April 30th to May 4th.**

- **Appeals due by May 25th.**

- **Complete PART Summaries & Improvement Plans for ExpectMore.gov July 9th.**

- **Data Entry Locked on August 3rd.**

- **PARTs published on ExpectMore.gov in mid-August.**

Performance Measures (pp. 7-11)
(Questions 2.1-2.4, 4.1-4.2)

- **Outcome**

- **Output**

- **Efficiency** (In addition questions 3.4, 4.3)
  - **Outcome efficiency**
  - **Output efficiency**
  - **Input productivity**

Outcome & Output Performance Measures (pp. 7-8)

Outcomes – Events or conditions external to the program and of direct importance to the public, beneficiaries and/or customers. They relate to the program's mission, purpose and strategic goals.

Outputs – Internal program activities; products and services delivered to the public, beneficiaries.

Efficiency Measures

- **Reflect economical and effective acquisition, utilization, and management of resources to achieve program outcomes or produce program outputs.**

- **Can also reflect improved design, creation, and delivery of goods and services.**

Efficiency Measures

- **Outcome efficiency**
  - Preferred type of performance measure that captures improvement in efficiency with respect to a program's outcomes.

- **Output efficiency**
  - Performance measure that captures improvement in efficiency with respect to a program's outputs.

- **Input productivity**
  - Ratio of an outcome or output to an input.

Efficiency Measures

- PART requirements:

    - Outcome efficiency measures should consider the benefit to the customer.

    - Output efficiency measures should reflect efficient resource use rather than other changes.

    - Measures that involve a baseline, standard, or benchmark must have a history of changes.

    - Include inputs for Federal and non-Federal resources for programs that combine them.

Output Efficiency Measures Fiscal Year Comparison (Appendix D)

- **In comparisons of among time periods, output efficiency measures are only valid when the outputs intended to be produced within each time period are comparable.**

- **The PART requires an assessment of the comparability of an input productivity measure when it is used as output efficiency measures.**

Performance Goals (pp. 11-12)

- **Targets – Improved level of performance needed to achieve stated goals.**

- **The PART requires programs to have ambitious but realistic, achievable targets and timeframes for performance measures.** (also Questions 2.2, 2.4, 3.4)

- **Together, the measures, targets and timeframes establish the program's performance goals.**

Performance Goals (pp. 11-12)

$$\text{Performance Goal} = \text{Performance Measure} + \text{Ambitious Target}$$

- **Considerations for target-setting**
  - **Past performance (baseline)**
  - **Legislative changes**
  - **Funding**
  - **External factors**

Program Evaluations

- **Scope** - Examine the underlying cause and effect relationship between the program and achievement of performance targets.

- **Independence** - Performed by non-biased parties with no conflict of interest should conduct the evaluations. (TBD by agency and OMB staff.)

- **Quality**
  - **Applicability** – All programs expected to undergo some type of evaluation.
  - **Impact** – Prefer effectiveness evaluations consider a program's impact (outcome, e.g., whether the Federal intervention makes a difference).
  - **Rigor** – Provide the <u>most</u> rigorous evidence that is appropriate and feasible for that program.

Quality Program Evaluation

- **Can a program demonstrate impact?**

  - **If Yes - randomized controlled trials are generally the highest quality, unbiased evaluation to demonstrate actual impact, but only when it is appropriate and feasible to conduct such studies.**

  - **If No - a variety of quasi-experimental methods (e.g., comparison group studies) and non-experimental methods may help shed light on *how* or *why* a program is effective.**

  - **Bottom line - Evaluations must be appropriate to the type of program.**

Does It Ever End?

- **Steps after PARTs are completed**

  – **Draft summaries for ExpectMore.gov**

  – **Spring Updates in PARTWeb**

  – **Complete Improvement Plans**
    - All programs must have regardless of PART rating
    - Focus on the findings in the PART assessment
    - Implement plans and report on progress

  – **ExpectMore.gov release mid-August**

Lessons to Learn Quickly

- Share drafts, communicate frequently to plan and coordinate.

- Use clear, direct language in explanations and evidence.

- Stick to the deadlines.

- Don't take the PART personally.

- Rely on evidence, not anecdotes.

- Speed the process -- don't flood OMB with mounds of "evidence". Point out exactly where the evidence is any document.

Resources on PART

- **www.omb.gov/part**
  - **Information on process and schedule**
  - **Guidance for completing PART**
  - **PARTWeb link, user's manual**
  - **Supporting materials**

- **www.ExpectMore.gov**

PROGRAM ASSESSMENT RATING TOOL

Questions and Answers