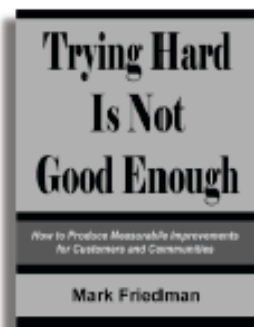


Outcomes-Based Accountability™

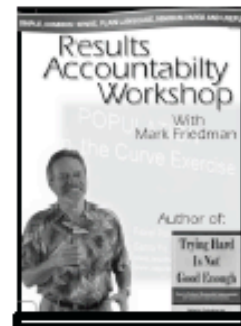
(AKA Results-Based Accountability or RBA)

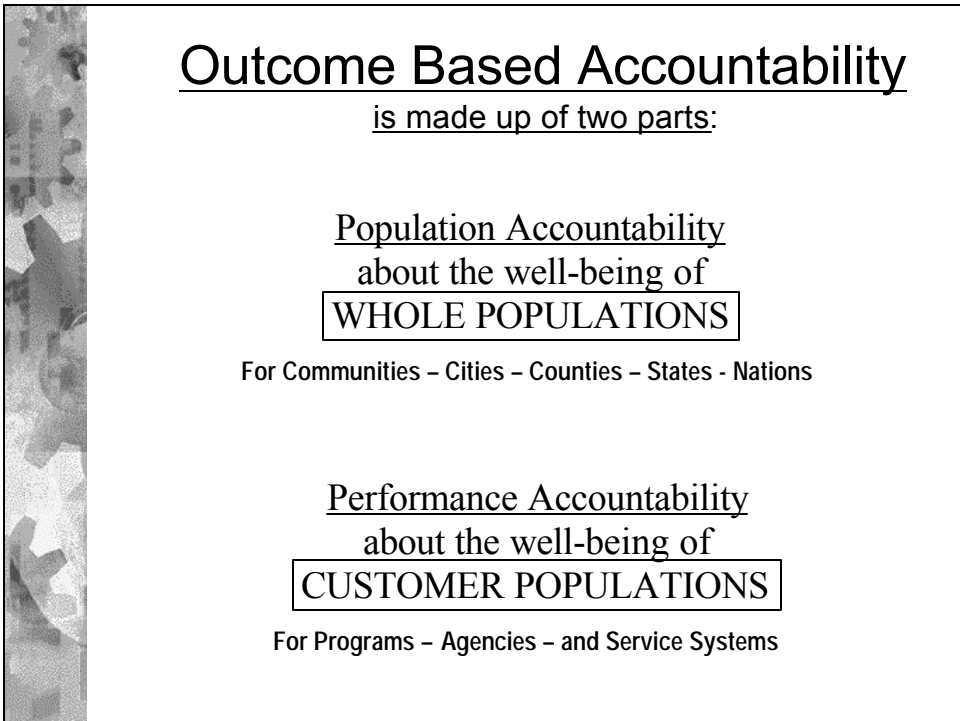
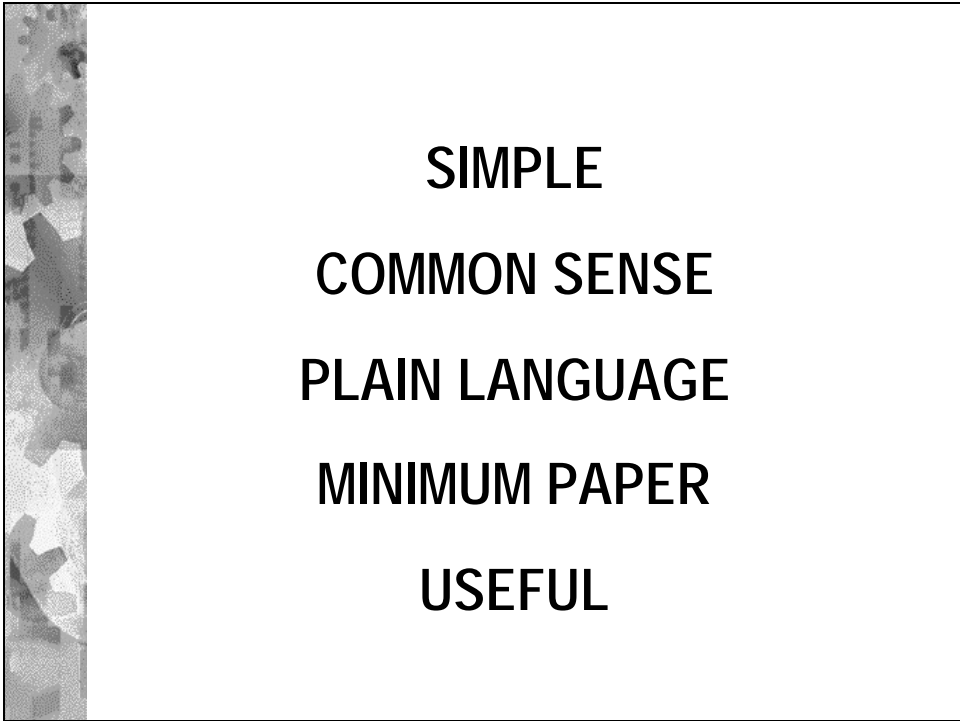
The Fiscal Policy Studies Institute

www.raguide.org www.resultsaccountability.com



Book - DVD Orders
amazon.com
resultsleadership.org





Outcome-Based Accountability

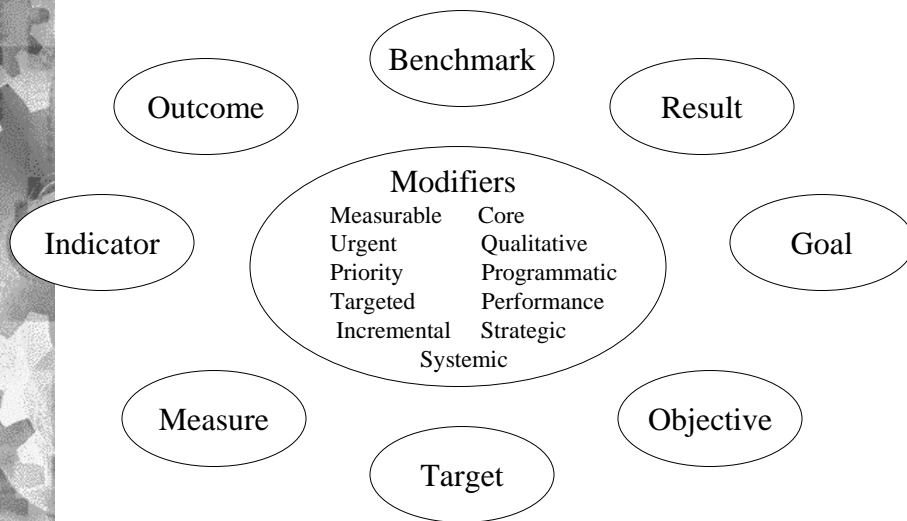
COMMON LANGUAGE

COMMON SENSE

COMMON GROUND

THE LANGUAGE TRAP

Too many terms. Too few definitions. Too little discipline



Lewis Carroll Center for Language Disorders

Population Performance	<h1>DEFINITIONS</h1>
	<p><u>OUTCOME</u> A condition of well-being for children, adults, families or communities. Being Healthy - Staying Safe - Enjoying and achieving Making a Positive Contribution - Economic Well-being Safe Communities - Clean Environment</p> <p><u>INDICATOR</u> A measure which helps quantify the achievement of an outcome. Rate of low-birthweight babies - Rate of confirmed child abuse Percent 16 & 19 yr. olds with 5 A-C GCSE's - Rate of volunteering Rate of child poverty Crime rate - Air quality index</p> <p><u>PERFORMANCE MEASURE</u> A measure of how well a program, agency or service system is working. Three types: 1. How much did we do? 2. How well did we do it? 3. Is anyone better off? = Customer Outcome</p>

<h2>From Ends to Means From Talk to Action</h2>		
Population	OUTCOME	ENDS
INDICATOR	INDICATOR	
Performance	PERFORMANCE MEASURE Customer outcome = Ends Service delivery = Means	MEANS

IS IT A OUTCOME, INDICATOR OR PERFORMANCE MEASURE?

- ___ 1. Safe Community
- ___ 2. Crime Rate
- ___ 3. Average Police Dept response time
- ___ 4. An educated workforce
- ___ 5. Adult literacy rate
- ___ 6. People have living wage jobs and income
- ___ 7. % of people with living wage jobs and income
- ___ 8. % of participants in job training who get living wage jobs

TR 21 3PM 4R 51 6R 71 8PM

Outcomes – Indicators – Performance Measures in Amharic, Cambodian, Laotian, Somali, Spanish, Tigrigna, Vietnamese

RESULT SOMALI: JAWAB
 Cambodian: វិស័យ (LITHAMAL)
 (Oromiffa) → Argaa-Malee

RESULTADO
 LAOTIAN: ຜົນສໍາເລັດ
 WTSET (ግዴታ) TIGRIGNA
 WTET (ወ.ገጥ) AMHARIC
 KẾT QUẢ (Vietnamese) HUC TIÊU (Vietnamese)

INDICATOR
 Cambodian: វិស័យ (ATTRA NEY LITHAMAL)
~~MEASURE~~ INDICADOR
 SOMALI: ~~TUSSA~~ TUSSE
 (Oromiffa) → Argaa-Malee
 HAITIAN: វិស័យ
 MEMZENI (ግዴታ) TIGRIGNA
 MELEKIYA (ወ.ገጥ) AMHARIC

PERFORMANCE MEASURE
 Cambodian: វិស័យ (PHAL NEY DAMNERA)
~~MEASURE~~ Medida de Logros Haggam-taka dandays
 SOMALI: Wax ka gabad (Oromiffa) Cii
 HAITIAN: វិស័យ
 NAY SERGHAT MEMZENI (ግዴታ) TIGRIGNA
 YESIRA MELEKIYA (ወ.ገጥ) AMHARIC
 HÀNH ĐỘNG THIẾT THỰC (Vietnamese)


Tool for Choosing a Common Language Schematic

Ideas	Possible Labels		Choice
	Words	Modifiers	
1. A condition of well-being for children, adults, families and communities	Result Outcome Goal	Population Community-wide	1. _____
2.			2. _____
3.			3. _____
4.			4. _____
5.			5. _____
6.			6. _____

FPSI

Translation Guide/Rosetta Stone

Not the Language Police

Ideas	Group 1	Group 2	Group 3 etc.
1. A condition of well-being for children, adults, families & communities	RESULT	OUTCOME	GOAL
2.		TRANSLATION	
3.		Back to the Idea	
etc.			



POPULATION ACCOUNTABILITY


For Whole Populations
in a Geographic Area

Fiscal Policy Studies Institute
Santa Fe, New Mexico
www.resultsaccountability.com
www.raguide.org



Community Outcomes for Christchurch, NZ

1. A Safe City
2. A City of Inclusive and Diverse Communities
3. A City of People who Value and Protect the Natural Environment
4. A Well-Governed City
5. A Prosperous City
6. A Healthy City
7. A City for Recreation, Fun and Creativity
8. City of Lifelong Learning
9. An Attractive and Well-Designed City



LEEDS Outcomes for Children and Young People

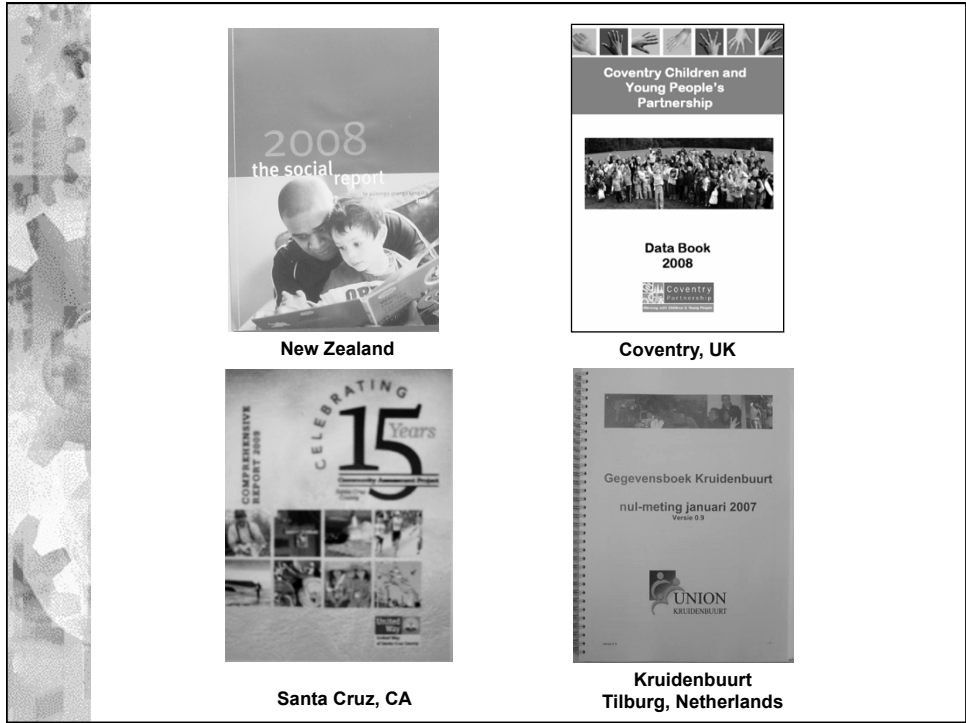
Children and young people will:

- Be safe from harm.
- Do well at all levels of learning and have the skills for life.
- Choose healthy lifestyles.
- Have fun growing up.
- Be active citizens who feel they have voice and influence.



CARDIFF, WALES Community Outcomes

1. People in Cardiff are healthy
2. Cardiff has a clean attractive and sustainable environment
3. People in Cardiff are safe and feel safe
4. Cardiff has a thriving and prosperous economy
5. People in Cardiff achieve their full potential.
6. Cardiff is a great place to live, work and play.
7. Cardiff has a fair, just and inclusive society.



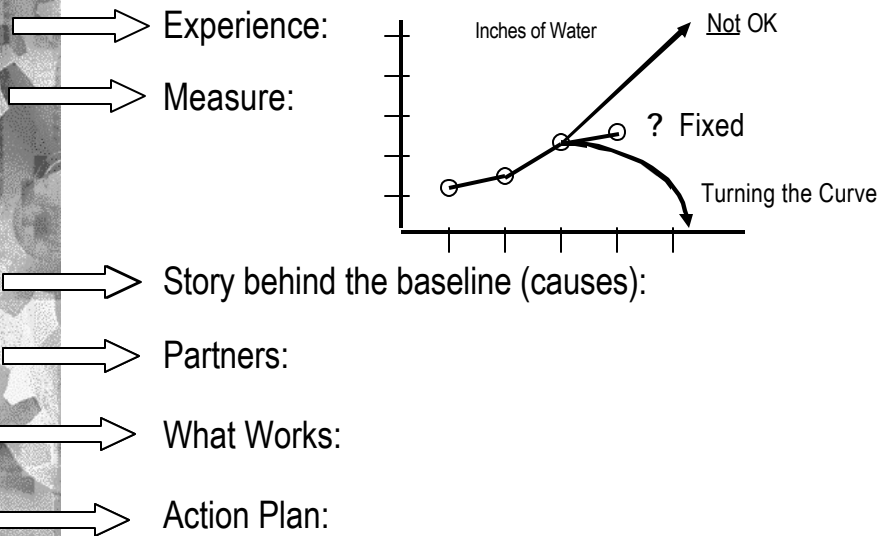
OUTCOME: People in Cardiff are healthy		POPULATION: All people in Cardiff					
HEADLINE INDICATORS (Bainthwells) • Overweight and Obese Data for Cardiff 2004-2008 • Life expectancy • Adults who reported currently being treated for a mental illness		• % of people who reported having a limiting long-term illness • % of babies born with low birth weight • % People who smoke • Hospital admissions attributable to alcohol – Interim measure		WHAT OTHER DATA DO WE NEED? (DATA DEVELOPMENT AGENDA) • Levels of substance misuse • Unscheduled admissions to hospital			
HOW ARE WE DOING? Life expectancy (Source: Health Statistics and Analysis Unit, Welsh Assembly Government)		Overweight and Obese Data for Cardiff 2004-2008 (Source: Welsh Health Survey)	Adults who reported currently being treated for a mental illness (Source: Welsh Health Survey)	Adults who reported having a limiting long-term illness (Source: Welsh Health Survey)	% of babies born with low birth weight (under 2500g)	% of People who Smoke	DDA - Hospital admissions attributable to alcohol – Interim Measure
							4-year rolling rate (2004-2008) for Cardiff from Public Health Wales: • Males: 2024 per 100,000 • Females: 1115 per 100,000
STORY BEHIND THE BASELINE The health of the population in Cardiff is influenced by a wide range of determinants. Those with the poorest health tend to live in the most deprived wards and experience a wide range of health inequalities.				PARTNERS WHO CAN HELP US <ul style="list-style-type: none"> NHS Council – Adult Services, Children Services, Leisure & Play, Schools and Lifelong Learning Third sector Police Fire Service Neighbourhood management partners Private sector Communities First Food and drink industry Welsh Assembly Government Community Safety Partnership SSS Social care providers 			

MEANS not **ENDS**
To Improving Outcomes In Themselves

1. COLLABORATION
2. SYSTEMS REFORM
3. SERVICE INTEGRATION
4. DEVOLUTION
5. FUNDING POOLS
6. REORGANIZATION

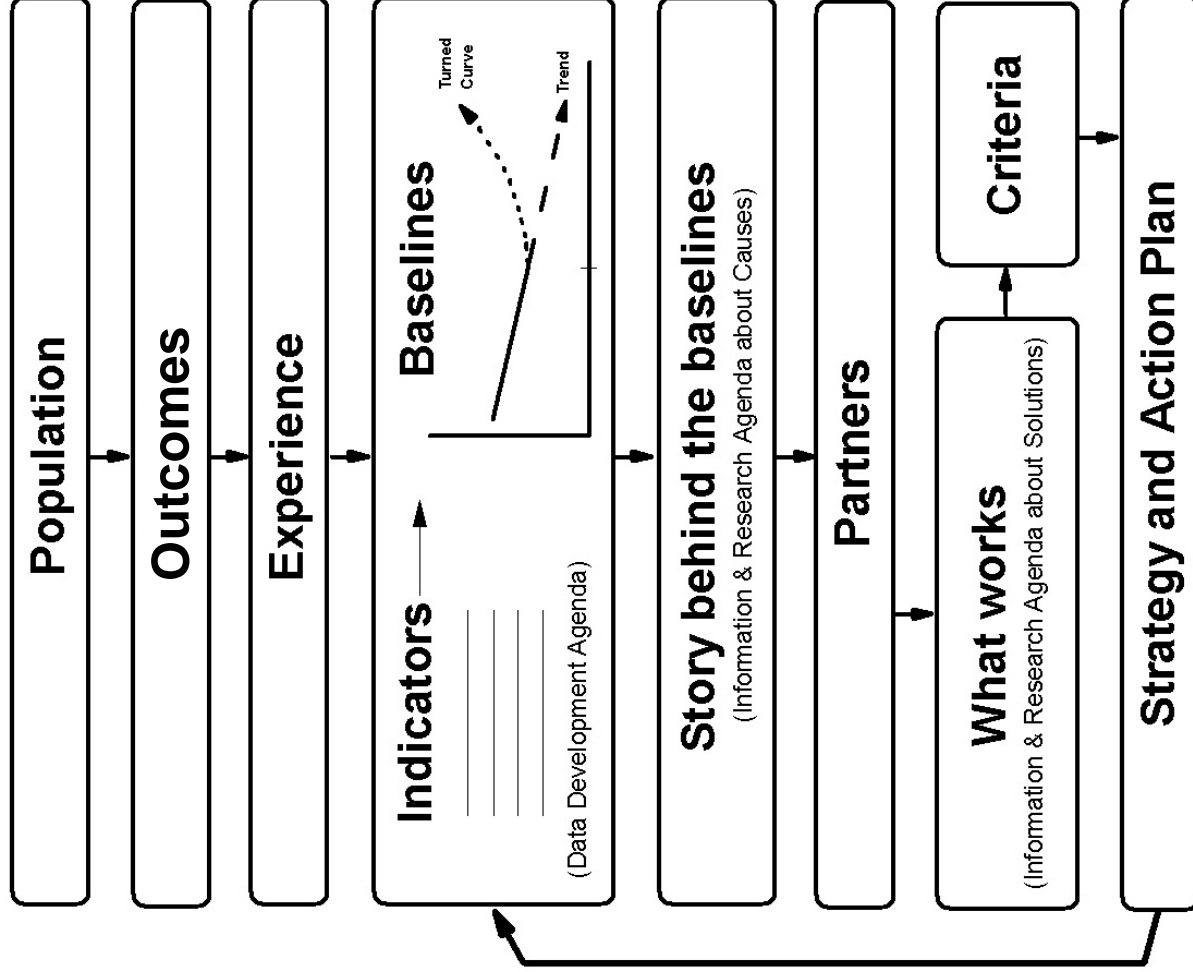
Leaking Roof

(Outcomes thinking in everyday life)



Population Accountability

Getting from Talk to Action



The 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults and families who live in our community?
2. What would these conditions look like if we could see them?
3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?

Criteria for
Choosing Indicators
 as Primary vs. Secondary Measures

Communication Power

Does the indicator communicate to a broad range of audiences?

Proxy Power

Does the indicator say something of central importance about the outcome?

Does the indicator bring along the data HERD?

Data Power

Quality data available on a timely basis.

Choosing Indicators
 Worksheet

Outcome Safe Community

Candidate Indicators	Communication Power	Proxy Power	Data Power
Measure 1	H M L	H M L	H M L
Measure 2			
Measure 3	H	H	H
Measure 4			
Measure 5	H	H	L
Measure 6			
Measure 7			
Measure 8			

Data Development Agenda

Three Part Indicator List for each Outcome

Part 1: Primary Indicators

- 3 to 5 "Headline" Indicators
- What this result "means" to the community
- Meets the Public Square Test

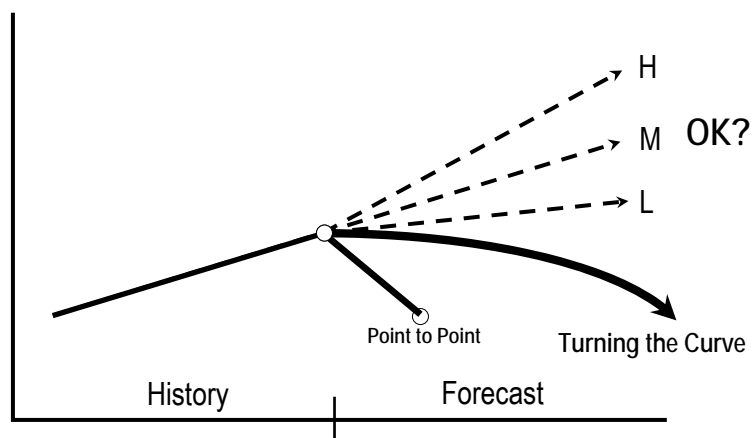
Part 2: Secondary Indicators

- Everything else that's any good (Nothing is wasted.)
- Used later in the Story behind the Curve

Part 3: Data Development Agenda

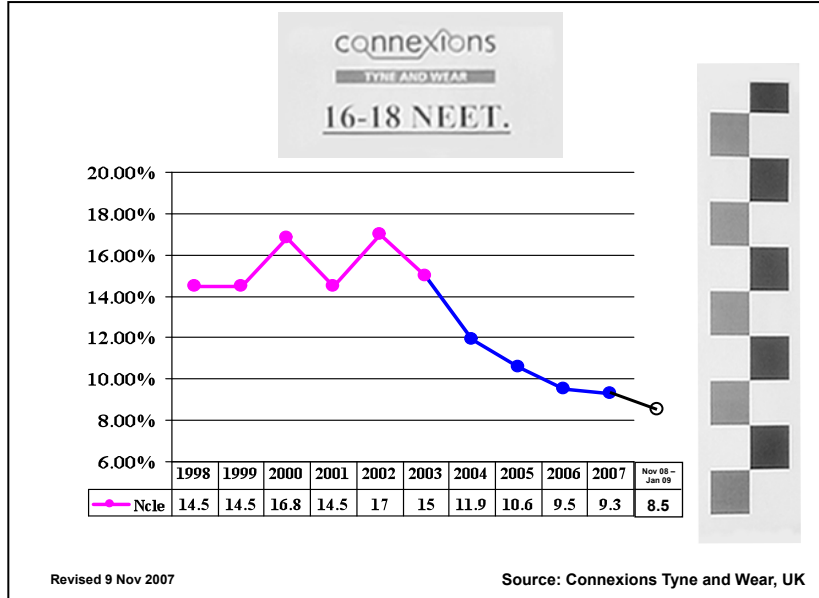
- New data
- Data in need of repair (quality, timeliness etc.)

The Matter of Baselines



Baselines have two parts: history and forecast

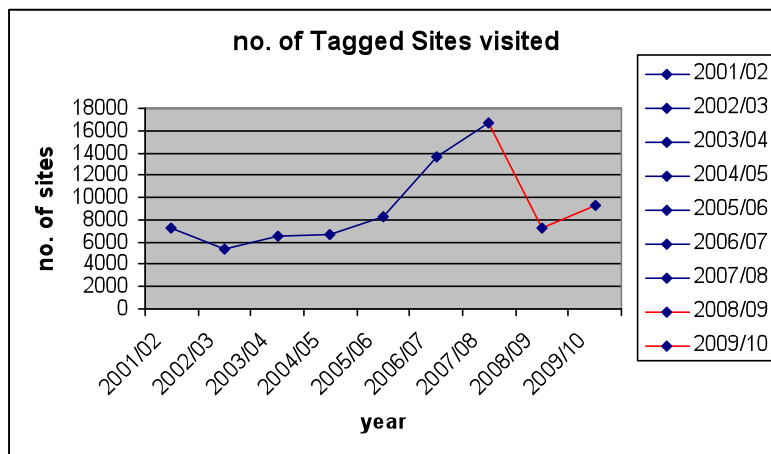
Newcastle, UK



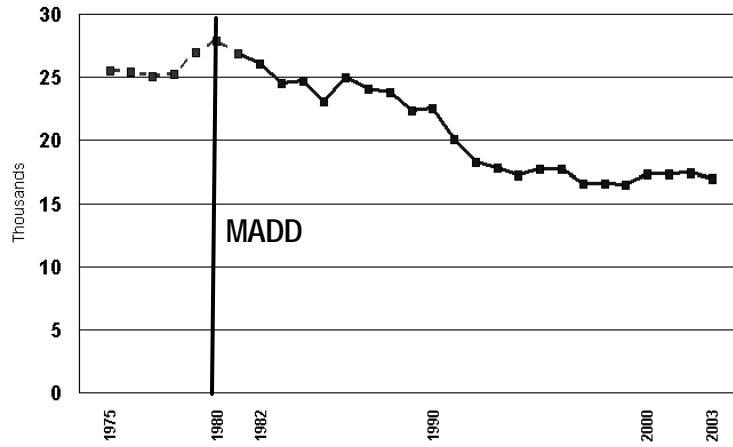
Christchurch, New Zealand

Number of Graffiti Sites

FY 2002 to FY 2010

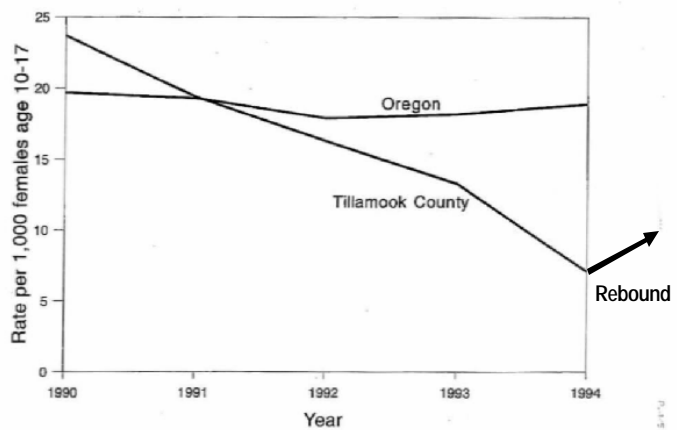


Alcohol-Related Traffic Fatalities U.S. Total



Source 1982 to 2003: Actual data from the NHTSA Fatality Analysis Reporting System (FARS)
Source 1975 to 1981: Estimate based on NHTSA data provided to VT AHS

Teen Pregnancy Rates, 1990-1994




Source: Oregon Health Division, Center for Health Statistics



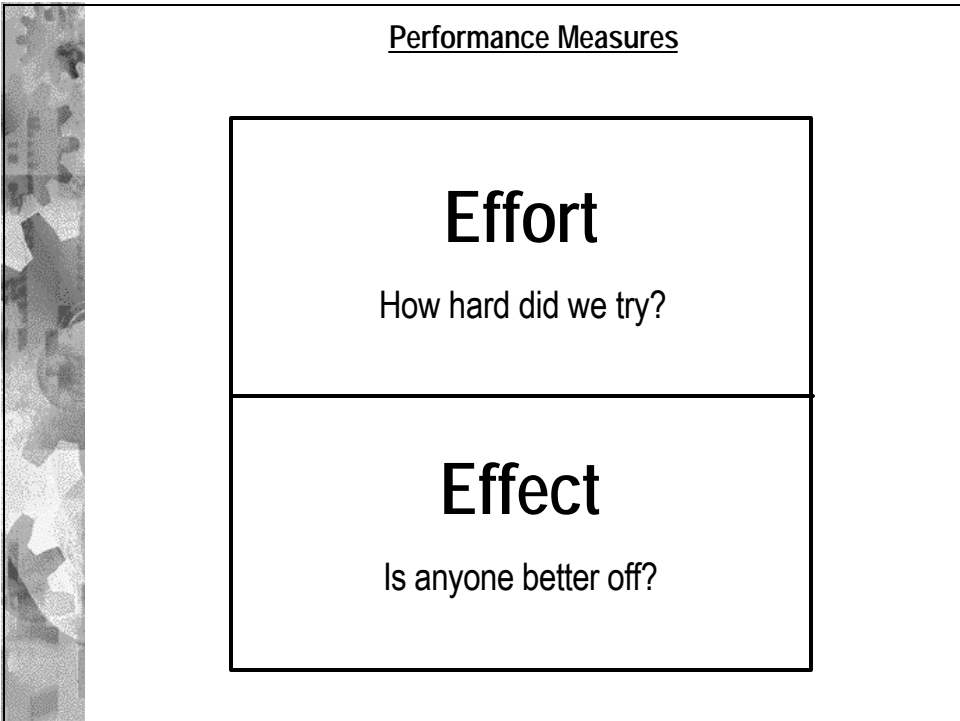
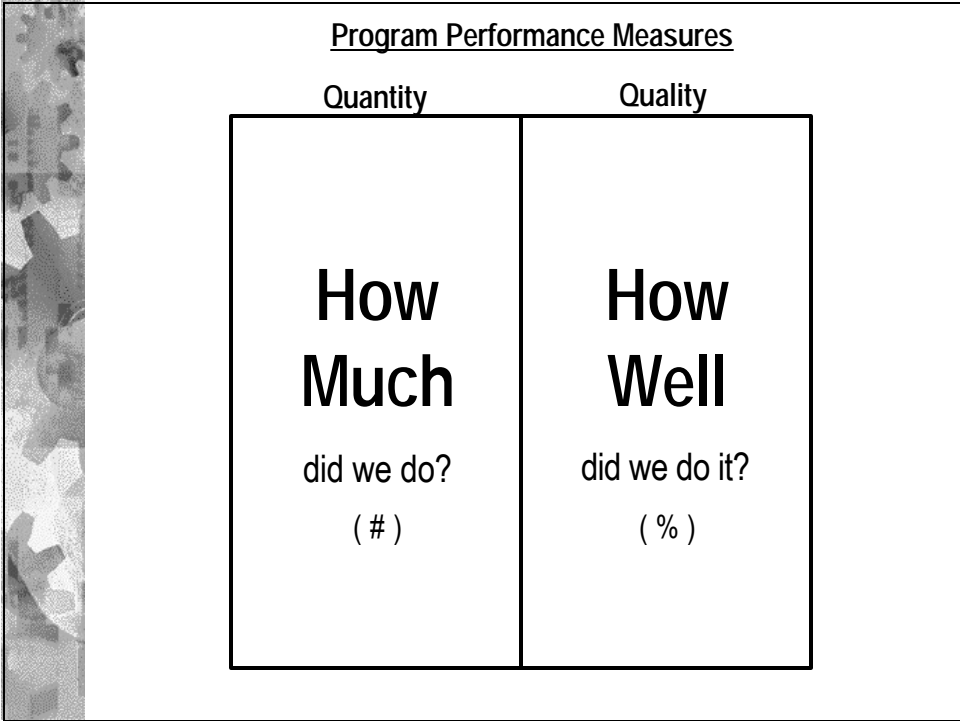
Performance Accountability

For Services, Agencies and
Service Systems

Fiscal Policy Studies Institute
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**“All Performance Measures
that have ever existed
for any program
in the history of the universe
involve answering two sets of
interlocking questions.”**



Program Performance Measures

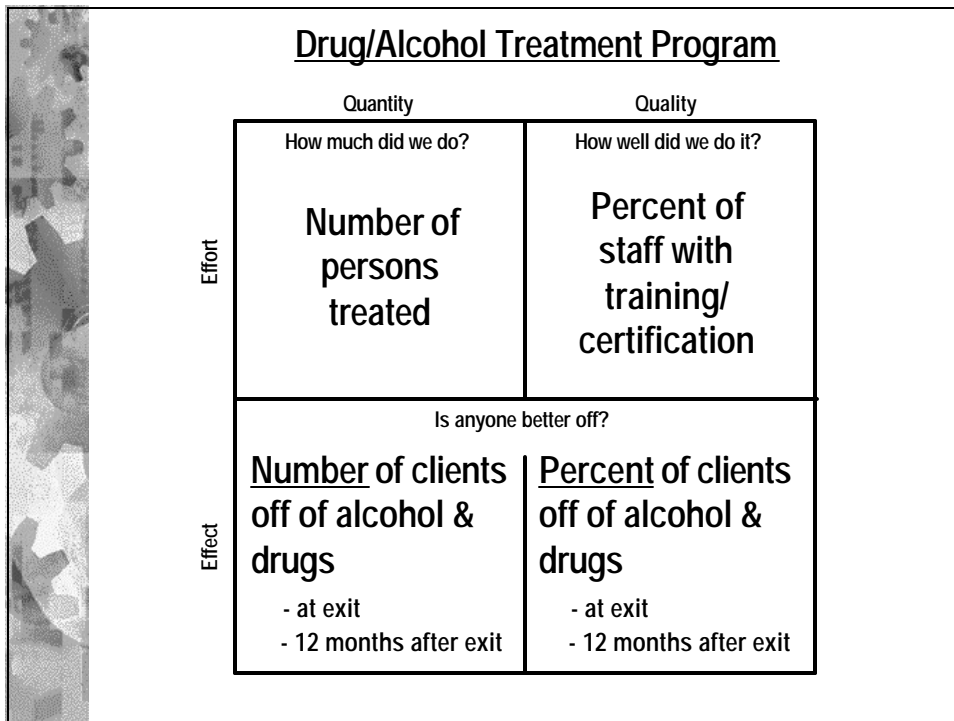
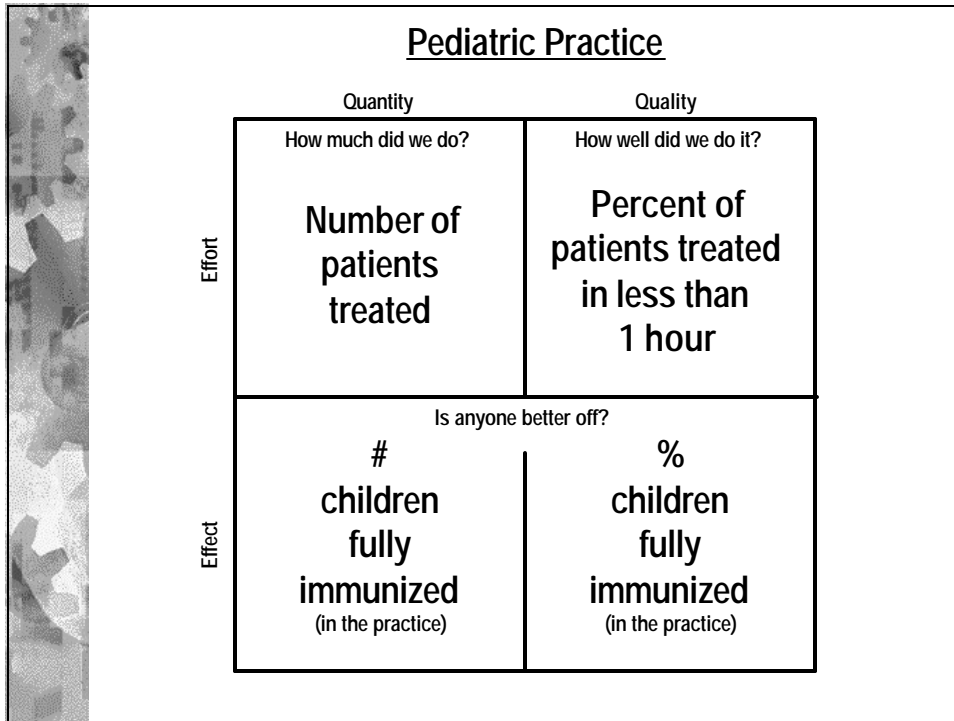
Effort	
How Much	How Well
Effect	

Program Performance Measures

	Quantity	Quality
Input Effort	How much service did we deliver?	How well did we deliver it?
Output Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

		<u>Program Performance Measures</u>	
		Quantity	Quality
Effect	Effort	How much did we do?	How well did we do it?
	Effect	Is anyone better off?	
		#	%

		<u>Education</u>	
		Quantity	Quality
Effect	Effort	How much did we do? Number of students	How well did we do it? Student-teacher ratio
	Effect	Is anyone better off?	
		Number of 16 olds with 5 A to C GCSE's	Percent of 16 yr olds with 5 A to C GCSE's



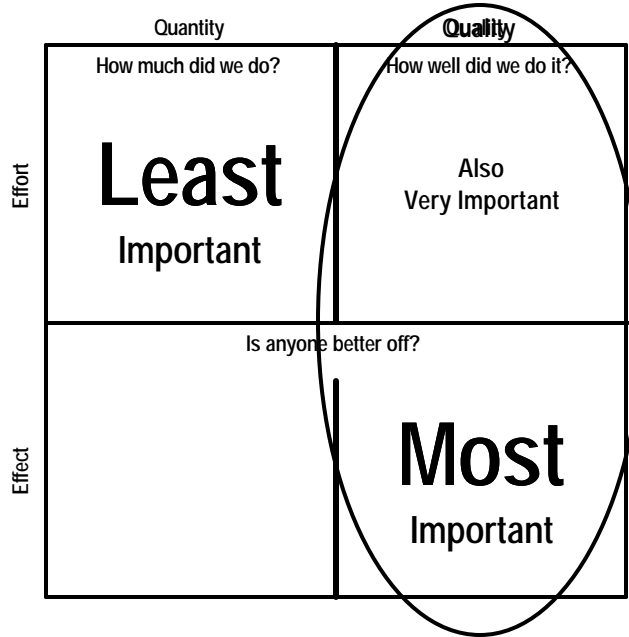
Home Care Services

<p style="text-align: center;">How much did we do?</p> <p style="text-align: center;"># of persons served</p> <p style="text-align: center;"># visits</p>	<p style="text-align: center;">How well did we do it?</p> <p style="text-align: center;"># visits per week</p> <p style="text-align: center;">Ave length of visit</p> <p style="text-align: center;">% service users who say the service is reliable, flexible, respectful, friendly (SPRU)</p>
<p>Is anyone better off?</p>	
<p style="text-align: center;"># entry into hospital, residential or nursing care</p> <p style="text-align: center;"># carers report the service helped the service user remain at home</p>	<p style="text-align: center;">Rate entry into hospital, residential or nursing care</p> <p style="text-align: center;">% carers report the service helped the service user remain at home</p>

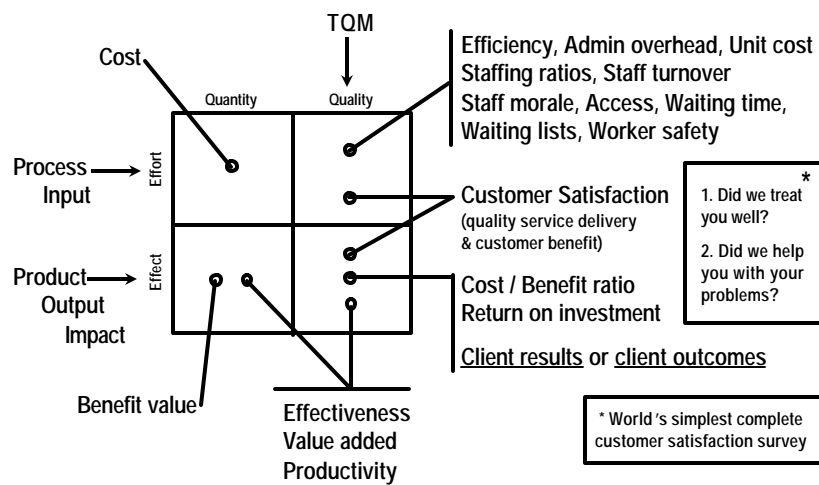
Fire Department

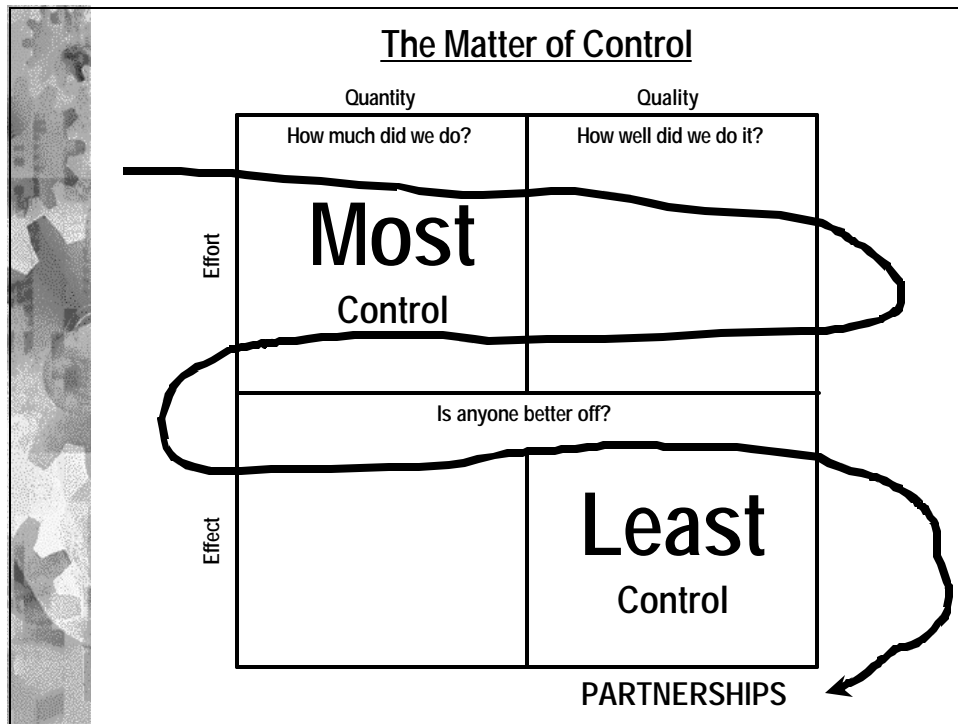
	Quantity	Quality
	<p style="text-align: center;">How much did we do?</p> <p style="text-align: center;">Number of responses</p>	<p style="text-align: center;">How well did we do it?</p> <p style="text-align: center;">Response Time</p>
Effort		
	<p>Is anyone better off?</p>	
Effect	<p style="text-align: center;"># of fires kept to room of origin</p>	<p style="text-align: center;">% of fires kept to room of origin</p>

Not All Performance Measures Are Created Equal



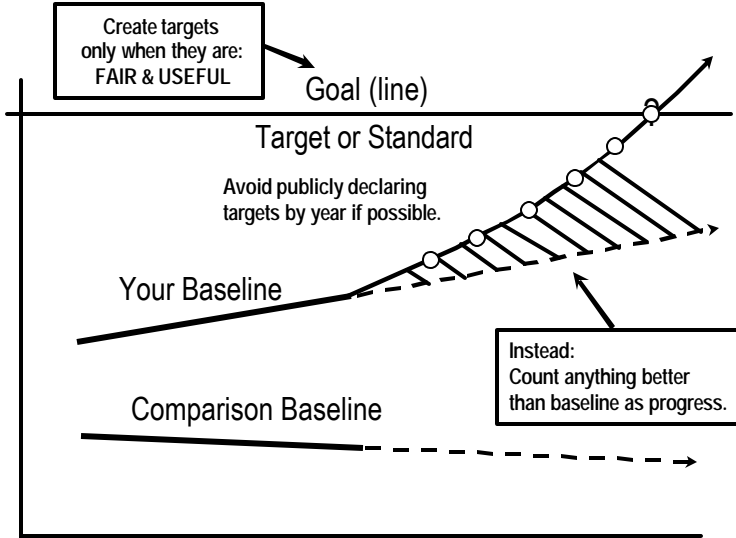
RBA Categories Account for All Performance Measures (in the history of the universe)





- ### The Matter of Use
1. First Purpose is to Improve Performance
as a contribution to improving results
 2. Avoid the Performance Measurement Equals Punishment Trap
 - ? Acknowledge the experience as real.
 - ? Work to create a healthy organizational environment
 - ? Start small.
 - ? Build bottom-up and top-down simultaneously.

Advanced Baseline Display



Choosing Headline Measures and the Data Development Agenda

	Quantity	Quality	
Effort	How much did we do?	How well did we do it?	
	# Measure 1	% Measure 8	→ #3 DDA
	# Measure 2	% Measure 9	
	# Measure 3	⊙ % Measure 10	→ #2 Headline
	# Measure 4	% Measure 11	
	# Measure 5	⊙ % Measure 12	
	# Measure 6	% Measure 13	
# Measure 7	% Measure 14		
Effect	Is anyone better off?		
	# Measure 15	% Measure 15	→ #2 DDA
	# Measure 16	% Measure 16	
	# Measure 17	⊙ % Measure 17	→ #3 Headline
	# Measure 18	% Measure 18	
# Measure 19	⊙ % Measure 19	→ #1 Headline	
# Measure 20	% Measure 20		
# Measure 21	% Measure 21	→ #1 DDA	

Separating the Wheat from the Chaff

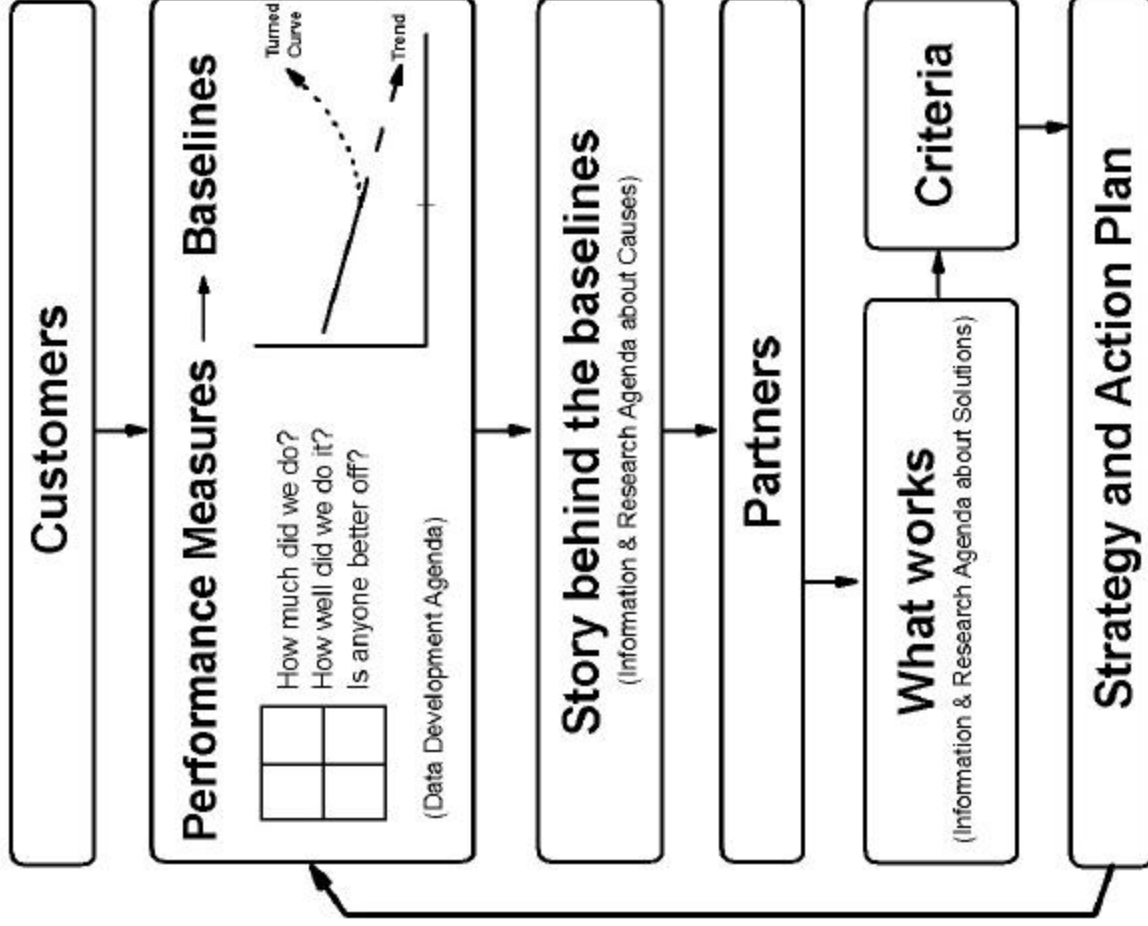
Types of Measures Found in Each Quadrant

<p><u>How much did we do?</u></p> <p># Customers served (by customer characteristic)</p> <p># Activities (by type of activity)</p>	<p><u>How well did we do it?</u></p> <p>% Common measures Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: <i>Did we treat you well?</i></p> <p>% Activity-specific measures Percent of actions timely and correct, percent customers completing activity, percent of actions meeting standards</p>								
<p><u>Is anyone better off?</u></p> <table border="1"> <tr> <td data-bbox="110 1325 808 1409"> <p>#</p> </td> <td data-bbox="815 1325 1516 1409"> <p>% Skills / Knowledge (e.g. parenting skills)</p> </td> </tr> <tr> <td data-bbox="110 1417 808 1501"> <p>#</p> </td> <td data-bbox="815 1417 1516 1501"> <p>% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i></p> </td> </tr> <tr> <td data-bbox="110 1509 808 1593"> <p>#</p> </td> <td data-bbox="815 1509 1516 1593"> <p>% Behavior (e.g. school attendance)</p> </td> </tr> <tr> <td data-bbox="110 1602 808 1686"> <p>#</p> </td> <td data-bbox="815 1602 1516 1686"> <p>% Circumstance (e.g. working, in stable housing)</p> </td> </tr> </table>		<p>#</p>	<p>% Skills / Knowledge (e.g. parenting skills)</p>	<p>#</p>	<p>% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i></p>	<p>#</p>	<p>% Behavior (e.g. school attendance)</p>	<p>#</p>	<p>% Circumstance (e.g. working, in stable housing)</p>
<p>#</p>	<p>% Skills / Knowledge (e.g. parenting skills)</p>								
<p>#</p>	<p>% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i></p>								
<p>#</p>	<p>% Behavior (e.g. school attendance)</p>								
<p>#</p>	<p>% Circumstance (e.g. working, in stable housing)</p>								

Point in time vs. Point to Point Improvement

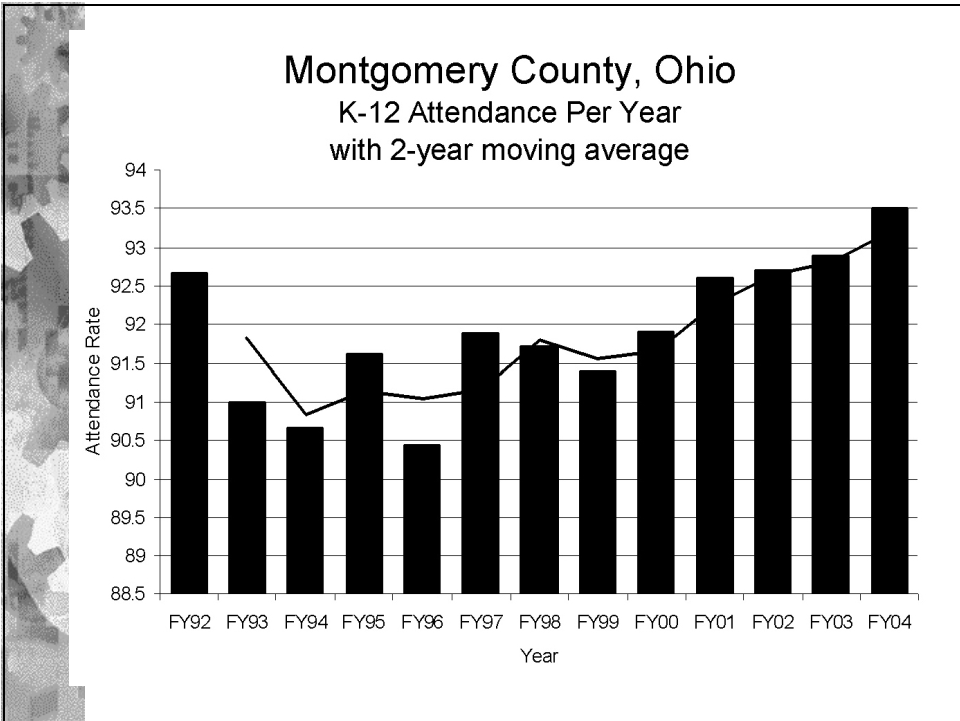
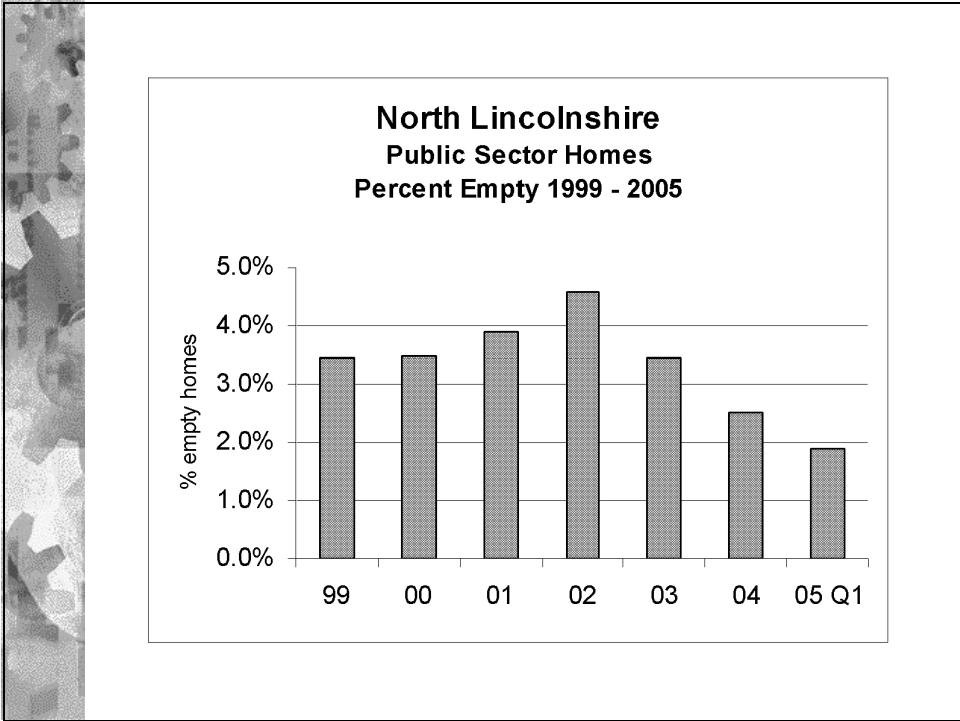
Performance Accountability

Getting from Talk to Action



The 7 Performance Accountability Questions

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well ?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?



How Population & Performance Accountability FIT TOGETHER

THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

Being Healthy

Rate of low birth-weight babies

Staying Safe

Rate of child abuse and neglect

Enjoying and Achieving

Percent with 5 AC GCSE's

POPULATION
OUTCOMES

PERFORMANCE ACCOUNTABILITY

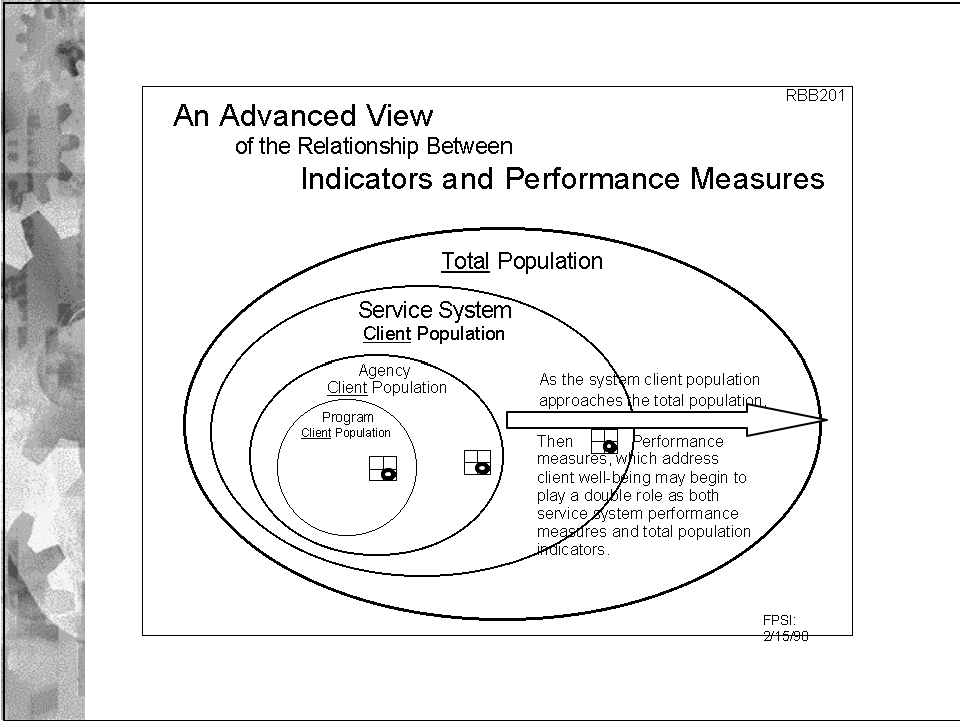
Child Protection Service

# of investigations completed	% initiated within 24 hrs of report
# repeat Abuse/Neglect	% repeat Abuse/Neglect CUSTOMER OUTCOMES

Contribution relationship

Alignment of measures

Appropriate responsibility



**Every time
you make a
presentation,

use a
two-part
approach**

Population Accountability

Outcome: to which you contribute to most directly.

Indicators:

┌ ┌ ┌

Story:

Partners:

What would it take?:

Your Role: as part of a larger strategy.

Performance Accountability

Service:

Performance measures:

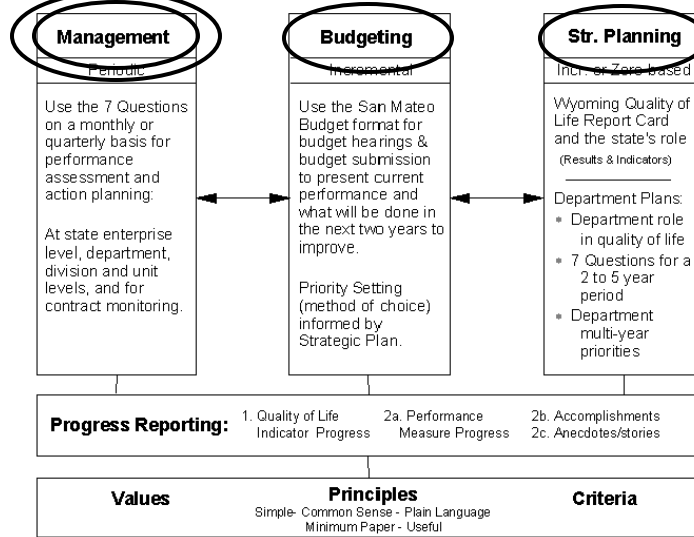
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Story:

Partners:

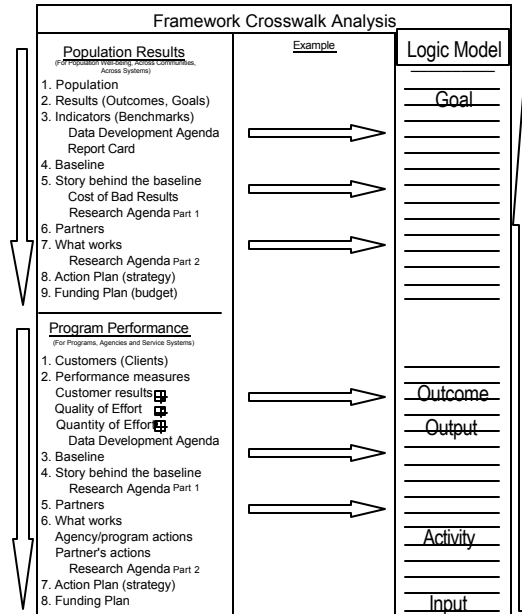
Action plan to get better:

Management - Budgeting - Strategic Planning: A Single System



FPSI Draft

Framework Crosswalk Analysis





Board of Directors Meeting AGENDA

1. New data
2. New story behind the curves
3. New partners
4. New information on what works.
5. New information on financing
6. Changes to action plan and budget
7. Adjourn



Different Kinds of Progress

1. Data
 - a. Population indicators Actual turned curves: movement for the better away from the baseline.
 - b. Service performance measures: customer progress and better service:
 - How much did we do?
 - How well did we do it?
 - Is anyone better off?
2. Accomplishments: Positive activities, not included above.
3. Anecdotes: Stories behind the statistics that show how individuals are better off.

OBA in a Nutshell

2 – 3 - 7

2 - kinds of accountability plus language discipline
Population accountability — Outcomes & Indicators
Performance accountability — Performance measures

3 - kinds of performance measures.
How much did we do?
How well did we do it?
Is anyone better off?

7 - questions from ends to means in less than
an hour.

What's Next?

A Basic Action Plan for Outcome-Based Accountability

TRACK 1: POPULATION ACCOUNTABILITY

- Establish a set of outcomes
- Establish indicators, baselines and charts on the wall
- Create an indicators report card
- Set tables (action groups) to turn curves

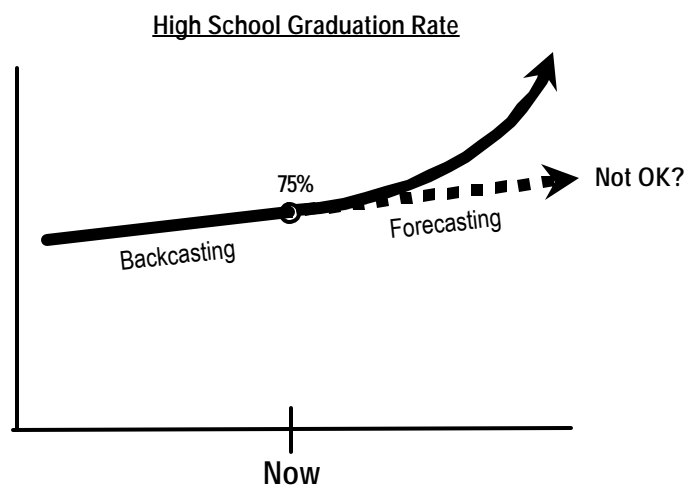
TRACK 2: PERFORMANCE ACCOUNTABILITY

- Performance measures, and charts on the wall for services, agencies and service systems
- Use 7 Questions supervisor by supervisor and service by service in management, budgeting and strategic planning

EXERCISES

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Creating a Working Baseline from Group Knowledge



Turn the Curve Exercise: Population Well-being

5 min: Starting Points

- timekeeper and reporter
- geographic area
- two hats (yours plus partner's)

10 min: Baseline

- pick an outcome and indicator curve (or curves) to turn
- forecast to 2012 – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

Two
pointers
to action

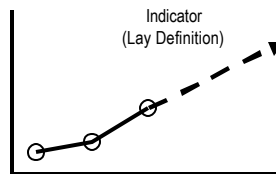
10 min: Report convert notes to one page

ONE PAGE Turn the Curve Report: Population

Outcome

Indicator

Baseline



Story behind the baseline

----- (List as many as needed)

Partners

----- (List as many as needed)

Three Best Ideas – What Works

1. -----
2. -----
3. -----No-cost / low-cost
-----Off the Wall

Sharp
Edges

Turn the Curve Exercise: Program Performance

5 min: Starting Points

- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner's)

10 min: Performance measure baseline

- choose 1 measure to work on – from lower right quadrant
- forecast – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

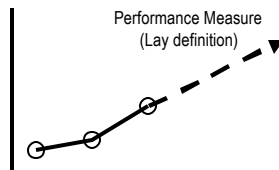
Two
pointers
to action

10 min: Report Convert notes to one page

ONE PAGE Turn the Curve Report: Performance

Service : _____

Performance Measure Baseline



Story behind the baseline

----- (List as many as needed)

Partners

----- (List as many as needed)

Three Best Ideas – What Works

1. -----
2. -----
3. -----No-cost / low-cost
-----Off the Wall

Sharp
Edges

20 Minute Exercise

Performance Accountability
For Programs, Agencies and Service Systems

2 customers → 1. Who are our customers?

1 measure → 2. How can we measure if our customers are better off?

1 measure → 3. How can we measure if we are delivering service well?

Discuss how we're doing → 4. How are we doing on the most important of these measures?

2 partners → 5. Who are the partners with a role to play in doing better?

2 what works ideas (1 nc/c) → 6. What works, what could work, to do better?

Discuss how to implement → 7. What do we propose to do?

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20 Minute Exercise

POPULATION ACCOUNTABILITY

1 population → What population are we concerned about?
(e.g. U.K. population)

1 result → What condition(s) do we want for this population?
(Americans are free of cancer.)

1 indicator → How could we measure these conditions?
(e.g. cancer rates)

Discuss how we're doing → How are we doing on the most important of these measures?
(baseline history)

2 partners → Who are the partners with a role to play in doing better?

2 what works ideas (1 nc/c) → What works – what would it take – to do better?
(What is our role?)

Discuss how to implement → What do we propose to do?

Juvenile Justice

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of children in custody	Percent of children in community based (vs. institutional) care
	Is anyone better off?		
Effect		Number of children exiting custody with no repeat offence in 6 months	Percent of children exiting custody with no repeat offence in 6 months

Welfare to Work

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of persons provided job training	Percent with child care and transportation needs met
	Is anyone better off?		
Effect		Number employed 6 months after completion	Percent employed 6 months after completion

Child Welfare

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of children in foster care	Average number of changed foster care placements per child
	Is anyone better off?		
Effect		Number of children in stable permanent plcmt after 6 months in care	Percent of children in stable permanent plcmt after 6 months in care

Mental Health

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of hours of treatment	Time until the next opening in the appointment schedule
	Is anyone better off?		
Effect		Number of clients in school or employed	Percent of clients in school or employed

Dispute Resolution / Mediation

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		# of persons served # of disputes	Unit cost (compared to average court resolution costs)
	Is anyone better off?		
Effect		# of disputes resolved to both party's satisfaction # holding 6 months later	% of disputes resolved to both party's satisfaction % holding 6 months later

**Every Program
(Financial Performance Measures)**

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Cost (total)	Unit Cost
	Is anyone better off?		
Effect		Benefit Value (total)	Cost-Benefit (ratio)

Wyoming Strategic Planning Design - Part I

(To be completed by the Governors Planning Department)

Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.



The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state's partners.

Appendix A: Data development Agenda: List priorities for new or better indicator data

Wyoming Strategic Planning Design - Part II

Same format for Departments, Divisions and Programs

Department/Division/Program:

Contribution to Wyoming Quality of Life:

Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.

Basic Facts:

Show total number of staff and size of budget in total and general funds.
List the 5 most important programs or functions and show annual number served,

Performance:

Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.

Performance measures must be those that best answer the questions:

- How well are we delivering service?
- Are our customers better off? (CUSTOMER RESULTS)



Story behind (last 3 years of) performance:

Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explanation of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.

What do you propose to do to improve performance in the next 2 yrs?

Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.

Appendix A: Data development Agenda: List priorities for new or better data on performance

Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.

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? Inputs, Outputs	
7. A measure of the quality of effort (how well the service functions were performed).	How well did we do it? Efficiency measure, Process measure	
8. A measure of the quantity and quality of effect on customers' lives. (Note: for infrastructure, e.g. bridges, effect on condition of infrastructure.)	Is anyone better off? Is anything improved? Customer result or outcome, Effectiveness measure	
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	
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 Draft revised Nov 2013

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

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for any program or service. With practice, this process can be completed in about 45 minutes. Participants should each have a copy of the performance measurement summary on page 28.

Step 1. How much did we do? Draw the four quadrants on a piece of flip chart paper. Start in the upper left quadrant. Write 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.

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. 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.

Step 3. Is anyone better off? Ask "If your program works really well, in what ways are your customers' lives better? How could we observe this? How could we measure it?" Create pairs of measures (number and percentage) for each answer. For example, 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.

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 was terrible, how would it show up in the 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 on June 1st. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment on September 30 of the previous year. A still tougher definition would compare graduation to the enrollment of 9th graders four years earlier. Each technical definition constitutes a separate measure.

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 with 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 public hearing or conference, and you could only use 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, 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 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.

Elections Program (1330P)

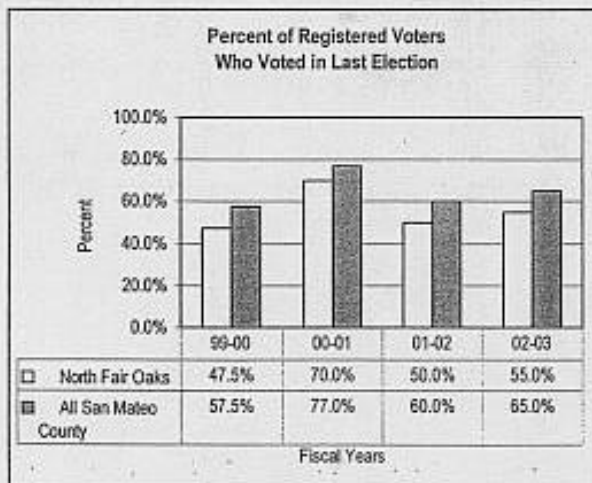
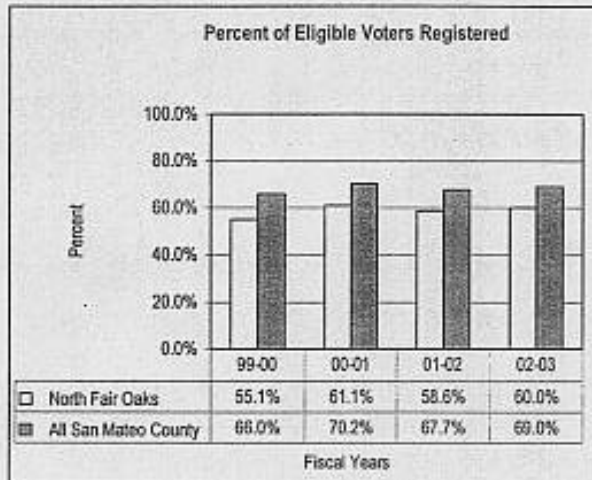
Department: Assessor-County Clerk-Recorder

FY 2002 and 2003 Recommended Budget

Program Outcome Statement

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

Headline Measures



Story Behind Baseline Performance

During FY1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

What Will Be Done to Improve Performance in the Next Two Years

The Elections Office will meet performance targets by doing the following:

Continue Community Outreach and Education to Increase Voter Registration and Turnout

- Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
- Develop a plan to coordinate the voter registration activities of the political organizations
- Partner with "Frontiers in Leadership" to engage in voter registration and voter turnout efforts
- Attend festivals and major community events to register people
- Conduct voter registration and voting classes in the community at key locations, including the community center and local schools

Performance Measures Summary Table

Performance Measures	FY 98-99 Actual	FY 99-2000 Actual	FY 2000-01 Estimate	FY 2001-02 Target	FY 2002-03 Target
What/How Much We Do					
Number of new voters registered:					
- North Fair Oaks	402	443	600	400	450
- All San Mateo County	22,404	24,482	25,000	20,000	25,000
How Well We Do It					
Percent of eligible voters registered to vote:					
- North Fair Oaks	57.5%	55.1%	61.1%	58.6%	60.0%
- All San Mateo County	70.1%	66.0%	70.2%	67.7%	69.0%
Is Anyone Better Off?					
Number of registered voters who voted in last election:					
- North Fair Oaks	1,723	2,198	3,539	2,640	2,772
- All San Mateo County	150,967	181,190	261,297	207,268	217,631
Percent of registered voters who voted in last election:					
- North Fair Oaks	36.3%	47.5%	70.0%	50.0%	55.0%
- All San Mateo County	44.8%	57.5%	77.0%	60.0%	65.0%

RBA Implementation Self Assessment for Government and Nonprofit Organizations

1. Language Discipline (10)

- a. Has your group or organization adopted a common language using the Tool for Choosing a Common Language or some other method? Does this common language allow you to clearly distinguish population and performance accountability? (7)
- b. Can you crosswalk your language usage to that of your funders and other partners? (3)

2. Population Accountability (30)

- a. Has your organization identified one or more population level results or conditions of well-being stated in plain language to which your work contributes? (5)
- b. Have you identified the 3 to 5 most important indicators for each of these results? (5)
- c. Have you created a baseline with history and a forecast for each of these measures? (5)
- d. Have you analyzed the story behind these baselines? (5)
- e. Do you have a written analysis of what it would take to turn these conditions around at the national, state, county, city or community level? (5)
- f. Have you articulated the role your organization plays in such a strategy? (5)

3. Performance Accountability (45)

- a. Has your organization established the 3 to 5 most important performance measures for what you do, using the performance accountability categories *How much did we do? How well did we do it? Is anyone better off?* (5)
- b. Have you created a baseline with history and a forecast for each of these measures? (5)
- c. Do you track these measures on a daily, weekly, monthly or quarterly basis? (10)
- d. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability 7 questions? (10)
- e. Have you adapted your management, budget, strategic planning, grant application, and progress reporting forms and formats to reflect systematic thinking about your contribution to population conditions and your organization's performance? (5)
- f. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall? (5)
- g. Have you identified an in-house expert to train and coach other staff in this work? (5)

4. Bottom line Quality of Service (15)

- a. Considering case mix difficulty, are you doing well or poorly on the most important *Is Anyone Better off?* measures compared to others? (Others = comparable providers, industry benchmarks, or reasonable targets or standards) (5)
- b. How are you doing on the most important *How well did we do it?* measures compared to others? (Others = comparable providers, industry benchmarks, or reasonable targets or standards) (5)
- c. Have you turned any curves? (5)

5. Bonuses and Penalties (-20 to +10)

- a. Research and Evaluation Bonus: Do you have (recent i.e. less than 3 to 5 yrs. old) research or evaluation evidence that shows your services cause improvement in customers' lives as shown by *Is Anyone Better off?* measures? Yes = plus 10 No = 0
- b. Skimming Penalty: Is there any evidence that you are skimming easy customers in order to increase success rates on *Is Anyone Better off?* measures? Yes = minus 10 No = 0
- c. Unit Cost Penalty: Given the intensity of your services are your unit costs per customer in line with other providers in the field? Yes = 0 No = minus 10