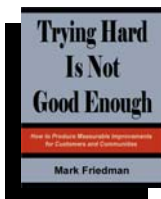


ACHIEVING SUCCESS WITH THE PEOPLE WE SERVE
USING RESULTS BASED ACCOUNTABILITY

Resource Materials on Results Based Accountability

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Mark Friedman's Website: <http://www.resultsaccountability.com/>

A Primer on Results Based Accountability (RBA)

What is RBA?

Results Based Accountability is a focused way of thinking and taking action that starts with the ends (defining the change you want to make) and works backwards to the means (developing powerful strategies to bring about the change).

Why use RBA?

- + Draws residents & partners together on what they care about - better results for children & families
- + Provides a common language & approach that appeals to all
- + Makes the “silo” way of working obsolete because residents & partners align their actions
- + Uses data to inform decisions vs. the politics of the day
- + Uses what works vs. favorite programs to achieve results
- + Shares accountability across stakeholders for better results
- + Tracks progress regularly by using data to course correct or to accelerate the work

1. POPULATION

RBA consists of Population & Performance Accountability

Whole Populations

EX: Children, Families

+

Result

Quality of Life Change

EX: Children are Healthy & Prepared to Succeed in School

+

Place

Community, City, or County

EX: Payson Neighborhood

+

Indicator

Quantifies the Result

EX: 72% 3rd graders reading proficiently

+

Strategies

What works to change the indicator

Reading Success Campaign

+

Customer Group

1st, 2nd, & 3rd grade students

+

Performance Measures

(How Much, How Well, Better Off)

+ 6 schools participating

+ 100% of students have reading plan

+ 30% increase in reading scores

2. PERFORMANCE



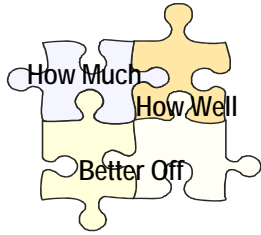
The Language of Results Based Accountability

Term	Definitions and Examples
Result	Quality of life condition for a whole population of individuals, children, or families in a place or for a place itself. <i>All families in New Haven have increased assets. New Haven is a safe community to raise children.</i>
Indicator	A measure that quantifies the achievement of the result (a percent, ratio or rate) based on the population named in the result. <i>60% of eligible families in New Haven file for EITC.</i>
Trend Line Data (aka Baseline)	A multi-year picture of data displaying the past, the present and a forecast of the future of where the trend is headed if no changes are made. The time period of the can days, weeks, months, quarters, or years
Base Period Data	The first time period for which data is available data <i>e.g. 2005.</i>
Story Behind the Data	The “story” behind the data is actually many “stories.” It is the set of factors that contribute to the trend line getting better, staying the same or getting worse. These factors are the basis to develop strategies. <i>One factor in the 20% increase last year in EITC filings was the door knocking campaign run by the Faith Coalition.</i>
Close the Disparity or Gap Data	Data that shows the disparity between specific populations based on race, ethnicity, or income levels or other factors in a geographic place (neighborhood) or in a specific program, agency or system. <i>80% of eligible residents in New Haven filed EITC. 40% of eligible African American residents filed.</i>
Target Indicator	The amount or degree of change sought in the indicator in a specific time period. <i>75% eligible families file for EITC in 2009</i>
Strategy “What Works”	The <i>overarching</i> approach (a set of coherent actions) that has the power to reach the indicator targets. Strategies are the means, method or “the how.” Strategies can impact more than one than one indicator. <i>Conduct a media campaign with AARP to public EITC.</i>
Performance Measure	A measure of how a program, agency, or system is working (also actions to implement a strategy). There are three types of measures: 1. <i>Activity</i> : how much, <i># served/activities</i> 2. <i>Quality</i> : how well was it done (%), <i>% of filers from the neighborhood</i> 3. <i>Impact</i> : how many (<i>#/%</i>) are better off (changes behaviors knowledge/skills, attitudes, circumstances). <i>% of EITC filers who opened a savings account</i>
Performance Measure Target	The amount or degree of change sought in the performance measure over a specific time period.



The 7 Performance Accountability Questions

1. Who are our customers? For which program?
2. How do we measure if we are **making a difference**? (*customers are better off*)
3. How do we measure if we are delivering our **services well**? (*quality measures*)
4. What is the **data** telling us about how we are doing on the measures?
 - ▣ Is the trend line better, worse or the same? For all customer groups especially when disparities exist related to race, ethnicity, income, gender or geography?
 - ▣ Which factors are pushing down (⌇) or pushing up (⌈) the trend line? Why are these factors?
5. Which **partners** are needed to change the trend line?
6. What **actions are powerful enough** to address the factors? What works based on evidence, best practice, or our experience?
7. What actions are we going to take as a group?



Performance Measures -The Fundamentals

Performance Measures answer three questions related to the effort made and the effect that the effort produced. .

- 1. How much did we do? (Effort)*
- 2. How well did we do it? (Effort)*
- 3. What difference did we make for people? Who is better off? (Effect)*



1: How much did we do? *Quantity of effort*

- # of individuals served
- # of sessions held, activities conducted etc.



2: How well did we perform? *(Quality of the effort)*

Timeliness: % of response for assistance made within 24 hours
Attendance: % of parents completing jobs class
Satisfaction: % of customers satisfied with how they were treated
Costs per unit: \$400 per session held
Standards: child to teacher ratio in reading readiness class
Shortcut TASCS



3 What difference did we make? Who is better off? *(Quantity & Quality of Effect)*

Behaviors change: #/% of new hires who report to work on-time
Attitudes shift: #/% of parents who support universal Pre-Kindergarten
Circumstances change: #/% of residents with jobs with paid benefits
Knowledge increases: #/% of children assessed ready to enter kindergarten
Skills (new or increased): #/% of residents who can facilitate a group

Targets in what ways are people better off because of the program, service, or strategy. Shortcut BACKS

Performance Measures Visual

What We Did	O U R E F F O R T S	How Well We Did
Quantity # of customers # of activities		Quality % Timely activities % Attending % Satisfied customers Costs per unit % Standards met
What Difference We Made		
By the #s # Behavior # Attitude # Circumstances # Knowledge # Skills	O U R E F F E C T S	By % of the Whole % Behavior % Attitude % Circumstances % Knowledge % Skills

<u>Performance Measures Rank Differently</u>	
Least Important What We Did <i>Quantity of effort</i>	2nd Most Important How Well <i>Quality of effort</i>
3rd Most Important # Better Off <i>Gives only numbers</i>	<u>Most Important</u> % Better Off <i>Gives the portion of the whole</i>



Testing Your Performance Measures – A Checklist

Once you have your desired set of Performance Measures you can use the checklist to walk each measure through the set of questions below.

Performance Measure: _____

Yes	No	?	Meeting the Test
			Does it meet the definition of a performance measure - how much, how well, better off
			Does it measure only one thing? (one action or group served)
			Is it clear and readily understood by all vs. wordy and cumbersome?
			Is the measure stated using a number, percent, rate or ratio?
			Is the measure important to our customers?
			Is the measure important to the program or the organization?
			Is the data for the measure readily available to collect regularly and frequently (Or can it be produced easily?)
			Can the data be accessed easily by those who need to use it?



If you answered yes to all seven questions - Congratulations!

If you answered no or ? to any of the questions - What is needed to get to yes?

For example for #6 if the data is not currently available could you start to collect the data by adding a question to the survey we already use or by asking for a show of hands with groups at gatherings or meetings to ask whether services are better, worse or the same? Be creative on ways to collect data easily.



Developing Performance Measures – *What Works*

Quality Measures

- ▣ Be clear about what you want to measure e.g. the ways in which your customers would be better off if you are effective.
- ▣ Identify the measures for which you currently have data.
- ▣ Agree upon what you want the performance measure to tell you and what is important to your customers and to the program or organization itself.
- ▣ Keep it simple versus complicated.
- ▣ Measure only *one* thing with each performance measure versus multiple things e.g. the number of people who participated and completed the program.

Selecting Priority Measures

- ▣ *Fewer are better.* Avoid the laundry list of performance measures. Agree upon a small set of priority performance measures (with a bias for Better Off). Ask yourselves “If we had to report only on one of these measures which one would say the most about our program?”
- ▣ Make your “wish list” of performance measures. These can be your agenda for Data Development Agenda.

Opportunities

- ▣ Look for ways to consolidate performance measures across multiple programs e.g. all programs collect the same performance measure data on training sessions.

Look for ways of measuring the sustaining power of your program e.g. individuals retaining their employment six months (overtime) vs. the point-in-time at the end of the program