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WHAT'S NEW
in the
10th Anniversary Edition of *Trying Hard Is Not Good Enough*

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Trying Hard Is Not Good Enough

This is a compilation of changes in the 2015 10th Anniversary Edition of *Trying Hard Is Not Good Enough.* For those of you with the 2005 or 2009 editions, it will help you see changes without having to buy the new book. It will also help those who have the new book find the significant changes from earlier editions.

It is organized by the pagination in the 2009 edition, with 2015 pagination in parentheses. Where a change occurs in the middle of a paragraph, the first words of that paragraph are shown to help you locate the change on the page. Everything, except the new Preface and the new *Tool for Choosing a Common Language*, is shown in Track Changes, so you can see exactly what has changed

Since the 2015 edition is eight pages longer than 2009, the page references for any given section will sometimes be different. There are generally no pagination differences between the two editions through page 50. After that pagination changes increase to a maximum of six pages by the end of the book.

As you will see from reading through the changes, all three editions of the book (2005, 2009 and 2015) are substantially the same and can be used concurrently. There is **no** change in the basic message and structure of RBA. And therefore, **there is no need to replace older copies unless you want to.** The 2009 edition will continue to be sold on amazon.com.

I hope this is helpful. Let me know if you have any questions.

- Mark

Changes throughout the book

- References to the framework are changed from "Results Accountability" to "Results-Based Accountability" (RBA) and, in some places, "Outcomes-Based Accountability" (OBA)

- Population and Performance Accountability are capitalized.

New Preface, page v.

Preface to the 10th Anniversary Edition

It is hard to believe that 10 years have passed since the release of "Trying Hard Is Not Good Enough." So much amazing work has happened since then. So many new friends. So many new places that have success stories to tell, including extraordinary work in North America, Europe, Australia, New Zealand, and most recently China, South Africa, and Zimbabwe.. Plus, there are new resources and tools including recent publications by leading practitioners and the Results Scorecard software developed by the Results Leadership Group.

Some people have urged me to overhaul the book and incorporate the best examples from this new work, but I have not done that. The purpose of this book was never to summarize the state of RBA application, but rather to teach a set of ideas to people who might wish to use them. There are other ways to learn about how RBA is currently being used, including on-line resources like the RBA websites and the RBA Facebook group. What I have done instead is add a scattering of new insights, provide more complete advice about how to run and debrief the crucial Turn the Curve and other exercises, and update references to include new publications since the book's release in 2005. And I have tried to fix things that needed fixing, in most cases a changed word or phrase, a better example or the correction of minor mistakes. (A complete list of changes can be found on resultsaccountability.com/publications.) It is important to understand that there is no change in the basic message and structure of RBA and this book can be used concurrently with earlier editions.

I want to mention just a few of the lessons learned from another 10 years of work. Other lessons will be addressed in the soon-to-be-released RBA Companion Reader. The first is about language. I have become convinced that the lack of language discipline is the biggest problem standing in the way of effective partnerships. This book includes a new and improved "Tool for Choosing a Common Language" which can help individuals and organizations reach agreement on how to talk about the ten basic ideas at the core of RBA. If we could just agree on labels for these ten ideas, we could achieve new and better ways of working together across agencies and across communities.

The other lesson has to do with persistence. Progress does not come in neat forward steps. I truly believe in the power of this work to make people more effective and to liberate them from the useless processes that encumber so many of our society's most important institutions. But there are forces working against us: entrenched older practices, organizational inertia, and fear of change. It is not easy to change the way people think and the way organizations work. It takes time and energy. It takes a willingness to take risks. The good news is that, in spite of some setbacks, there is great progress to show.

Finally there are so many people to thank....all of you who have worked so hard, often without recognition, to make a difference in the lives of the people of your communities. There is simply not space to list the names of all those who have achieved great things with RBA in the past 10 years. I know who you are. I will do what I can to highlight your work. Thank you for your inspiring contributions to the well being of children, adults, families and communities around the world!

I sincerely hope that you will find RBA helpful, that you will share what you learn, and that the worldwide community will continue to grow and connect. I look forward to hearing from you.

All best wishes........ Mark, Santa Fe, September, 2015

Introduction page 5. (AE p. 5.)

After teaching......We did a lot of things right and made our share ~~a lot~~ of mistakes.

Chapter 1: Where RBA Thinking Has Worked p. 15. (AE p. 15.)

The thinking process...... Three of the stories are ~~We'll start with~~ examples of where people used ~~Results Accountability~~RBA methods without calling it that (Mothers Against Drunk Driving, Tillamook and Boston). These are stories that helped shape the original development of RBA. The other four more recent stories in Vermont, North Lincolnshire, Montgomery County and Santa Cruz,~~, and go on to more recent stories~~ show where people deliberately applied the methods in this book.

Chapter 2 p. 20. (AE p. 20.)

a. ____ Safe community
b. ____ Crime rate
c. ____ Average police department response time
d. ____ Installation of new street lights to make people feel safer
e. ____ Healthy people~~A community without graffiti~~
f. ____ Rate of deaths from heart disease~~Percent of surveyed buildings without graffiti~~
g. ____ People have living wage jobs and income
h. ____ Percent of people who have living wage jobs and income
i. ____ Recruit industries that pay living wages.

Chapter 2 p. 22. (AE p. 22.)

If you cannot.........Over time, people may realize that this is an inefficient way to work and might be willing to move toward a using a common language. It is sometimes effective to have a small committee make recommendations about common language that the whole organization can then adopt.

Chapter 2 p. 22. (AE p. 22.)

The change in this figure corrects a troublesome misinterpretation of the original. In the original version the Performance bracket enclosed Strategies and Performance measures. This suggested that the success of strategies could be measured by performance measures. This is **completely wrong**. Performance measures are used to tell if a **program** is working. We judge whether strategies are working by whether the **indicator** curves are turning. This matter is addressed in an essay in Chapter 2 of the RBA companion reader: "How to measure the success of population level strategies or initiatives."

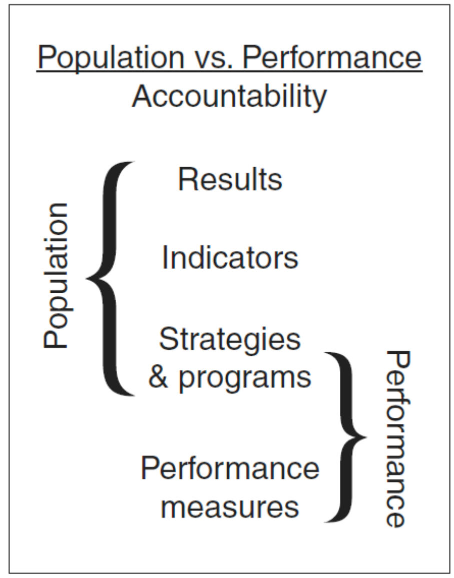

Figure 2.6

Chapter 2 p. 24. (AE p. 24.)

Program: The Peace Corps
Performance Measures: Percent of countries accepting / requesting volunteers, percent of volunteers who complete the program, percent of volunteers who extend their service.~~.~~

Chapter 2 p. 30. (AE p. 30.)

If you ever get to London, take some time to visit the Churchill War Rooms. It's a fascinating place, an underground warren of little rooms across from St. James's Park where Churchill and his generals ran their part of World War II.

,

Chapter 3 p. 40. (AE p. 40.)

Experience.........about whether they feel safe going to school, or whether they are worried about bullying~~.~~ We might observe if kids are wearing bike helmets as they ride around the neighborhood. (Research shows that failure to wear a bike helmet is the single leading cause of serious head injuries for children.)

Chapter 3 p. 42. (AE p. 42.)

Partners.......It is important to press for consideration of non-traditional partners. When working on children succeeding in school, consider the children themselves as partners, and partners outside the education system,

Chapter 3 p. 51. (AE p. 51.)

The example of Vermont results comes from Act 186, passed in 2014. This is one of the few updates of this kind in the book. Act 186 was groundbreaking legislation that placed RBA principles into state law. You can read more about this in the RBA Companion Reader, Chapter 1.

Examples of Results		
Georgia	**Placer County, California**[51]	**Vermont** (First tier outcomes from Act 186)
1. Healthy chidlren 2. Children ready for school 3. Children succeeding in school 4. Strong families 5. Self-sufficient families	1. Safe 2. Healthy 3. At home 4. In School 5. Out of trouble	1. Vermont has a prosperous economy. 2. Vermonters are healthy. 3. Vermont's environment is clean and sustainable. 4. Vermont's communities are safe and supportive. 5. Vermont's families are safe, nurturing, stable, and supported. 6. Vermont's children and young people achieve their potential 7. Vermont's elders and people with disabilities and people with mental conditions live with dignity and independence in settings they prefer. 8. Vermont has open, effective, and inclusive government at the State and local levels.

Figure 3.4

Chapter 3 p. 52. (AE p. 53.)

Modern and Responsive.........that addresses the performance of the people's government and its programs. This can be illustrated by the difference between two questions: "How is the city doing?" vs. "How is the city government doing?"

Chapter 3 p. 56. (AE p. 57.)

This is not a process..........
Note that there is a newer shortcut version of this rating system that is easier to use than the H-M-L method described above. After brainstorming possible measures, circle the ones for which you have good data (Data power). Then ask, "If you could use only three of these measures in the public square, which would be your first, second and third choices?" This question combines Communication power and Proxy power into a single step, and yields headline and secondary measures. Then ask, "Of the ones for which you do not have data, which would be the first, second and third ones you would buy?" This yields the Data Development Agenda. (See Appendix G for more information on this method.)

Chapter 3 p. 62. (AE p. 63.)

Vermont established.......Each of the regional partnerships had~~s~~ a similar process to track indicator data, organize partners and take action. This state-local partnership laid the groundwork for a later executive branch - legislative branch - nonprofit partnership. which came together around the need for common language and common accountability methods. Act 186 placed an amended set of outcomes into state law and incorporated an RBA approach to accountability at both the population and performance levels. Over the years, Vermont has produced~~ere have been~~ significant improvements in many of the state's indicators, with ~~. The state and regional partnerships have~~ many Turn the Curve stories to tell. Here is one of them.

Chapter 4 p. 69. (AE p. 70.)

...cases, these measures are for people in the health plan or practice, not the whole community. Rates of preventable disease in the whole community is Population Accountability. Measures in the lower quadrants also include the number and percent of children in the practice who are fully immunized?[70]

Chapter 4 p. 69. (AE p. 70.)

This change corrects a possible misinterpretation of the original upper right quadrant example. The previous example was "Percent of patients treated in less than an hour." This sounds like the actual treatment was less than an hour, when what was intended was the time spent in the waiting room. In most offices, average time in the waiting room and variations on this measure are easily obtainable from the sign-in logs at the front desk.

Health Plan or Practice

Number of patients treated	Average time in the waiting room
Incidence of preventable disease (in practice)	Rate of preventable disease (in practice)

Figure 4.4

Chapter 4 p. 69. (AE p. 70.)

This change corrects an error. The original showed the lower quadrant measures as the "# and Rate of fire related deaths (in catchment area)" These measures are almost always population indicators and should not be used as performance measure examples. The new example is clearly a measure of fire department's performance and is widely used by fire departments: "the number and percent of fires kept to the room of origin."

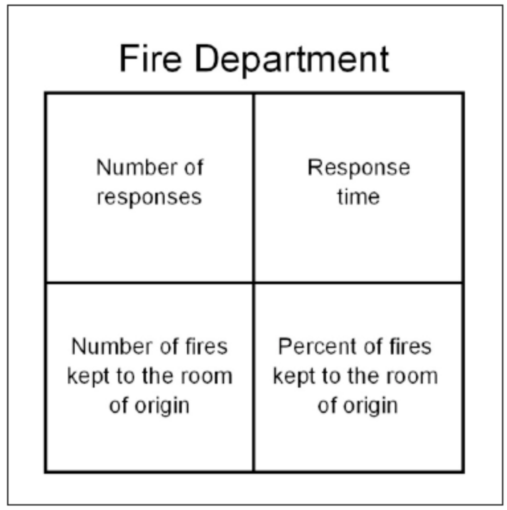

Figure 4.6

The categories.....for *How well did we do it?* include the average response time. We know 3 minutes is better than 3 hours. But is anyone better off? Here is a departments around the world are using: number and percent of fires kept to the room of origin. This measure applies to the fires that the department was called on to respond. This contrasts with such measures as total fire deaths, injuries or property damage in a geographic catchment area that are population indicators for which a range of partners beyond the fire department share responsibility. ~~what you really want to know are the number and rate of fire deaths and injuries in your catchment area, and property damage from fire in total and as a percent of assessed property values.~~

Chapter 4 p. 70. (AE p. 71.)

This change provides better examples in the lower two quadrants. The original examples were "number and rate of accidents per mile." This is technically a performance measure to the extent that it measures road design and maintenance. But it is very easily confused with the population indicators for overall rates of accidents, injury and death. The new example is unambiguously a performance measure for road maintenance.

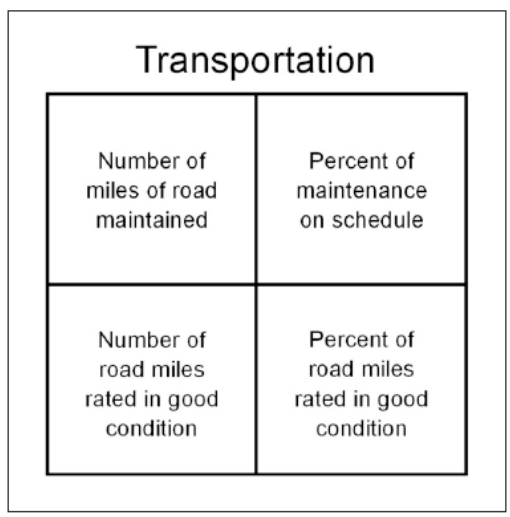

Figure 4.7

Consider a Department of Transportation's work on **road maintenance**. Measures for *How much did we do?* include the number of miles of road maintained. Measures for *How we* include the cost of maintenance per mile and the percent of maintenance on schedule. However, the bottom line for the customers who ride on those roads are measures~~conditions~~ like ~~road safety, as measured by the rate of accidents per mile, and the~~ the percent of road miles ~~in~~ rated in good~~top-rated~~ condition.[71]. This contrasts with highway safety measures, such as rate of fatalities, that are population indicators to which the Department of Transportation contributes.

Chapter 4 p. 72. (AE p. 73.)

This change deletes the references to "2nd most important" (upper right quadrant) and "3rd most important" (lower left quadrant). Assigning relative values to these two quadrants is unnecessary, confusing and sometimes a source of argument. It is a distraction from the important contrast between *Is anyone better off?* and *How much did we do?*

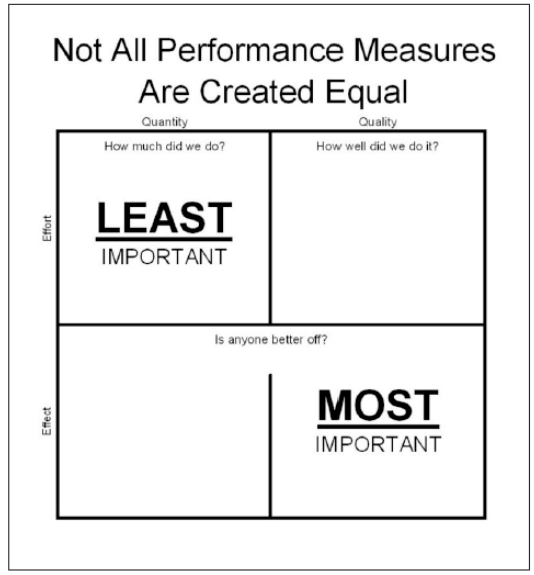

Figure 4.12

Chapter 4 p. 73. (AE p. 74.)

The change in this figure is very minor. It adds "Staff, Resources" after "Cost" in the upper left part of the diagram. This makes the analysis more complete.

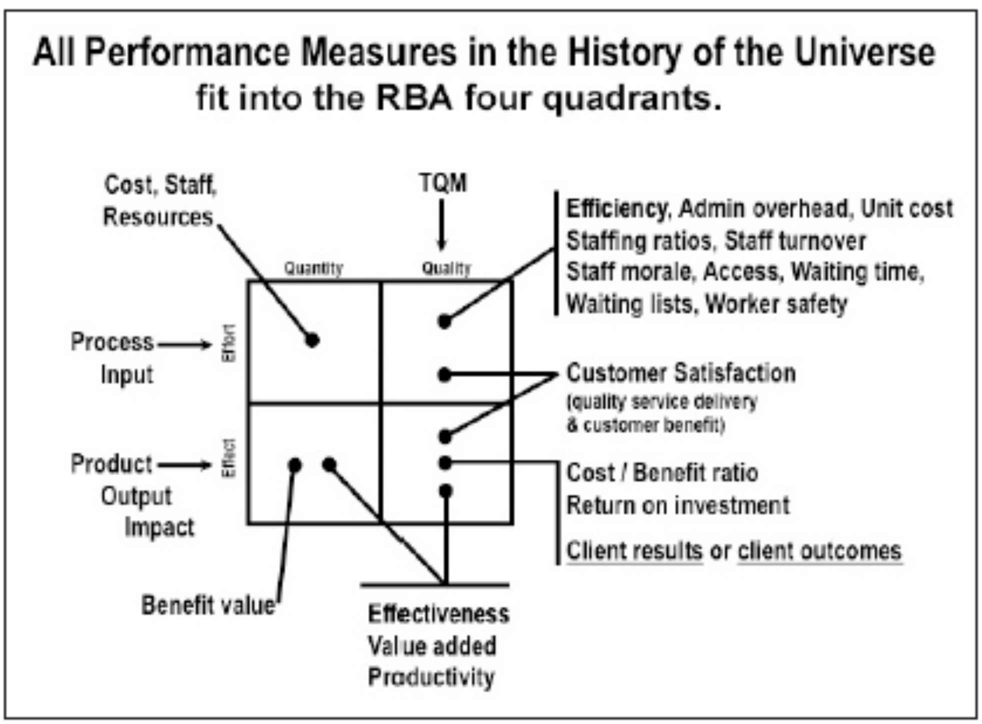

Figure 4.13

Chapter 4 p. 75. (AE p. 77.)

Customer satisfaction surveys can provide three different kinds of useful information. The two questions below~~First, they give~~ provide the basic numbers on whether customer satisfaction is getting better or worse. ~~This may be one of the headline performance measures that you keep in chart form on the wall. Second, they~~Then you can ask about ~~give you~~ the story behind the numbers. Question (3) **"Why did you rate us this way?"** ~~What are you doing right? What are you doing wrong?~~ And ~~third,~~ they can provide specific suggestions. Question (4) **"How can we do better?"** ~~about how to improve service.~~ You may be surprised at how many of these suggestions are no-cost or low-cost ideas that can be readily implemented, such as a simple set of guidelines for employees who directly serve customers: 1. Smile and say hello. 2. Call the customer by name. 3. Ask how you can help. 4. Tell them how long they will have to wait....

The World's Simplest and yet Complete Customer Satisfaction Survey
~~(12 words)~~

1. Did we treat you well? **(numerical rating)**
2. Did we help you with your problems? **(numerical rating)**
3. Why did you rate us this way? (open narrative)
4. How can we do better? (open narrative)

Figure 4.14

Chapter 4 p. 80. (AE p. 82.)

There are several other important ways in which customers can be defined. There are times when organizations are customers. A United Way providing support to its grantees can consider the grantee organizations themselves as customers. This allows us to look at lower right quadrant measures about the behavior or achievement of these organizations. For example, the percentage of organizations that are in good financial condition or the percentage that have identified and are using performance measures in a continuous improvement process.

For services that build and maintain infrastructure, such as departments of transportation or water and sewer divisions, the roads, bridges and pipelines can be treated as customers for purposes of identifying performance measures. This allows us to assess the performance of these organizations based on the condition of the infrastructure system components. For example the percentage of roads and bridges rated in good condition, or the rate of water main breaks.

Chapter 4 p. 81. (AE p. 83.)

5. Who are the partners who have a role to play in doing better? Consider partners inside and outside the organization who might be able to help improve performance. Push beyond the usual suspects. Think about long-shots here. Make sure you include young people, parents and other customers. It is sometimes useful to distinguish between active and non-active partners, so that you can work to engage the non-active partners as part of your action plan.

Chapter 4 p. 90. (AE p. 93.)

The next question is whether the program's prescribed functions are being performed well. Here we can use the *How well did we do it?* measures to determine if the functions are timely, accurate and properly staffed. What percent of applications are processed ~~clinic patients take their medicines~~ on time? What percent of staff have completed relevant training? ~~teachers are highly qualified?~~ Are staff workload ratios within an acceptable range? Problems related to program design most often require changes in policy such the hours the treatment clinic is open. Problems with program implementation most often require changes in practice such as hiring more ~~qualified~~ staff~~teachers~~.

Chapter 5 p. 98. (AE p. 103.)

This relationship between......What a program does for its active customers is its contribution to the well-being of the target population of potential customers. Note that the percentage of the target population that is actually receiving service, often referred to as the "percent of need met," is an important *How well did well do it?* measure.

Chapter 5 p. 100. (AE p. 106)

...and Performance Accountability. Treat.......The next chapter provides formats that can help keep this separation clear. This distinction will also help clarify the important role prevention programs play in organizing and supporting a broader partnership necessary to change population indicators.

Chapter 6 p. 110. (AE p. 115.)

There are two components of results-based budgeting that are specific to the well-being of children and families: a C~~c~~hildren's B~~b~~udget and a C~~c~~ost of B~~b~~ad R~~r~~esults analysis. Let's look at the children's budget first. The concepts used to create a children's budget can be applied to budgets for other special populations, including elders, veterans, ethnic groups and people with disabilities.

Chapter 6 p. 118. (AE p. 123.)

Under the unified......The groups would then consider the story behind the baselines, identify partners with a role to play, explore what works to turn the curves and develop an action plan for each goal. Some elements of the action plan will be specific to one goal and some will be crosscutting actions that will contribute to improvement on several goals. In plan presentations, cross-cutting actions can be specially organized, coded or colored to show their greater importance. A separate set of appendices for demographics, secondary measures and other supporting documentation can be developed to carry much of the detail that now clutters up plans and detracts from their clarity and utility.

Chapter 6 p. 122. (AE p. 127.)

A growing number......Atlanta, Des Moines, Indianapolis, Louisville, Hartford, Milwaukee, Oakland, San Antonio and Seattle. The Gates Foundation and the Higherlife Foundation have used RBA to plan some of their international charitable work. ~~More recently,~~ And a number of federal grantmaking agencies have used~~begun using~~ ~~Results Accountability~~RBA methods for strategic planning and grants management including ~~the~~several institutes in the National Institutes of Health, the Department of Education Promise Neighborhoods Initiative and the Health Resources and Services Administration, Bureau of Primary Health Care.~~Health Resourc~~

Chapter 7 p. 129. (AE p. 135.)

The method yields.......an operational definition to a "thriving neighborhood," and created a rough way to measure progress. This rating could be plotted as a point on a baseline and could be used to drive a turn the curve process. And a pathway to understanding the story behind this curve and potential actions was immediately evident in the four characteristics that rated in the four bad categories.

Chapter 9 (AE p. 151.)

facebook.com/groups/RBAOBA

The Results-Based Accountability Facebook Group connects RBA/OBA experts and practitioners from around the world. Learn about what's happening in the RBA/OBA community. Share your work, your ideas and your questions. And keep up to date on the latest events and materials. The group is non-political and open to all.

Notices p. 148. (AE p. 154.)

The RBA framework is free for use by government and nonprofit/NGO organizations. ~~Limited p~~Limited permission is granted to government and non-profit organizations to use excerpts~~excerpts~~ from this book and materials from the ~~www.~~raguide.org and ~~www.~~resultsaccountability.com websites. Such organizations may copy, distribute and use this material, providing it is done with full attribution~~-~~ and in the interest of improving the well-being of children, adults, families and communities. Materials may not be used for profit-making purposes without the express written consent of the Fiscal Policy Studies Institute Inc. and the Commissioner of Baseball. For purposes of this notice, profit making organizations include non-profit organizations that provide, and charge fees for, consulting services. Licensing fees and other requirements for use of RBA materials by for-profit organizations can be found at resultsleadership.org/results-based-accountability-licensing. Where there is any conflict between this notice and the website provisions, the website provisions take precedence.~~For-profit~~ Small for-profit organizations (as defined on the web page) ~~consulting firms~~ are not subject to licensing fees.~~of 5 persons or less~~ Such organizations may get formal permission for free use of RBA material ~~to use without charge the material from this book and the www.raguide.org and www.resultsaccountability.com websites in their consulting practice. Send~~ by sending an email request to markatfpsi@gmail.com.~~XFPSI@aol.com~~. ~~Larger firms may contact FPSI to inquire about licensing fees.~~

A note about use of the trademark symbol. The purpose of using the trademark symbol for Results Based Accountability™ and Outcomes Based Accountability™ is to protect against those (thankfully) rare instances where these names are misused. It is not intended to compromise the free use of RBA by government and nonprofit/NGO organizations. As a general rule, the ™ symbol needs to be used only once in a document, after which the names may be used without the symbol. Where use of the symbol is likely to be misinterpreted as restricting the use of proprietary material, it may be omitted. Note that the acronyms RBA and OBA are not copyrighted and no trademark symbol should be used. RBA, for example, also stands for the Royal Bank of Australia and the Retail Bakers Association.

Appendix A p. 150. (AE p. 156.)

A more complete Self Assessment Questionnaire with scoring instructions can be found at resultsaccountability.com/publications.

Appendix B pp. 151-152 (AE pp. 157-158.)

This version of the tool clearly separates the 10 most important ideas in RBA. In the book, the image below covers two separate pages and is easier to read. A clearer picture of the revised tool is also available as part of the "RBA 101 Workshop Handout Material" on resultsaccountability.com/publications

TOOL FOR CHOOSING A COMMON LANGUAGE

Ideas	Possible Labels (and modifiers)	Choice
A. THE BASICS		
1. A system or process for holding people in a geographic area responsible for the well-being of the total population or a defined subpopulation.	Population Accountability	
2. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.	Performance Accountability	
3. A condition of well-being for children, adults, families and communities.	Result, Outcome, Goal (Population, Community-wide)	
4. A measure that helps quantify the achievement of a population result.	Indicator, Benchmark (Population, Community-wide)	
5. A measure of how well a program, agency or service system is working.	Performance measure, Performance indicator	
6. A measure of the quantity of effort (how much service was delivered).	How much did we do?, Quantity of effort, Inputs, Outputs	
7. A measure of the quality of effort (how well the service functions were performed).	How well did we do it?, Quality of effort, Efficiency measure, Process measure	
8. A measure of the quantity and quality of effect on customers' lives. (Note: for infrastructure, effect on condition of infrastructure.)	Is anyone better off?, Is anyone or anything improved?, Customer result or outcome, Quantity & Quality of effect	
9. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline.	
10. Doing better than the forecast part of the baseline.	Turning the curve, Beating the baseline	
B. OTHER IMPORTANT IDEAS		
1. A picture of a desired future that is hard but possible to attain.	Vision, Desired future	
2. The purpose of an organization.	Mission, Purpose	
3. A person (organization or entity) who directly benefits from service delivery. (generic category)	Customer, Client, Consumer, Beneficiary, Service user	
4. A person (or organization) with a significant interest in the performance of a program, agency or service system or population quality of life effort.	Stakeholder, Constituent	
5. A person (or organization) with a role to play in achieving desired ends.	Partner (Current/Potential, Active/Inactive)	
6. An analysis of causes and conditions that helps explain why a baseline looks the way it does.	Story behind the baseline, Root cause analysis	
7. Possible actions that could have a positive effect on a population indicator or performance measure.	What works, Options	
8. A coherent set of actions that has a reasoned chance of producing a desired effect.	Strategy	
9. A description of proposed actions.	Action Plan, Strategic plan	
10. The components of an action or strategic plan.	Goals & Objectives, Planned actions	
11. A description of why we think an action or set of actions will work.	Theory of change (Logic model)	
12. A prioritized list of where we need new or better data.	Data Development Agenda	
13. A prioritized list of where we need new information/research about causes and solutions.	Information & Research Agenda	
14. A desired future level of achievement for a population indicator or performance measure.	Target, Goal, Standard, Benchmark	
15. A study or analysis of how well a program is working or has worked.	Program evaluation, Performance evaluation	

(Other modifiers: measurable, urgent, priority, targeted, incremental, systemic, core, quantitative, qualitative, intermediate, ultimate short-term, mid-term, long-term, internal, external, infernal, eternal, allegorical, extraterrestrial)

FPSI revised Nov 2013

Appendix C pp. 154. (AE p. 160.)

The words "problem" and "issue" are used in more ways than just about any other planning terms. They can be used to describe almost anything, "The problem with this computer is that the keyboard is too small. The problem with our community is that there is not a safe place for our children to play. We must solve the issue of affordability if we are to provide child care for all who need it." These are three different uses of the words and there are countless others. It can sometimes be helpful to use RBA concepts to figure out what type of problem you have (e.g. high crime rate) and where it fits in the turn the curve thinking process (e.g. need to turn the curve on the population indicator, crime rate).

Appendix E pp. 156 - 158. (AE pp. 162-164.)

Turn the Curve Exercise #1 for Population Well-being

Purpose: To provide hands-on experience with results-based decision making at the **population** level. Small groups work on actually "turning the curve" on an indicator of child, adult, family or community well-being. Groups are capable of doing this exercise with little or no advance training in RBA concepts.

Setting up the Exercise

1. ~~If possible, P~~Prepare the history part of 3 or more population indicator baselines in advance, or gather the data that will allow the groups to do this. Baseline graphs should allow space on the x axis for forecasting at least 3 years from the present year. If data is not available (or only one point of data is available), the groups can use the technique in Appendix F, "Creating baselines from group knowledge" to create a working version of a baseline. Generally, groups choose which indicator curve they want to work on. In some cases you may want to pre-assign indicators to specific tables or have all the groups work on the same indicator.
2. Give each person a copy of the one-page instruction sheet with time limits for each step, and the group report format. These are shown on page 158, and also appear near the end of the RBA 101 workshop workbook.~~.~~
3. Participants are asked to work in groups of 4, 5 or 6. You can pre-assign people to groups or let people self select who they ~~work~~ want to work with.~~-~~ **For the Population Turn the Curve exercise, it is best if members of the group represent a wide range of perspectives.** There is a natural tendency for people to work with others they know and you may want to discourage this.
4. With a large group you can quickly assemble people into groups ~~of 6~~ using an interesting technique derived from chaos and complexity theory. Announce that "each person is responsible for finding 4 or 5 other people to work with." In just a few minutes ~~or less~~ most people have formed into a group of the right size, and you can help those who are not in a group find a place. It is important to discourage groups of 8 or more. With groups of this size, some participants will dominate the discussion while others hang back and don't participate. Break these groups up into smaller groups. ~~6 and you can sort out the loose~~

Running the Exercise

1. Starting points (5 minutes): Each group picks a timekeeper, a reporter, and a geographic area. (~~Population accountability~~Population Accountability is always about a whole population in a geographic area). The reporter will take notes on a regular piece of paper. These notes will be used to produce the group's one-page report on flipchart paper. Each person in the group is asked to wear two hats. The first hat is the hat they wear in their everyday work life. The second hat is the hat of a partner who is not otherwise represented in the group~~at the table~~.
2. Baseline (10~~5~~ minutes): Each group picks one of the prepared baselines or constructs a baseline using provided data. If no data is~~is~~ available, the group can construct the history part of the baseline from group knowledge, as noted above. (~~See Appendix F, Exercise 3)~~. The group agrees on a forecast of where this line is headed if we don't do something "more or different from what we are~~'re~~ doing now." This is a crucial step in the exercise, and you should check in with each group, as time permits, to see that this is done correctly. Make sure the groups do **not** plot the forecast of where they **want** to go. (If you're not careful, this can become a promise. And anything better than baseline will be progress.) Visit tables starting about 10 minutes into the exercise and ask "Can I see your baseline forecast?" With the forecast established, t~~T~~he group asks if this forecasted future is "OK." If the forecast~~it~~ ~~**is**~~ **is** OK, then the group should pick a different baseline to work on. People should work on indicators where there is room for improvement.
3. Story behind the baseline (15 minutes): Consider the causes and forces at work. Why does this picture look the way it does? What accounts for the history? Explain the reasoning behind the forecast. (If only 70% of people are successful, who are the 30% who are not, and why?) Keep a list of questions about causes. These questions are~~is is~~ the first part of your Information and Research Agenda. Dig~~d~~ deep for causes. Ask "Why?" five times. Don't settle for easy rhetorical answers.
4. What works? (What would it take?) (15~~20~~ minutes): Consider what could work to do better. There are two natural pointers to action. Each cause is a pointer to actions that address that cause, and each partner has something to contribute. Go around the table twice and ask each person what they could contribute wearing each of their two hats. There is o~~O~~nly one rule: At least one of the ideas must be a no-cost or low-cost idea. "Sharp edges" means ideas that are specific enough that they can actually be implemented~~done~~. Keep a list of questions about what works. This is the second part of the~~your~~ Information and Research Agenda.
5. Report (10 minutes): Prepare a report on a **single** piece of flipchart paper, using the format shown below. ~~People~~ Groups should not get~~use~~ the flipchart paper until the last 10 minutes~~very end~~ of the exercise when they are ready to prepare the group's report.

Debriefing the Exercise

1. Presentations: You have several options about how the groups report out. 1) The "traditional" method is to have someone from each group come to the front of the room and present to the larger group. People hate this. Don't do this unless you have only two or three groups. ~~Each group presents a one page report to the larger group. Try to make these as brief as possible.~~ 2) Gallery Walk: ~~When there are too many groups for each to report out, the~~ Have groups~~ can~~ post their one page reports~~work~~ on the wall. One person from the group then stays with the report~~is left~~ to explain the work, while everyone else tours the work of all the other groups. 3) Modified Gallery Walk: Same as 2) but people are told to visit ONLY ONE report on the wall. With this technique, large groups can get through the report out process in 10 minutes or less.
2. Questions: At the end of the exercise and presentations, ask the group: What did you learn from this exercise? How was this experience different from other processes you've

worked with in the past? What worked and what didn't? How many people think that a lay audience would understand the one page reports you produced? ~~Do you think you~~ How many people think they could ~~explain and~~ lead this exercise with a small~~another~~ group? You can also ask the group about the elements of the exercise. Why did we ask for the Forecast? (A forecast that is "not OK" generates a sense of urgency about taking action.) Why did we ask for the Story behind the baseline? (The story is the diagnostic step in the process. The diagnosis of causes points to solutions.) Why did we ask for the No-cost and Low-cost ideas? (It gets us quick wins. We usually don't have new money to work with.) Why did we ask for the Crazy idea? (It gives people permission to be creative and have fun. Remember fun!)

Appendix E pp. 159 - 161 (AE pp. 165-167.)

The changes in the Performance Turn the Curve Exercise closely parallel the changes in the Population Turn the Curve Exercise above.

Turn the Curve Exercise #2 for Program Performance

Purpose: To provide hands-on experience with results-based decision making at the program **performance** level. Small groups work on actually "turning the curve" on a performance measure for a program. (For participants in the E.U., Australia and New Zealand, substitute the word "service" for "program.") Groups are capable of doing this exercise with little or no advance training in RBA concepts.

Setting up the Exercise

1. If possible, participants should bring data for one or more measures. If participants did not bring data (the more usual case) then show the groups how to use the method in Appendix F, Exercise #3 to construct a working baseline.
2. Give each person a copy of the one-page instruction sheet with time limits for each step and the group report format. These are shown on page 161 and also appear near the end of the RBA 101 workshop workbook.

3. Participants are asked to work in groups of 4, 5 or 6. **For the performance turn the curve exercise it is best for people to work with others from the same service or same organization.** This may sometimes mean groups as small as 3, or even 2. ~~or 4~~. ~~Try not to let the groups get any smaller than this.~~
4. With a large group you can quickly assemble people into groups using an interesting technique derived from chaos and complexity theory. Announce that "each person is responsible for finding 4 or 5 other people to work with." In just a few minutes most people have formed into a group of the right size, and you can help those who are not in a group find a place. It is important to discourage groups of 8 or more. With groups of this size, some participants will dominate the discussion while others hang back and don't participate. Break these groups up into smaller groups.

Running the Exercise

1. Starting points (5 minutes): Each group picks a timekeeper and a reporter, and a program to work on. The reporter will take notes on a regular piece of paper. These notes will be used to produce the group's one-page report on flipchart paper. Each person in the group is

asked to wear two hats. The first hat is the hat they wear in their everyday work life. The second hat is the hat of a partner who is not otherwise represented at the table.

2. Baseline (10~~5~~ minutes): Each group picks one performance measure from the measures for *How well did we do it?* or *Is anyone better off?* The group constructs a baseline using actual data if possible. If real data is not available, the group can construct a working version of a baseline using the method noted above. ~~from group knowledge (See Appendix F, Exercise~~ The group agrees on a forecast of where this line is headed if we don't do something "more or different from what we are doing now." This is a crucial step in the exercise, and you should check in with each group, as time permits, to see that this is done correctly. Make sure the groups do **not** plot a forecast of where they **want** to go. (If you're not careful, this can become a promise. And anything better than baseline is progress.) Visit tables starting about 10 minutes into the exercise and ask "Can I see the baseline forecast?" With the forecast established, the group asks if this forecasted future is "OK." If the forecast **is** OK, then the group should pick a different baseline to work on. People should work on performance measures where there is room for improvement.

~~3). The baseline should include both history and a forecast for where the line is headed if we don't do something different from what we're doing now. The group asks if this forecast future performance is "OK." If it is OK, then the group should pick a different baseline to work on.~~

~~3. Story behind the baseline (15 minutes): Consider the causes and forces at work. Why does this picture look the way it does? What accounts for the history? Explain the reasoning behind the forecast. Keep a list of questions you have about causes. This is the first part of an Information and Research Agenda.~~

3. Story behind the baseline (15 minutes): Consider the causes and forces at work. Why does this picture look the way it does? What accounts for the history? Explain the reasoning behind the forecast. (If only 70% of customers are successful, who are the 30% who are not, and why?) Keep a list of questions about causes. These questions are the first part of your Information and Research Agenda. Dig deep for causes. Ask "Why?" five times. Don't settle for easy rhetorical answers.

4. What works? (What would it take?) (15~~20~~ minutes): Consider what could work to do better. There are two natural pointers to action. Each cause is a pointer to actions that address that cause and each partner has something to contribute. Go around the table twice and ask each person what they could contribute wearing each of their two hats. There is o~~O~~nly one rule: At least one of the ideas must be a no-cost or low-cost idea. Keep a list of questions about what works. This is the second part of the~~your~~ Information and Research Agenda. "Sharp edges" means that the ideas are specific enough that ~~that~~ they can actually be implemented~~done~~.

5. Report (10 minutes): Prepare a report on a single piece of flipchart paper, using the format shown below. Groups should not get the flipchart paper until the last 10 minutes of the exercise when they are ready to prepare the group's report.~~People should not use the flipchart paper until the very end when they are ready to prepare the group's report.~~

Debriefing the Exercise

1. Presentations: You have several options about how the groups report out. 1) The "traditional" method is to have someone from each group come to the front of the room and present to the larger group. People hate this. Don't do this unless you have only two or three groups. 2) Gallery Walk: Have groups post their one page reports on the wall. One person from the group then stays with the report to explain the work, while everyone else tours the work of all the other groups. 3) Modified Gallery Walk: Same as 2) but people are told to visit ONLY ONE report on the wall. With this technique, large groups can get through the report out process in 10 minutes or less.

2. Questions: At the end of the exercise and presentations, ask the group: What did you

learn from this exercise? How was this experience different from other processes you've worked with in the past? What worked and what didn't? How many people think that a lay audience would understand the one page reports you produced? How many people think they could lead this exercise with a small group? You can also ask the group about the elements of the exercise. Why did we ask for the Forecast? (A forecast that is "not OK" generates a sense of urgency about taking action.) Why did we ask for the Story behind the baseline? (The story is the diagnostic step in the process. The diagnosis of causes points to solutions.) Why did we ask for the No-cost and Low-cost ideas? (It gets us quick wins. We usually don't have new money to work with.) Why did we ask for the Crazy idea? (It gives people permission to be creative and have fun. Remember fun!)~~1. Each group presents a one page report to the larger group. Try to make these as brief as possible. When there are too many groups for each to report out, the groups can post their work on the wall. One person from the group is left to explain the work, while everyone else tours the work of other groups.~~
~~2. At the end of the exercise and presentations, ask the group: What did you learn from this exercise? How was this experience different from other processes you've worked with in the past? What worked and what didn't? Do you think you could explain and lead this exercise with another group?~~

Appendix F pp. 162 - 163. **(AE pp. 168-169.)**

4. The Sorting Exercise: This is a fun exercise which involves sorting decks of cards into the correct categories. Each deck takes pieces of a Turn the Curve story and breaks it up into parts. Three card decks are available at~~on the~~ raguide.org/results-based-accountability-tools-for-implementation~~web~~. One card deck addresses an effort to reduce teen pregnancy. Another addresses getting all children ready for school. A third addresses creating a clean environment. Working in small groups, participants write the following categories in order on a single piece of flipchart paper: RESULTS, INDICATORS, BASELINE, TARGET, STORY, PARTNERS, WHAT WORKS and PERFORMANCE MEASURES. The participants paste the cards in the appropriate categories. Remind the group of the definition of "target," a desired future level of achievement for an indicator or performance measure. You can create your own card decks by taking the pieces of any successful turn the curve story. Note that some cards in the online decks can go in more than one category. As discussed in Chapter 5, some performance measures can also double as population indicators. When working with beginners, make sure you edit the card decks so that you only use cards that fit clearly and unambiguously into one category. When the groups are finished, go to each group and check their work. When a card is in the wrong category, ask the group to reconsider the card and agree on a different category. With the whole group, ask "What was the purpose of this exercise?" Answer: When you are doing this work for real, will people give you things in neat categories? No. Your job will be to sort ideas into the correct RBA categories. This makes the turn the curve thinking process possible.

Appendix G pp. 164-166. (AE pp. 170-172.)

A 5-step method for identifying performance measures for any program in about 45 minutes

In order to identify performance measures, we must first be clear about what part of the organization we are talking about. This can be thought of as a "fence drawing" question. Draw a fence around the agency as a whole or the component program, service, unit or activity whose performance is to be measured.[1] You can also draw a fence around a function, such as supervision, financial management or communications~~,~~ that crosses over lines within the agency. Or you can draw a fence around a group of agencies that make up a service system. As a general rule, it is best to start at the bottom of the organization and identify performance measures for each program or service. These measures can then be used at progressively higher levels of the organization.

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for what's inside the fence. With practice, this process can be completed for any program in about 45 minutes.[139] Participants should each have a copy of the performance measurement summary in Figure 4.16.

Step 1. How much did we do? Draw the four quadrants on a piece of flip chart paper. This is best done by sectioning the paper with a vertical and horizontal line. Start in the upper left quadrant. Ask "Who are the customers of this program?" List the different customer groups with a "#" in front of each to signify that we are counting how many of these people we served. For example # of student or # of patients. If there is no special name for the program's customers, simply w~~W~~rite down the measure "#~~number~~ of customers~~ served~~." Ask if there are ~~better,~~ more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities~~ served~~. Most programs have a primary customer. Circle the name of the primary customer. This will be important when we come to the "Is anyone better off?" question below. Note: staff are not customers, unless you are working on internal administrative services.

Next, ask what activities are performed. Convert each activity into a measure. The activity of "training people" becomes #~~number~~ of people trained. Paving roads becomes #~~number~~ of miles of road paved. When you're finished, ask if there are any major activities that are not listed. Don't try to get every last detail, just the most important categories of customers and activities.

Step 2. How well did we do it? Ask people to review the common measures listed in the upper right quadrant of the performance measurement summary (Figure 4.16). Write each one that applies in the upper right quadrant of the flipchart paper.

Next take each activity listed in the upper left quadrant and ask what measures tell how well that particular activity was performed. If you get blank looks, ask if timeliness or accuracy matters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes %~~percent~~ of case reviews completed on time. If you are not sure whether a measure goes in the upper right or lower right quadrant, put it where you think best and move on. All the measures in both quadrants will be considered equally in Steps 4 and 5.

1

Step 3. Is anyone better off? Ask “If your program works really well, how~~in what ways~~ are your customers better off? How are their~~'~~ lives better or different~~better~~? How could we observe this? How could we measure it?” Create pairs of measures (number and percentage) for each answer. For example, for a job training program, the #~~number~~ of clients who get jobs goes in the lower left quadrant. And the %~~percent~~ of clients who get jobs goes in the lower right quadrant. It saves time, when entering these measures, to write them only once in the lower right quadrant, and place # signs in the lower left quadrant across from each measure. For programs that manage infrastructure (e.g. roads, bridges, water and sewer systems) the infrastructure itself can be considered a customer for purposes of this question. So for example #/% of roads or bridges rated in good (or poor) condition, or #/rate of water main breaks.

Identifying whether anyone is better off is the most interesting and challenging part of this process. Dig deep into the different ways in which service benefits show up in the lives of the people served. Explore each of the four categories of better-offness: Skills / Knowledge, Attitude / Opinion, Behavior, and Circumstance. If people get stuck, try the reverse question: “If your service didn't work,~~was terrible~~, how would your customers be worse off? How would it show up in their lives?" ~~of your customers?”~~

Look first for data that is already collected. Then be creative about things that could be counted and how the data could be generated. It is not always necessary to have data for all of your customers. Data based on samples can be used. Pre and post testing can be used to show improvement over time in skills, knowledge, attitude and opinion. When no other data is available, ask clients to self report about improvements or benefits.

Keep in mind that all data have two incarnations: a lay definition and a technical definition. The lay definition is something that everyone can understand. The technical definition gives the exact way in which the measure is constructed. For example, “high school graduation rate” is a lay definition with many possible technical definitions. The easiest technical definition is the number who graduate ~~on June 15th~~ as a percentage of enrollment one month before graduation.~~on June 1st~~. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment at the beginning of the school year. ~~on September 30 of the previous year.~~ A still tougher definition would compare graduation to the enrollment three or four ~~of 9th graders four~~ years earlier. Each technical definition constitutes a separate measure.

All Data Have Two Incarnations
(Insert Figure)

When you complete step 3, you will have filled in the four quadrants with as many entries as possible. In steps 4 and 5, we use a shortcut method to assess the communication, proxy and data power of each measure and winnow these down to the most important measures.

Step 4. Headline measures: Review the list of upper right and lower right quadrant measures and identify those for which there is good data. By good data we mean that timely and reliable data for the measure is available today or could be produced within an hour. If the data is in the system somewhere, but it would take you more than an hour to aggregate it then you don't have it. ~~little effort.~~ Put a circle next to each one of these measures. Next, ask “If you had to talk about the performance of your program in a public setting, such as a presentation to elected officials or a presentation at a public hearing or conference, and you could ~~only~~ use only one of the measures with a circle, which one would you choose?” Put a “#1” by the answer. Then ask “If you could have a second measure... and a third?” You should identify no more than 3 to 5 measures. These should be a mix of upper right and lower right measures. These choices represent a working list of headline measures for the program.

Step 5. Data Development Agenda: Ask, "If you could buy one of the measures for which you don't have data, the ones without the circles, which one would it be?" The word "buy" is used because data is expensive both in terms of money and worker time. With a different colored marker, write DDA #1 next to the chosen measure. "If you could buy a second measure... and a third?" List no more than 3 to 5 measures. These measures are the program's Data Development Agenda in priority order.

This process leads to a three part list of performance measures:

Headline measures: Those 3 to 5 most important measures for which you have good data, the measures you would use to present your program's performance in a public setting.

Secondary measures: All other measures for which you now have good data. These measures will be used to help manage the program, and will often figure in the story behind the headline measure baselines.

Data Development Agenda: A prioritized list of measures where you need new or better data. You will later need to make a judgment about how far down this list you can afford to go.

Appendix H pp. 167-169. (AE pp. 173-175.)

More Performance Measurement Examples
(supplementary to those given in Chapter 4)

Program	How well did we do it?	Is anyone better off?
Welfare to Work	Percent of trainees who complete job training program, unit cost per trainee.	Percent of trainees who get jobs paying a living wage ~~$10 / hr. or more~~ with benefits, Percent who still have jobs 6 and 12 months later.
Child Welfare	Ratio of workers to foster children, Ratio of workers to child abuse / neglect cases, Percent of children with multiple placements in the last 6 months, Percent of siblings placed together, Percent of foster children placed in same school catchment area.	Percent of foster children with good school attendance, Percent of foster children reunified or in permanent placement within 6 months of entering care, Rate of repeat child abuse or child neglect.
Juvenile Justice	Percent in community based vs. institutional care, Percent of intake screenings on time, Ratio of youth to probation officers, Occupancy rate for Juvenile Hall	Recidivism rate, Percent exiting custody with no repeat offense in 6, 12, 24 months, Rate of probation violation, Percent of youth in school or jobs 6, 12 months after exit.
Adult Corrections	Inmate/staff ratio, Percent of positive drug screenings, Rate of disruptive incidents per month, Percent of inmates receiving drug treatment, Percent of inmates receiving mental	Rate of escapes, Rate of recidivism, Percent of inmates who get and keep jobs 6, 12 months after release.

	health services.	
Transportation	Percent of maintenance on schedule, fuel consumption efficiency, transit boardings, transit revenue as % of operating costs	Percent of roads and bridges in good condition, inter-regional corridor travel speed, % transit on schedule, Disability compliance (Note: traffic fatalities and modal split are population indicators)
Mental Health	Waiting list size, Average time to next open appointment.	Percent of clients in school or working, Rate of entry into institutional care, Rate of movement to less restrictive care.
Public Housing	Vacancy rate, Percent tenants paying rent on time.	Percent tenants who transition to non-subsidized housing, Percent tenants satisfied with building maintenance.
Education	~~Teacher retention rate,~~ Retention rate for highly qualified teachers, Percent of teachers with degrees in the subject they are teaching.	High school graduation rate, Percent of students with good attendance, Percent proficient or better at reading, writing, math and science by grade level.
Special Education	Rate of disproportional representation of minorities, Percent of special education students in mainstream classrooms.	Attendance rate, Graduation rate, Percent of parents who think the school is doing a good job preparing their child for life.
Economic Development	Ranking on "business friendly" environment, Average time from inquiry to response	Rate of job growth from new businesses Rate of living wage job growth, Percent of jurisdiction revenues paid by businesses.
Advocacy organization	Percent of targeted policy makers contacted.	Percent of advocacy agenda adopted, Percent of all potential policy makers who have adopted advocated policy.
Research organization	Percent of projects on schedule and on budget.	Rate of citations for published research, Percent of research that leads to market application in 2 to 5 years, Percent of practitioners using findings, For medical research, p~~P~~ercent of research that goes to stage III (human testing) trials.

Appendix I p. 172. (AE p. 177.)

d. **Loans**: Loans may help with program start-up funding or help community agencies get needed credit. Consider banks and other financing institutions such community development corporations. "Bridge financing" can help projects, such as low income housing development, to cover costs until revenues are sufficient to sustain operations.

Appendix J pp. 173-175. (AE pp. 179-184.)

Some of what appear to be new entries are simply the re-ordering of previous entries to create a consistent sequence by date of publication.

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Informed Consent: Advice for State and Local Leaders on Implementing Results-Based Decision-making, Sara Watson, Finance Project, 2000.

Improving Children's Lives: A Tool Kit for Positive Results, Susan Robison, National Conference of State Legislatures, 2001.

Evaluation Methodology, Harvard Family Research Project *Evaluation Exchange*, Volume XI, No. 2, Summer, 2005.

Working Together to Improve Results: Reviewing the Effectiveness of Community Decision-Making Entities, Phyllis Brunson and partners, Center for the Study of Social Policy, ~~August,~~ 2006.

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Annie E. Casey Foundation: ~~www.~~aecf.org

Center for the Study of Social Policy: ~~www.~~cssp.org

Child Trends: childtrends.org

Coalition for Evidence-Based Policy: ~~www.~~evidencebasedpolicy.org

Finance Project: ~~www.~~financeproject.org

Fiscal Policy Studies Institute: ~~www.~~raguide.org and ~~www.~~resultsaccountability.com

Forum for Youth Investment: forumforyouthinvestment.org

Higherlife Foundation: higherlifefoundation.com

Institute for Educational Leadership: iel.org

National Center for Children in Poverty: ~~www.~~childcareresearch.org

Northern Ireland National Children's Bureau: ncb.org.uk/who-we-are/northern-ireland

NGA Center for Best Practices: ~~www.~~nga.org/CBP/center.asp

Pathways to Outcomes: ~~www.~~pathwaystooutcomes.org

Policy Link: policylink.org

Promising Practices Network: ~~www.~~promisingpractices.net

Results Leadership Group: ~~www.~~resultsleadership.org

Results Leadership Group Australia: resultsleadership.org.au

Safe Youth: ~~www.~~safeyouth.org

Search Institute: ~~www.~~search-institute.org

University of Maryland School of Public Policy**~~Results Accountability Program~~**: ~~www.~~publicpolicy.umd.edu~~/oep/ra.htm~~

Urban Institute: ~~www.~~urban.org

UK Resources: davidburnby.co.uk/resources

OTHER RESOURCES:

~~Results Accountability~~Results Based Accountability **101 Powerpoint Presentation:** The complete Powerpoint presentation used in the basic 3 hour workshop on ~~Results Accountability~~Results Based Accountability 101 can be downloaded for free from resultsaccountability.com/workshops/materials/. The 45~~70~~ page handout material that goes with the workshop can also be printed from this site. Use these materials to create your own presentation on ~~Results Accountability~~Results Based Accountability for your partners or coworkers (If you do this, please make sure you provide attribution. See also the notes at the end of Chapter 9).

Training for Trainers and Coaches: The Fiscal Policy Studies Institute and the Results Leadership Group offer~~s~~ training for those who wish to learn how to teach and coach ~~Results Accountability~~Results Based Accountability. These classes are offered from time to time and enrollment is limited. Future class announcements are posted to the website ~~www.~~ resultsaccountability.com.

The Results Scorecard is a powerful decision-making support software developed by the Results Leadership Group in 2010. It is designed to help non-profits and government agencies implement the RBA framework and create measurable collective impact for organizations and communities. It does so by connecting stakeholders in a single, interactive network, providing rapid access to data, and creating visual dashboards that can be used to improve decision-making and accelerate the RBA Talk-to-Action process. The software uses a simple and intuitive design, and the language can be customized to support each organization's unique terminology. Individuals interested in trying the Results Scorecard can sign up for a free trial at www.resultsscorecard.com.

VIDEO:

Building a ~~Results Accountability~~Results Based Accountability Framework: Video of the July 19, 1999 California Teleconference Presentation for Prop 10 (First 5) Commissions, with an introduction by Rob Reiner, sponsored by the California Children and Families First (First 5) State Commission, The California Endowment and the Foundation Consortium for California's Children and Youth. Copies available from the Fiscal Policy Studies Institute.

~~Results Accountability~~Results Based Accountability 101~~:~~ DVD: Full RBA 101 presentation by Mark Friedman (2.5 hours) ~~video from FPSI~~ – available from the Results Leadership Group – ordering information at ~~www.~~resultsleadership.org.

RBA 101 Presentation to the Ontario Local Immigration Partnerships (LIPs) Conference, Toronto, Canada, youtube.com/watch?v=OsKb9YRxgt4, 2012.

Common Good Vermont: Vermont Nonprofit Legislative Day 2013: Mark Friedman on Results Based Accountability, cctv.org/tags/rba.

Mark Friedman Discusses Results Based Accountability™ on CNBC Africa, resultsleadership.org/mark-friedman-discusses-rba-cnbc-africa, October, 2014.