

ATTACHMENT 2: INSTRUCTIONS: PDS PERFORMANCE MONITORING PLAN (PMP)

Overview:

The Performance Monitoring Plan (PMP) is a program management tool designed to measure progress towards the goals and objectives identified in the Notice of Funding Opportunity (NOFO). The PMP also clarifies how and when the grantee will collect data on indicators, the resources they intend to use for both program implementation and Monitoring and Evaluation (M&E). Please see page 3 for key terms and concepts.

PDS recognizes that this document is likely to change over the life of the project, and as such, it will be a work-in-progress. Please be as detailed as possible when filling out the PMP.

If your proposal is accepted, this PMP must be approved by a United States Government M&E Specialist prior to finalizing your grants package.

Recommendation: Keep your PMPs transparent, concise and as simple as possible.

The following instructions are meant as a resource for grantees. This document supports grantees when filling in their PMP template (Attachment 1). However, this document can also be used as a resource to complete similar PMP or M&E Plan templates specific to your organization, and/or, upon receiving an award, as a reference sheet throughout the duration of your program. This guidance document is not meant to be included in your application, but rather used as a resource. Please maintain this for your internal records.

Filling out the Performance Monitoring Plan (PMP):

1. **M&E Narrative:** The narrative should provide a big picture overview of how the applicant plans to monitor and evaluate performance and outcomes (results) of the proposed project.

Describe how you plan to monitor and evaluate performance and outcomes (results) of the proposed project: The narrative should demonstrate the organization's capacity to implement the PMP proposed and answer the following (limit one page):

1. *Describe your organization's capacity to implement the PMP proposed. Which individuals will be responsible for overseeing M&E activities? Briefly note their qualifications and experience. How much of the program's budget will be allocated towards M&E expenditures?*

2. *What does progress look like for this project and how will you know progress when you see it? What will you observe and measure to know change is happening (e.g. increase in awareness, change in behavior, attitudes, skills)?*
3. *What tools and methods will you use to observe and measure the change you note above (e.g. focus groups, online vs in-person surveys, social media engagement)?*

2. M&E PMP Datasheet:

- a. **Problem Statement and Objectives:** The Goal, Audience, Problem Statement, and Objectives should be identical to the narrative in your proposal. Continuity across all documents is critical.
- b. **Activity:** Activities should be the same as those activities discussed in your proposal. If using the **PMP Datasheet** from the PMP Template (Attachment 1), only include one activity per box, aligning the activity with your outcome and output indicators. Note that the data sheet can be scaled up or down to meet the scope and timeline of the grant.
- c. **Outcome/Output Indicator Description:** Once the program’s goals and objectives are defined, develop indicators for tracking progress towards achieving those goals. An indicator “indicates” process or change of a process/output or outcome. An **output** indicator is typically a simple count: # of hours, trainings, students, social media shares or likes, etc. These indicators are used as a basic accounting of what has happened. An **outcome** indicator shows change or progress towards objectives over time and can be both qualitative or quantitative. These indicators typically include percentage change (in understanding, perception, capacity, either increase or decrease), milestones, etc. **SEE A NOTE ON INDICATORS REFERENCE BELOW**
- d. **Data Collection Method:** Data Collection Methods vary. After creating monitoring indicators, decide on methods for gathering data and how often data will be recorded to track indicators. There are several online resources on how to conduct data collection. Please see Useful Resources for Gathering Data at the end of this document. Some common data collection methods include:

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|-----------------------------------|---------------------------------------|
| ● Surveys | ● Basic counts |
| ● Key Informant Interviews | ● Case studies |
| ● Baseline/2 nd Survey | ● Stakeholder meetings |
| ● Polling | ● Field observation visits |
| ● Community interviews | ● Organizational Capacity Assessments |
| ● Focus Groups | ● Document/Film/Image review |
| ● Pre/Post Test designs | ● Most Significant Change |
| ● Social Media Analysis | ● Mobile/Technology Solutions |
| ● Count of likes, shares, etc. | ● Sentiment Analysis. |
| | ● Social Network Analysis |

e. Targets/Actuals:

Target: The desired value for an indicator, expressed as a measurable value. These should be identified in your proposal. Some NOFOs may request specific targets, and these should be included in your plan.

- Example 1: 75% increase from pre-test to post-test.
- Example 2: 65% of respondents agree more work is needed to ease tensions.
- Example 3: 10 workshops will be conducted.

Actual: This column is for reporting what occurred or what was completed. These will be recorded over the life of the project on a quarterly basis.

- Example 1: Post-test surveys indicated a 120% increase.
- Example 2: 60% of respondents agreed more work is needed to ease tensions.
- Example 3: 10 workshops were conducted.

f. **Total target achieved** refers to the cumulative completed value of each indicator. It must be updated with each quarterly report.

g. **Percent of target achieved** is calculated by dividing the total achieved by the total target. This must be calculated on a quarterly basis.

h. The PMP must be updated and submitted with the required narrative reporting schedule. For most awards, the requirement is Quarterly reporting. Input the Quarter of first reporting and the month range. If your program spans more than four quarters, consider using the Excel version of the PMP to ensure legibility and preserve formatting.

Key Terms	
Evaluation	Evaluation is the process of determining the merit, worth or value of an activity, policy or program. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.
Monitoring	Monitoring refers to the regular process of collecting data to determine what is working, not working, why, and what needs to be adjusted. This information is used to determine the program’s overall success.
Theory of Change	A logical explanation of how an action or result will lead to a specific change in a particular place, time, and context. A Theory of Change allows you to specify your project’s goals, outcomes, and outputs to show how they link and contribute to each stage in a logical manner. It promotes critical thinking and learning, and identifies assumptions about how change happens. A theory of change can also be based on the following construction: “if x (action/intervention), then y (result of an action).”
Goal	A goal refers to the overall aim of the project, sometimes referred to as the “most significant change.” A goal is written as a clearly stated and achievable result. Additionally, goals tend to be lofty in nature and are not resource-dependent. Many

	projects can contribute to the same goal. The goal is listed in the NOFO and should be copied and pasted into the PMP.
Objective	An objective describes a change a project, program or organization wants to achieve or contribute to. Objectives can be understood as the pre-requisite changes that are necessary to achieving the broader and most significant change (goal). They are written as a statement of what the project aims to achieve. Objectives should be concrete, time-bound, and measurable. Follow SMART criteria (see below). Objectives are written in the NOFO and should be copied and pasted into the PMP. If appropriate, applicants can write their own objectives and write them into the PMP.
Outcome	Outcomes refer to the measurable results of an activity. They express the levels of performance or achievement due to the activity or service provided. They often describe who changed (the people being trained), what changed (the knowledge, attitudes or skills), and by how much. (Ex. After a job-skills training, 80% of program participants report using the skills they learned in three months after their course ended.) Outcomes may be short-term or long-term, and are often expressed by a percentage change.
Output	Outputs are the products, goods, and deliverables which result from activities. Outputs are not changes and are often expressed quantitatively. (Ex: # of workshops, training hours, # pamphlets, # social media groups/posts, etc.)
Activity	The actions conducted (training, workshops, screenings, campaigns, etc.) to achieve objectives and contribute to the goal.
Indicator	Indicators are signals of change and are used to observe progress and measure actual results compared to expected results (targets). Indicators answer the “how” or “whether” a project is making progress toward objectives. Indicators are expressed quantitatively, should be objective, and measurable (Ex. numeric value, percentages, indices). Indicators should be SMART (see “A Note on Creating Indicators” below). Some indicators may be written in the NOFO; if so, they should be copied and pasted into the PMP.
Target	A target is the desired value for an indicator, expressed as a measurable value. Targets should be identified with the proposal and reflect what should be achieved over the life of the project. Targets will be compared against actual results. A target is defined for each indicator as part of the M&E PMP. Some targets may be written in the NOFO; if so, they should be copied and pasted into the PMP. Related terms: Benchmark, Milestone.
Method	A method is used to collect evidence to show progress towards PMP targets. Methods, sometimes called tools, are the data collection processes used to track indicators. Some example methods are focus groups, online vs in-person surveys, and social media engagement.

A Note on Creating a Theory of Change

Theories of change or logic frameworks are useful models that help organizations with strategic planning of a program or project. They are useful in logically thinking through and describing why a particular intervention activity will be effective and achieve the intended impact by addressing one's beliefs and assumptions about how a change will occur. A Theory of Change can be represented as a diagram (preferred), or as a narrative.

Diagram:

A Theory of Change diagram displays a causal model between what a program intends to do and the results it hopes to accomplish. Examples can be found within the Resources section at the end of this document.

1. **Goal:** A goal is written as a clearly stated and achievable result. Goals tend to be lofty in nature and are not resource-dependent. Many projects can contribute to the same goal. The goal is listed in the NOFO and should be copied and pasted into the PMP.
2. **Objectives:** The main objective(s) of the program is the starting point for your theory of change, from which everything else flows. This is the long-term change the program seeks to address. (ex. "Reduce youth unemployment through skills training")
3. **Outcomes:** Next, work backward from your objectives to think about the next level of changes that need to happen in order to achieve the set objectives. These can be thought of as the necessary pre-conditions that need to happen before creating change at the long-term level. This is a key and important part of the process, as too often, organizations jump from their goals to the activities without thinking through the changes that need to happen in between. Outcomes can be proposed in the short term, or the medium term. (Ex. "increase job-specific skills and experience"; "increase motivation to work")
4. **Outputs:** What outputs (products, services, facilities) will help you bring about the outcomes you have identified? Outputs should include a target number of direct products and deliverables. (Ex. Number of program participants trained in a skill).
5. **Activities:** What types of activities will help you reach the goal and associated objectives? Consider each short and medium-term outcomes is linked to proposed activities. (Ex. Workshops focused on skill development)

Narrative Form:

As you develop your Theory of Change, it is useful to develop a comprehensive description of your conception of how the program seeks to meet its objectives. Key elements of a Narrative Theory of Change include:

- A clear conceptualization of outcomes and how to get there (specific and realistic):
 - o "If X, then Y"
 - X is the action or intervention
 - Y is the result of that action

- Example: **If** young people increase job-specific abilities, **then** their employability will increase, resulting in higher youth employment rates.

A Note on Outputs vs Outcomes

Outputs and outcomes are terms that are used to describe change at various levels from the delivery of goods and services to long-term sustainable change in people’s lives. To achieve desired long-term changes, there are several steps between an organization’s activities and the desired change or impact. While outputs are the direct products of program activities, outcomes measure the effectiveness of an intervention. The table below distinguishes the difference between outputs and outcomes.

	Outputs	Outcomes
Measures	Direct products of program activities (a.k.a. deliverables)	Effectiveness of an intervention (progress towards goal and objectives)
Questions to ask	<ul style="list-style-type: none"> - How many people participated? - How many workshops were held? - How many pamphlets were distributed? - How many participants were trained in a particular skill? 	<ul style="list-style-type: none"> - What has changed in the lives of individuals, families, organizations, or the community as a result of this program? - Has this program made a difference in a participant’s comprehension / behavior / attitude / skill etc.? - How are the lives of program participants better as a result of the program?
Examples	<p># of youth trained in urban business development</p> <p># of participants accepted into a program</p> <p># of youth participants that visited cultural heritage site</p>	<p>% increase in opportunities for underprivileged youth to maintain viable and successful opportunities</p> <p>% increase in positive perceptions of US – host-country exchange programs</p> <p>Increased awareness of own’s traditions and cultural heritage</p>

Following is a PMP with example outcomes and outputs of common PDS programs that can be used as a guiding document.

Objective 1: Improve English language proficiency of journalists to communicate with export oriented business professionals						
Activity	Indicator	Data Collection	Year 1			
			Q1: Oct - Dec 2021		Q2: Jan - Mar 2022	
			Target	Actual	Target	Actual
English training courses for journalists	Outcome 1.1: Percentage of program participants who report using English in interviews three months after course.	Survey	0	0	50%	60%
	Output 1.1.1: 5 course module entitled "Introduction to reporting in English".	Activity reports	5	5	0	0
	Output 1.1.2: Number of published articles in English	Publication submissions	0	0	3	5
	Output 1.1.3: Number of program participants for "Introduction to reporting in English" module	Attendance sheets	20	18	0	0
Objective 1: Integrate cultural preservation into programs that develop and improve conditions for local communities.						
Local artisans are trained in preservation techniques	Outcome 1.1: Participants report increased income 3-6 months after training	Survey	0	0	30%	25%
	Output 1.1.1: # of participants trained on use of online digital resources to promote artisans' businesses	Track number of participants	50	16	50	84
	Outcome 1.1.2: # of courses on accounting and digital marketing	Activity reports	8	8	8	8
Objective 1: Provide youth with a platform to engage in open discussion, develop critical skills, engage in creative and innovative projects, and build						
Invite speaker(s) who have spent time in the US to share their experiences and create a pool of mentors for future leaders.	Outcome 1.1: Participants report an increased awareness on US culture, policies, and innovations.	Pre and post perception surveys	60%	75%	60%	60%
	Output 1.1.1: At least one American Speaker program a month by each corner, after the Consulate's approval.	Activity reports	12	10	9	9

A Note on Creating Indicators

Once a program's goals and objectives are defined, it is time to define and develop **indicators** to track progress towards those goals. Indicators are a signal of change that contains qualitative or quantitative information. Indicators can measure process (i.e., are activities being implemented as planned?), and can also measure outcomes (i.e., have program activities made a difference?) Indicators should be specific, measurable, achievable, relevant, and time-bound (SMART):

- **Specific:** Clearly defined, non-subjective, and defines exactly what needs to change
- **Measurable:** Change can be demonstrated, and is quantifiable using available tools and methods.
- **Achievable:** Fits within capacity, budget and other resources.
- **Relevant:** Tied to intended outputs and outcomes.
- **Time-Bound:** Start and end point clearly defined.

Indicators should include the following:

- What is being measured (Ex. awareness or perceptions on x)
- Unit of measurement (Ex. number of program participants)
- Pre-program status, where applicable (Ex. number of program participants with awareness on x)
- Direction and magnitude of intended change (Ex. increase from 53 to 94)

Some examples of output indicators are:

- Number of trainings held on media literacy

- Number of outreach activities conducted at youth-friendly locations
- Number of pamphlets distributed at youth-friendly locations
- Percent of youth trained in media literacy techniques
- Percent of youth reached with social media posts on media literacy

Some examples of outcome indicators are:

- Percent of youth posting about media literacy awareness on their social media pages
- Number and percent of trained leaders offering training services to other youth in the community
- Number and percent of social media users that publicly comment and refute questionable social media posts

Useful Resources for Gathering Data:

Advancing Partners & Communities, USAID, JSI, and FHI 360, *Organizational Capacity Assessment (OCA) Tool*. [<https://www.advancingpartners.org/resources/organizational-capacity-assessment-oca-tool>].

BetterEvaluation, *Data Collection Methods*.

[https://www.betterevaluation.org/en/resources/guides/collect_retrieve_data/collection_methods].

BetterEvaluation, *Most Significant Change Approach*.

[https://www.betterevaluation.org/en/plan/approach/most_significant_change].

USAID, *Data Sources and Collection Methods*. [<https://www.usaid.gov/project-starter/program-cycle/pmp/performance-indicator-elements/data-sources-and-collection-methods>].

USAID Learning Lab, *Data Collection Methods and Tools for Performance Monitoring*.

[<https://usaidlearninglab.org/resources/data-collection-methods-and-tools-performance-monitoring>].

USAID Learning Lab, *Stakeholder and Social Network Analysis Guidance Note*.

[<https://usaidlearninglab.org/resources/stakeholder-and-social-network-analysis-guidance-note>].

Useful Resources for Understanding M&E Concepts:

Creating Your Theory of Change, NPC's practical guide. [[https://www.bl.uk/collection-items/creating-your-theory-of-change-npcs-practical-guide#:~:text=A%20theory%20of%20change%20is,to%20do%20\(your%20activities\)](https://www.bl.uk/collection-items/creating-your-theory-of-change-npcs-practical-guide#:~:text=A%20theory%20of%20change%20is,to%20do%20(your%20activities))].

Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs, Search for Common Ground. [<https://www.sfcg.org/Documents/manualpart1.pdf>].

Practical Approaches to Theories of Change in Conflict, Security & Justice Programmes. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/304613/Practical-approaches-theories-change-conflict-security-justice-prog.pdf].

Mercy Corps, Evaluation and Assessment of Poverty and Conflict Interventions, Conflict and Economics: Lessons Learned on Measuring Impact, "Guidelines for Developing Indicators from Theories of Change" [see page 10]. [<https://www.dmeforpeace.org/resource/evaluation-and-assessment-of-poverty-and-conflict-interventions-conflict-economics-lessons-learned-on-measuring-impact/>].

UN AIDS, Monitoring and Evaluation Fundamentals, *An Introduction to Indicators*.

[https://www.unaids.org/sites/default/files/sub_landing/files/8_2-Intro-to-IndicatorsFMEF.pdf].